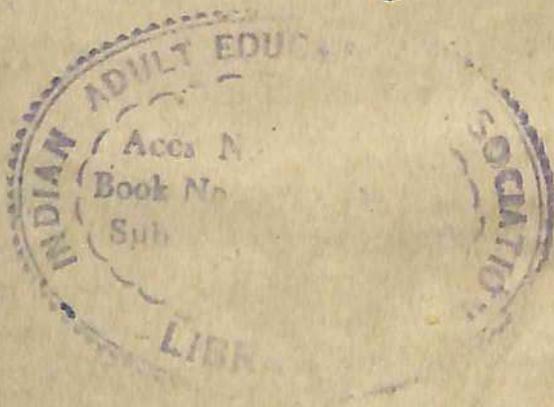


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Ten Year Literacy Plan For Industrial Workers

The Panel for Literacy among industrial workers, appointed by the Central Government in January last has suggested that a period of 10 years, coinciding with the next two Five-Year Plans should be accepted as the target for wiping out illiteracy from industrial workers at the rate of two lakhs a year.

The panel which submitted its report recently was headed by Dr. Mohan Singh Mehta, President, Indian Adult Education Association.

The Panel recommended that intensive efforts should be concentrated on illiterates in the age group 16-45 numbering about 15.36 lakhs.

Central Board

The panel has suggested an autonomous central board for literacy among industrial workers, consisting of representatives of the Government employers, workers and voluntary social and educational organisations to organise this programme.

Finances

Referring to the financial aspect the panel pointed out that the total amount required for the task would be nearly Rs. 5 crores. The financial resources for a project of this nature should be drawn from several sources like the public exchequer, statutory organisations such as the Coal Mines Welfare Organisation, Tea Board and others, and from the employers.

The panel made a sample study of five industrial sectors—cotton textile, jute textile, coal mining, tea plantations and iron and steel.

Pilot Projects

The panel recommended that a few pilot projects should be launched in selected industrial towns where

P.M. Asks Social Workers to Take up Literacy Work

Mr. Lal Bahadur Shastri told social workers in Varanasi on December 25 to concentrate their efforts in rural areas where illiteracy was the main problem.

He was inaugurating the 13th session of the Indian Conference of Social Work.

Opening of more schools and colleges in villages alone would not do, the Prime Minister said.

Mr. Shastri stressed the need for opening a chain of cooperative societies which, he felt, was the only way to ensure proper distribution of foodgrains and check the price spiral.

Earlier Mrs. M. Clubwala Jadhav, President of the conference in her address said that economic planning of the country should go hand in hand with social planning.

With the growth of population and urbanization social problems were bound to assume serious proportions. "The success of our plans depends upon the extent to which we are going to tackle these problems," she added.

Mrs. Jadhav wanted appointment of a commission to report on the social needs of the people and on the nature and type of services required on nearly 500 delegates attended the four-day conference. The theme of the deliberations is "changing trends in social welfare."

adequate support was available and conditions were favourable.

The panel members were encouraged by the fact that individual employers in cities were quite enthusiastic and were even prepared to go all out to offer assistance to run classes, make provision for libraries and provide necessary equipment.

The Panel among others consisted of Sarvshri R.L. Mehta, A.R. Deshpande, S.C. Dutta, Sohan Singh and Jagdish Singh.

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Exhibition on Adult Education Centres in Germany

AN Exhibition entitled "Adult Education Centres in Germany" was opened on December 14 at Calcutta by Professor Satyen Bose, in the Bengal Social Service League building.

After the opening ceremony there were film shows on the life in Germany provided through the courtesy of Consulate of the Federal Republic of Germany.

Throughout the week the Exhibition was open from 3 p.m. to 8 p.m. On Sunday it was open from 10 a.m. to 8 p.m.

Representatives from the Departments of Community Development and Social Education of the West Bengal Government as well as from Gandhi Samarak Nidhi, Bharat Sevak Samaj, Calcutta University Institute and other voluntary organisations visited the Exhibition.

Trainees from the Social Education Organisers' Training Centre at Belur Math, Howrah, the Gram Sevak Training Centre in Burdwan and other groups of students and community leaders visited the Exhibition.

There were many expressions of appreciation from the visitors from the opportunity of seeing this excellent portrayal of four types of adult education centres in Germany.

The Exhibition will now be on display in Max Muller Bhawan at New Delhi from 3rd week of February, 1965.

Muniswamy Nominated to Mysore Varsity Academic Council

SHRI K.S. Muniswamy, Chief Executive Officer, Mysore State Adult Education Council and Associate Secretary of the Indian Adult Education Association has been nominated a member of the Academic Council of the University of Mysore for a term of three years.

The Council cooperates with the University in its Extension Lecture programme and in the field of Publication.

Shri Muniswamy's presence in the Academic Council will help in bringing about closer ties between the Council and the University.

Talks on "Workers' Education Abroad"

PROF. W. E. Styler of U.K. inaugurated a series of talks organised by the Indian Adult Education Association, on "Workers' Education Abroad" on December 4, at the Shafiq Memorial. The first talk was on "Workers' Education in U.K." by Mr. G. Davey, Assistant Labour Attache, British High Commission. Mr. Davey said that in the growth of the Trade Union Movement in U.K. part-time evening courses played an important role.

The Educational facilities available to trade unionists, fall broadly into three groups—the facility provided by the Workers Educational Association and the National Council of Labour Colleges, Courses in technical colleges and universities, and the education organised by the unions themselves.

Mr. Styler intervened in the course of the discussion that followed Mr. Davey's lecture. He described how the education movement helped the workers to rise from the bottom and how it had made it possible for them to become members of the Borough Council, Alderman, Mayor, members of the Parliament and of cabinet. He described the tremendous role that the workers' educational movement had played in U.K.

ONE BOMBER=250,000 SCHOOL TEACHERS

The cost of a new prototype bomber would pay the salaries of 250,000 school teachers for a year.

Or it could be used to build 30 new science faculties each with places for 1,000 students.

For the price of one large atomic submarine, 50 cities could be provided with modern hospitals.

And the funds needed to develop a supersonic fighter plane would pay for 600,000 homes to house more than three million people.

These are a few of the facts revealed in the November issue of the *Unesco Courier* devoted to the economic and social consequences of disarmament.

Similar lecture programme has been arranged for January and February. Mr. Thomas O'Connor will speak on "Workers' Education in U.S.A. on January 12 at 6.30 p.m.

Mr. S. Riganovic will speak on "Workers' Education in Yugoslavia" on January 27 at 6.30 p.m.

Mr. Neander will speak on "Workers' Education in Germany" on February 9, at 6.30 p.m.

A Scheme for Literacy Education

By Mustaq Ahmed, Director, Literacy House, Lucknow

THE problem of adult literacy is rather complicated. Both the urban and rural illiterate adults generally belong to the economically hard-pressed class. Earning daily bread takes so much of their time that they are hardly left with much incentive for cultural and educational pursuits. Some of them might be persuaded to join a short-term literacy course if effective techniques are used. But the graduates of short courses will have such low level of attainment that they will not be able to use their literacy as a lever of economic and social development. It will almost be impossible to open a library of books especially written for new literates in each village or locality, replenish it from time to time and persuade the so-called 'new literates' to use them. Even if, this is done most of the 'new literates' will not be able to read and comprehend these books with ease as they demand much higher reading skills. Therefore, short-cuts are likely to result in waste and frustration.

If the above is true short-term literacy campaigns or drives should be ruled out.

Before discussing the other alternative we would like to pose a question? Why do we want to make the adult literates? The fixing of the objectives in clear terms is important as these will, in turn, determine the duration of teaching, the quality and the quantity of teaching materials and aids, the qualification of teachers, and consequently the cost.

Prof. Harbison, Dr. Galbraith and others regard literacy education as an investment as it helps to build manpower. Literacy education is supposed to help the individual in :

- (i) self development
- (ii) raising the standard of living, and
- (iii) enabling him to take part in the affairs of the state.

If the above objectives are accepted it will also mean that, at least in the Indian context, the literate adult must be able to read with comprehension :

- a. the literatures available to him from different departments on subjects like agriculture, animal husbandry, cooperatives, health, the panchayat, etc.
- b. the daily newspaper
- c. the literature for neo-literates
- d. the forms and receipts used in the area.

He should also be able to read and write a letter, an application or a petition.

There is some research to show that an illiterate person cannot do the above unless he possesses reading and writing ability equivalent to that of the

fourth primary grade. At least there is one experiment (Adult schools experiment conducted by the Jamia Millia) to show that an average adult cannot attain the primary fourth grade level in less than 24 months or 1000 hours of systematic teaching. This level of attainment may be called 'functional literacy'.

Cost of a functional literacy programme

If the class is conducted as a routine programme the number of people who seem sufficiently motivated to attend a class regularly over a long period is about 12. This small number increases the cost of a functional literacy class. But if the approach recommended in this paper proves successful the number is likely to increase to 20. The cost of a functional literacy class, calculated on the basis of this number, will be as follows :

1. Teacher's salary	20 × 24 = 480
2. Teaching materials	7 × 20 = 140
3. Class equipments :	
slates	.75 × 20 = 15.00
blackboard	8.00
map of India	3.75
petromax	49.00
others	5 × 24 = 120.00

4. kerosene for light	10 × 24 = 240
5. incidental	40

Total Rs. 1,096 or 1,100

Thus the cost of making one student functionally literate comes to about Rs. 50.50, whereas the cost of educating a child approximately up to the same level comes to about Rs. 254*. Viewed in this perspective the cost of adult education is not exorbitant. However in view of the prevailing concept of low level of literacy, the under estimation of the cost of adult education, this cost may seem exorbitant. But the challenge should be met. We know no other tool than education for self improvement, raising the standard of living, and intelligent participation in the affairs of the state.

According to Adam Curle countries are under developed because the people are under developed as they do not find opportunities to exercise their capabilities to the fullest extent. And it is education

* in a school where fee is charged

which will help to blossom out the capabilities of every human being with which he is born.

The following approach is therefore suggested which will not reduce the standard of literacy to the extent that it becomes ineffective, and is likely to serve as a persuasive force both for the teacher and the taught, and also reduce the cost appreciably.

Selection of the Area—A Selective Approach

Experience shows that every illiterate adult is not motivated enough to make the efforts for becoming literate. Also communication facilities, resources of the sponsoring authority, for example funds, supervisory staff, and qualified teachers are generally so limited that a widespread campaign gets so diffused that it becomes difficult to maintain the initial concentration of efforts and the 'campaign' degenerates into a routine affair. Therefore such areas and communities should be selected where motivation is already present and the 'new literates' stand a fair chance to use their literacy skills.

It is suggested that efforts should be concentrated on the age group 14-30 and in urban or semi urban areas. According to Lerner, literacy by force of tradition is a thing of urban culture. In his study of the middle Eastern countries he found a high correlation between literacy and urbanization.

This is not to say that it is not possible to do any literacy work in villages or the villages should altogether be neglected. The villages can also, perhaps, be stimulated if there is total mobilization of resources. Such villages where motivation is present should, of course, be selected for starting a class. On the other hand it is not necessary that the illiterates in the urban areas are motivated. But it is hoped that they stand a better chance to use their literacy and because of communication and educational facilities the organisation of classes will be easier and perhaps less expensive.

Mobilization of Resources

In view of our financial resources it will perhaps be difficult for the Government, at least at the moment, to meet the total cost of adult education, namely at Rs. 50.50 per adult made functionally literate. Even otherwise the community and public bodies should be involved. This type of mobilization will not only create a psychological atmosphere for learning but it is likely to reduce the total cost. The following steps are suggested for the mobilization of resources :

i. The radio and the newspapers should be requested to give publicity to the programme. These mass media should also be utilized to announce and print useful information in simple language.

ii. Booksellers and manufacturers of other classroom equipments (if speedy distribution is possible) should be requested to sell these items for the class use at 2/3 of the price.

iii. In the urban areas the literate community, for example, students of high school and above, lawyers, doctors and teachers, should be persuaded to give two months at a time to teach in the classes in their localities. The government servants and politicians should also be prevailed upon to join this 'army of teachers'. This cooperation will also help to bring together the people, the leaders and the public servants. It will be essential that those who join the army of teachers should do so in right, earnest and with full sense of responsibility. Nothing will be worse for the morale of the learners if the members of the army are not punctual and regular.

Similarly in urban areas the school authorities, libraries, other public bodies, and well to do individuals should be persuaded to permit the use of class space in their buildings and the schools to permit the use of the blackboard, maps, and other teaching aids available with them. In our experience without the cooperation of the headmaster and the night-choukidar of the school, classes in school buildings face serious difficulties. If the school and other buildings have electricity its free use should be permitted.

If the above facilities are available the expenses of a class of 20, in an urban area, is likely to be as follows :

1. Teacher's salary 20 × 3	=	60.00
only in the initial stages		
2. Teaching materials at 2/3 of the cost price		93.20
3. Class room equipments		200.00
if they are purchased in bulk perhaps savings upto 25% will be possible. But this will mean centralization, and centralization with the accompanying procedures, delays in distribution, is likely to throttle the classes. Therefore no savings have been shown here.		
4. Light		50.00
this is only for incidental charges, as it has been assumed that there will be electricity in the classroom the free use of which will be allowed.		
5. Incidental		40.00
		<hr/>
	Total	443.30
	Per adult made literate	22.16

Thus according to the above scheme of work the expenses of making on adult literate in an urban area is likely to be only 22.16 instead of 50.50.

But the expenses of making a rural adult literate are not likely to go down. Because of the limited number of educated persons in the villages, perhaps, it will be difficult to form the army of teachers and the few literates and the primary school teacher cannot be expected to give their time for two years free of cost. Similarly in the absence of electricity funds for kerosene oil will have to be provided.

Organization of the classes

If a government agency is set up for the mobilization of resources and the administration of the classes the cost of adult education will run high. Therefore the work should be entrusted to the schools, libraries, other organisations and influential individuals in each locality. The political parties may also be persuaded to set up a number of classes. Public spirited individuals will form the backbone of the movement. But perhaps there will be many bottlenecks which will require the help of government for their solution. A district level officer with some funds may therefore be detailed to be at the beck and call of public organisers of these classes.

In the rural areas the Block may be made responsible for the successful operation of the classes. But if the officials of the block have to spend 90 per cent of their time in raising agricultural production they will perhaps find it very difficult to devote the time and energy required for conducting a successful class. We, therefore, suggest that, to begin with, classes in rural areas may only be started in villages which have a primary school or are in the neighbourhood of a junior high school or a high school and the responsibility of adult education should be entrusted to the headmaster of the school.

Reward to the teacher and the taught

Psychologically we do not continue to give a response or act in the way we do, unless the response is rewarded. The following steps are suggested which might prove rewarded :

Class in urban areas : The army of teachers might be given a badge called the 'chief minister's badge'. The names of hardworking teachers should be announced in the radio and local newspapers. Six monthly meetings should be held presided over by the collector of the district, and annual meetings presided over by the commissioner of the division, who are high prestige sources for the people of the area, and the efforts of successful teachers, organisations, and students should be praised by name and merit certificate issued to teachers. Ten best teachers of the district should receive letter of thanks signed by the chief minister and token cash award in recognition of their services.

Classes in rural areas : The same procedure of reward as above should be followed in rural areas too, except that the meetings might be presided

over by the tehsildar and the deputy collector of the area.

As few of the villagers are exposed to ideas outside their limited horizon, their learning is generally slow compared to city dwellers. The class should, therefore, be made a nucleus of imparting information about the development programmes by the Block personnel. Whenever they go to the village they should visit the class and explain to the students their respective programmes, using visual aids as far as possible.

The visit should not be for inspection but for discussing definite developmental schemes. It will be to the advantage of both—the students will be exposed to new ideas and the Block personnel will have the chance to persuade them over a period of time to adopt new practices.

Training of teachers

It will be necessary to train the army of teachers in teaching adults. Literacy House, will perhaps be in a position to help in their training.

Final examination

As our objective is to turn out functionally literate citizens and not to amass figures, the final examination should be conducted by the district educational authorities. And only those should be declared literate who attain the skills of reading and writing equivalent to the fourth primary standard.

As this approach has not been tried out so far it will be safer to select only a few areas, launch the project, watch it carefully and include other areas if the experience shows that it will yield the desired results.

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Iran Wages War on Illiteracy

By Sita Bella

TWO years ago, on October 13, 1962, a new form of military service was introduced in Iran. A decree issued by the Shah provided that high school graduates recruited into the army would be drafted into an Education Corps where they would serve as teachers for 14 months. The decree was approved by referendum on January 26, 1963.

The scheme was an attempt by the Government to deal radically with the problem of illiteracy. At the time, 80 per cent of Iran's largely rural population was illiterate. Only 24 per cent of the school-age children in rural areas were attending class, against 84 per cent in the towns, and 76 per cent of the country's elementary school teachers were concentrated in urban areas.

Faced with this problem, the Iranian Government which allots huge sums to education—about one quarter of the national budget—drew up a 20-year plan designed to provide free and compulsory education for all children in the 6 to 12 age group. This programme was prepared following the adoption at a Unesco-sponsored meeting in Karachi (1961) of a development plan for primary education in Asia.

Under the Iranian plan, every village of more than 1,000 inhabitants will by 1968 have its own primary school offering a 6-year study programme; by 1973, villages of over 500 inhabitants will have schools and by 1983, even the smallest communities. This means that the number of children in school will rise from 1,719,000 in 1963 to around 4,870,000 in 1983.

Race Against Time

Between 1963 and 1983, however, the population of Iran is likely to increase from 22 million to 32,700,000. In 1962, the

number of children not attending school was estimated at 1,600,000: by 1983 there will be 12,000,000 Iranians between the ages of 8 and 33 who have never had any schooling. In other words, the overall percentage of illiterates will be lower, but their actual numbers will have increased.

To solve a problem of this magnitude by conventional methods, the country would require a further \$ 40 million a year over and above the quarter of the national budget already allocated to education, and 53,000 primary school teachers in addition to the 18,000 already employed in the schools. Clearly it was impossible to raise such huge resources and the Government decided, along with the 20-year plan, to introduce the idea of service in an Education Corps.

The Corps, sponsored by the Iranian army and various State services, was formed to recruit about 10,000 young men who during their terms of military service would work as student-teachers in the poorest rural areas. Recruits receive an intensive four-months' course at one of the 21 centres set up in the provinces. Besides general military training, they are given instruction in methods of teaching and psychology, and also in manual work designed to help improve village handicrafts.

At the end of the course, the teacher-trainee is promoted to the rank of sergeant and posted to a village, preferably in his own home region, where he will be familiar with the local dialect and customs. There, his task is to create a one-class school and organize a study programme suited to local needs. It is important, for instance that classes are arranged so that the youngsters can continue to help their families working in the fields.

Army of Knowledge

In April 1963, the first batch of 2,500 Education Corps recruits

completed their training and were assigned to villages. A second group of 566 followed a few months later. This year nearly 7,000 more sergeant-teachers have joined the ranks of this peaceful "Army of Knowledge", and another 5,000 will shortly finish their training. Thus, within two years the Education Corps will have provided Iran with 15,000 student-teachers.

Reports published by the Ministry of Education indicate that results are encouraging: by March 1, 1964, 3,000 recruits working in villages which formerly had no school had succeeded in organizing classes for 167,000 pupils—84,000 boys, 27,000 girls and 56,000 adults. And the cost of running the classes under the scheme works out at a quarter of the normal expense.

The sergeant-teachers have initiated a number of projects on the social and community level—the building of schools and roads, well-digging, the improvement of health and sanitation, and the setting up of agricultural co-operatives. The villagers themselves have raised more than 148,000,000 rials (nearly \$ 2.2 million) for these schemes.

The peasant farmers have shown their willingness to participate in a number of ways: by making available rooms in their own homes to house the teachers, by offering land for the school, or by lending a hand in road construction or carpentry work.

In some provinces "Village Associations" have been formed to make the best use of common resources such as land, materials and labour.

But such favourable conditions do not exist everywhere. Sometimes the sergeant-teacher arriving in a village finds that he

has to face both material difficulties and misunderstanding.

Experience

This is how Sergeant Parvis Saemi described his arrival in Jafar-Abad, a village not far from Teheran: "At first I noticed that the villagers were only interested in things which concerned them individually and gave no thought to the community as a whole. They were hostile to us, would not allow us to teach their children and refused to make available rooms where we could hold our classes. However, as time went by, contacts were established, and by arranging meetings with villagers who were relatively well-disposed, I managed to convince them to support our activities."

For the young sergeant-teacher, these initial meetings are all-important. In carrying out his mission, he must be careful to respect local customs so as not to give offence: if the villagers disapprove of mixed schooling, he must arrange a separate class for girls; if they offer him a room without a window, he must accept it—so as to gain their confidence.

Adult Extension Work

While the main object of the scheme is to provide schooling for village children, the Education Corps also caters for adults. The young teachers organize evening classes, advise on village sanitation projects, try to introduce modern agricultural techniques and establish co-operatives for the peasant farmers who, since the recent land reform, have become small land owners.

The village of Heruze Sufna, located in mountainous country about one and a half hour's drive from Kerman, offers a good example of this kind of work. The 20-year-old teacher, Abbas Samare Akbar, holds a class in the morning for 29 children and another in the afternoon for 32 adults. At his

suggestion, the village council has organized a small co-operative which now has 200 members. The co-operative store, whose manager and accountant both attend the adult education classes, sells goods such as rice, wheat, sugar, school exercise books, pencils, and razor-blades. Supplies for the store are brought free of charge from Kerman in lorries owned by a neighbouring mine: they formerly made the return journey from the town empty.

Young teachers like Abbas Samare Akbar have to show initiative and imagination. However, they are not left entirely to their own devices: every week they must report to their Inspector of Education who is responsible for supervising a group of 20 schools which he visits regularly. To prevent isolation and encourage initiative, contests are organized with prizes for teachers who have achieved outstanding results in adult education, literacy or rural development projects.

The Education Corps has proved a vital factor in the Iranian Government's campaign against illiteracy and ignorance.

Its activities benefit everyone since it provides both education for the rural population and jobs for young graduates who formerly had few professional outlets. During their 14 months' service, many Corps members have discovered a vocation for teaching. The Ministry of Education, recognizing their merits and experience, has decided to recruit its future primary school teachers from among their ranks. The training, too, is much less expensive than by traditional methods.

Questionnaires sent to the first group of 2,460 "soldiers" who completed their service in June 1964, show that more than 80 per cent wish to make a career in teaching. Of these, 90 per cent have asked to stay on in the villages where they were posted during their period of service. To round off their knowledge of teaching methods, these young men will take a four-months' refresher course in pedagogy. They will then be officially enrolled in the country's educational system.

—From material supplied
by Education Clearing
House, Unesco, Paris.

LITERACY RISE SLOWER THAN POPULATION GROWTH

WHILE the population in India increased by 21.4 per cent from 1951 to 1961, the rate of literacy rose only by 7.1 per cent during the period.

According to the report of the panel for literacy among industrial workers set up by the Union Government, India had a population of over 439 millions in 1961, of which about 24 per cent could read and write as against nearly 17 per cent in 1951 and 12 per cent in 1941.

The number of illiterates in the country is estimated to have

been 220 millions in 1951 which grew to 332 millions in 1961. The rate of increase in literacy is about 1 per cent per year now.

It is estimated that literacy may rise from about 24 per cent in 1961 to 30 per cent by the end of the current Plan whereas the population is expected to increase to 492 millions by then.

By the end of the Fourth Plan in 1971, the population may increase to 554.7 millions and the total number of illiterates (assuming a 35 per cent rate of literacy) may be about 360.6 millions.

Place of Adult Education in National Education System

[In our December issue, we had published a paper by our former President Dr. V.S. Jha and had invited comments on it. The first comment on it by a distinguished adult educator is being published here. It is hoped other adult educators will send their comments on Dr. Jha's paper, so that we could have a free and frank public discussion on the issues involved—Ed.]

A famous American once wrote "Democracy without popular education is either a farce or a tragedy". In India, thanks to our government, it is now both. One of the greatest sins of the government has been precisely, its neglect of education. You will ask is the establishment of the Education Commission not a proof of the value which the Government places on education? Well, we know its record in the matter of literacy of the people. We know of the dishonouring of the Article 45 of the Constitution. As regards the establishment of the Commission wait and see what happens to its recommendations!

If, therefore, the educationists are cooperating whole-heartedly with the Commission, it is not because they perceive a change of heart in the government in the matter of education, but because they wish to utilize every opportunity to put forth the case for education.

This is particularly true of adult educators. And so, all of us have to thank Dr. Jha, Chairman of the Education Commission's Task Force on Adult Education, for taking up this burden on himself.

Dr. Jha's article "Place of Adult Education in National Educational System" in the December, 1964 issue of the *Indian Journal of Adult Education* is unexceptionable in its scope and its making out the case for adult education. That being so, what follows may appear to be just cantankerous, but I will do my best to avoid giving that impression.

Adult Education has many

dimensions, but two are most important—the dimensions of purposes and agencies. Dr. Jha has confused the former and nearly neglected the latter.

From the point of view of purposes adult education is of five types—remedial education, further education, occupational education, education for social responsibility and liberal education. The minimum education which an Indian citizen should have is the one laid down in Article 45 of the Constitution. All effort intended to bring the people beyond the school going age upto this level of education is, therefore, remedial education. In this field, too, there is minimum, normally functional literacy which remains our biggest problem and Dr. Jha has very rightly given due emphasis to it. However the elimination of illiteracy involves two pronged attack—through adult literacy classes and through continued education of early school leavers. The latter aspect finds a bare mention in the paper.

Confusion

Category "d Further education" of Dr. Jha's paper looks like an amphibian. By further education is ordinarily meant education further up the educational ladder. But when Dr. Jha mentions "those who are employed in farms, factories..." it appears he has the vocational education of these people in mind. If so, his "e Education of the unemployed"—gratuitous category, any way and "g Re-education of the Educated" are only different aspects of this education. If, however, further education only means further

academic education, then, at least to some extent, it overlaps with his category "c Education of those whose education remained incomplete." Obviously, Dr. Jha here means by 'incomplete' much more than that envisaged in Article 45 of the Constitution.

While Dr. Jha's classification of the field of adult education has largely, purpose as its basic education, his category "e Education of the Unemployed" and "h Education of the neglected" introduce a new dimension, namely, that of the consumers of adult education. This confusion would be immaterial if it were merely an academic offense against Aristotle's logic, but, I am afraid, if the classification is followed in the detailed work of the Task Force on Adult Education it is bound to lead to overlapping and even contradictory stands.

This will be clear if we have a look at another category, that of "b Social Education." As an equivalent for citizenship education it has its place in any programme of adult education. But if we mean by it what we have been meaning by it all these years, then it had better be left out. It will, then not only overlap with other categories, but will retain overground the ghosts of all of our wish to see it buried deep into bowels of the earth. We should forget the ugly history of a noble concept.

Agencies

A classification of adult education in sound if it helps us to formulate concrete programme of action; a matter of the greatest relevance to the Education Commission's task. And between

the classification and the programme lies the dimension of agencies. That is to say, the meaningful question for the Education Commission to ask would be "what agencies should be made responsible for what adult educational programmes?" But I find this aspect of the question all but neglected in the paper under comment.

I will elaborate this point to show what in my view, is the type of exercise that the Education Commission should do, and which should have found a mention in Dr. Jha's paper. Broadly speakingly there are five types of agencies in the comprehensive field of adult education—government departments, local governmental agencies, industrial and commercial units, semi-official agencies and voluntary organisations. We should try to find out what types of task or programmes the five fields already mentioned—namely remedial education, further education, occupational education, education for social responsibility and liberal education—can best be assigned to which of the agencies. To illustrate my point I will present one model in swift and brief strokes. Other models are possible, but I may be pardoned for holding that the model I present would be the most workable.

Apart from the general responsibility of the Government extending over the entire field of adult education, and also apart from its indirectly educational services by virtue of its monopoly over radio and television and its strong position in the field of film, the primary adult education responsibility of the government, in its various departments, is in the field of vocational education. It must provide through inservice training, continued vocational education for its own employees and also education of non-employees through such departments as Health, Agriculture, Industries etc. In virtue of its position in the field of mass communication, it has also a responsibility,

though a minor one, in the field of education for social responsibility.

The local government—municipalities and panchayati-raj, institutions must assure responsibility—to be shared with schools—for remedial education, for some type of occupational education, such as the panchayati raj responsibilities in the field of agriculture, small industries and health education. They are also in a position to promote education for citizenship.

Business and commercial enterprises have a primary responsibility in the continued vocational education of their own employees including such categories as education of supervisors and education against health hazard. In the Indian context they must also take a large share in the remedial education of their employees, especially their literacy education.

Among semi-official agencies we have schools, colleges, universities, libraries, museums. Schools must shoulder the primary responsibility for remedial education, especially literacy. All educational institutions have an inalienable responsibility for further education at appropriate levels. Universities, apart from further education at the collegiate level, have a great responsibility in vocational adult education at higher i.e. the professional level. They are the premier institution for liberal education. Polytechnics should extend their services to adults to give education not only in the trades and home management, but also sustain machine mindedness of the people, which is an integral part of the culture of our times, through vocational and semi-vocational courses.

Voluntary organisations in a pluralistic society such as ours are of various hues and functions, such education, health, welfare, citizenship etc. However, the forte of voluntary agencies is the field of Social responsibility, especially in the narrower field of what is termed "education for

citizenship." In the wider sense of education for social responsibility in which it seeks to understand the human situation in our ages, the voluntary institutions must share their responsibility with the Universities.

This, thus is one model of how the Education Commission could distribute the responsibilities in the large field of adult education among various agencies. Whatever its validity, the task must be attempted and for all I know will be attempted by the Commission's Task Force on Adult Education. It is fortunate that the Task Force will have Dr. Jha's guidance as its Chairman.

MOTHER TONGUE AND LITERACY IN AFRICA

IN Africa, teaching people to read and write does not always start with the ABC. The dilemma facing educators is whether to teach reading and writing in a mother tongue which does not as yet have an alphabet or make people literate in a second language which is more widely used.

In a continent with such a diversity of indigenous languages, even within a single country, the question of what language to use for school education and adult literacy is more than academic.

Unesco is concerned with this problem. This year it has made a special study in Africa on the use of African languages for literacy and the preparation of alphabets for unwritten languages. As a sequel to this study, Unesco has convened a meeting in Ibadan, Nigeria, to consider its results and draft a report and recommendations for further action.

The subject is all the more timely because the Unesco General Conference last month unanimously approved a five-year experimental literacy programme designed to pave the way for an eventual world literacy campaign.

UNESCO PROGRAMME FOR 65-66

SINCE 1960, Unesco has consistently given priority to education and this policy is continued in the Organization's Draft Programme and Budget for 1965-66.

Priority

At its eleventh and twelfth sessions, the General Conference instructed the Director-General to bring international financing bodies to a recognition of the importance of the role of education in development and to induce them accordingly to assist the developing countries in extending and improving their educational systems. Over recent years, decisive progress has been made in this direction. The regional conference of those responsible for education in the countries of Latin America, Africa and Asia, which have been organized by Unesco, have provided opportunities for giving the expansion and improvement of education a proper place in development as a whole and for estimating the financial prerequisites for such expansion and improvement, with a specification of the respective shares of national contributions, bilateral aid and international assistance. For their part, the international organizations concerned with planning and development have given education an increasingly large place in their operations.

The total funds available to Unesco in this field during the next financial period, under the Expanded Programme of Technical Assistance or in virtue of its function as Executing Agency for the United Nations Special Fund, can be reckoned at \$39,550,000, as against \$14,800,000 under the proposed Regular Budget.

Nor is this all. Account must be taken of the long-term loans which the International Bank for Reconstruction and Development (IBRD) and its subsidiaries will in all probability be in a position to make to various countries—as they have already begun to do—and of the contribution of the United Nations Children's Fund

(Unicef) to the implementation of education programmes. Nor must the voluntary participation of certain Member States in the execution of various programmes of assistance, or the voluntary contributions from private foundations, be neglected.

The likely amount of these additional resources cannot be estimated at the present stage. It may be said, however, that from 1965-66 onwards, the volume of this material and financial assistance, may approach, if not equal, that of technical assistance and pre-investments. And, in the Director-General's own words, 'should this forecast prove exact, the funds allocated under the Regular Budget would represent only 17 per cent of the total sum which Unesco would be in a position to administer or mobilize for the use of Member States in the field of education as a whole.'

New Tasks

In 1965-66, even more than in the past, the Secretariat must constantly gather and analyse data on the educational systems of countries requesting aid and on the objectives and proposed financing of plans that have been prepared in order to be able to give useful advice alike to those who are offering the assistance and those who are receiving it. In a given country, it will strive to combine in a single concerted effort the various forms of assistance which it is empowered to administer.

The obligations resulting from this expansion largely determine the main lines and content of the Regular Programme proposed for 1965-66. The necessary adaptation of this programme amounts to a reconversion following on from the effort which was already a distinguishing feature of the years 1963-64.

The nature of Unesco's activities in the field of education, and the methods used, have gradually

been clarified and can now be expressed in simple terms. The first task is to provide for the exchange and dissemination of comparative information on the present state of education and on trends that are developing. Secondly, Unesco is contributing to the advance of education by stimulating research work—sometimes by means of studies or experiments devised and conducted by the Organization itself or with its aid—and by facilitating the establishment of principles and criteria which Member States can take as a basis in planning the development of their education at the national level. Lastly, programmes of co-ordinated operations are in course of implementation in four different regions: Africa, Latin America, the Arab States and Asia.

Educational Planning

The first of the three major functions referred to above—exchange and dissemination of information—will be performed according to the same criteria as in 1963-64, with slightly increased means. The main object will be to improve the efficiency of the information services, designed to support the work of experts in the field and of the numerous institutions which are associated with Unesco, or are benefiting by its financial assistance, e.g. the International Bureau of Education and the Institute in Hamburg.

The Organization's second function consists in charting the paths that it intends to follow and in defining its general policy in regard to education. Planning continues to have top priority in respect alike of the promotion of research and of the training of specialists, still very few in number. To this end Unesco will provide for the maintenance of the regional study and training centres established in Beirut and New Delhi, and for the operation of the educational

planning sections in the Regional Institutes for Economic and Social Development in Dakar, Santiago (Chile) and perhaps Bangkok. Similarly, Unesco will continue to provide aid to the International Institute of Educational Planning established under its auspices in Paris in 1963, with the object of enabling it to expand its inquiries and make available to regional and national planning projects the services of experts trained at the institute.

Unesco will also organize, at the request of Member States, advisory missions whose task it will be to help the national authorities to establish educational planning services, to assemble the main elements in the plan, and to select the programmes or projects for which financial assistance might be requested from different international organizations.

It will be called upon particularly to facilitate, with assistance of a technical nature, the development and execution of the financial aid operations that IBRD and IDA propose to undertake in the field of education.

Lastly, Unesco should help Member States in determining jointly a general policy of educational development applicable to the various countries in a given region. This can best be done by regional conferences of Ministers of Education; such meetings are to be held, in 1965 and 1966, in Africa, Latin America and Asia.

These two years will in fact be critical ones. In the United Nations Development Decade, the need for planning educational development, as a factor in economic progress, has been universally recognized, and this, to a large extent, is the result of the conferences of ministers already held at Beirut in 1960, at Addis Ababa in 1961, at Santiago (Chile), in Paris and in Tokyo in 1962 and at Abidjan in 1964. Long-term plans are being worked out in a large number of countries.

It is precisely in this situation that it is important to examine the principles of educational planning from the quantitative and the qualitative standpoint, and to define very clearly the main objectives—pedagogical, social and economic—towards which it should aim. It is a question, in short, of establishing the bases for the integral and concerted planning of the development of 'continuing' education: literacy, democratization, the struggle against all forms of discrimination, an increase in the 'productivity' of education, the enlargement of opportunities for instruction elsewhere than at school or university, and adaptation of the entire system of education to demographic and economic needs.

Among the major technical problems connected with the development of the whole system of school and higher education, three will be given particular attention in 1965-66. The first is that of educational buildings, which represent the heaviest investment in each country. Unesco will continue to provide aid to the regional centres for school building research set up in Bandung, Khartoum and Mexico City. The three centres will direct their efforts increasingly towards the establishment of national groups comprising the administrative, educational and technical personnel required for planning of the construction of school buildings.

Another very important question is that of the status of teachers: on its settlement the outcome of any educational plan is, indeed, largely dependent. Accordingly, Unesco and the International Labour Office (ILO) are jointly preparing an international recommendation on this subject. This instrument will form a new contribution to the international code of education which Unesco is gradually developing and which already includes the Convention and Recommendation against Discrimination in Education, and the Recommendation concerning Technical and Vocational Education.

The third question relates to the development of curricula, the application of new methods and the use of new teaching aids. In connexion with these items, which affect the 'productivity' of

education, it is proposed to continue during the next two years the experiments conducted in 1963-64 particularly in Africa and Latin America, and to carry out new projects in the Arab States and in Asia. These activities will be closely linked with similar work to be done in the fields of science and mass communication.

Experimental Literacy Programme

Certain branches of education merit special attention. These, in 1965-66, will be technical education, higher education, literacy and adult education, and youth activities.

So far as technical education is concerned, the object is to continue the study of curricula and teaching methods in the light of the principles set forth in the recommendation adopted in 1962, and in this way to give the schools and institutes in whose direction Unesco is associated the intellectual contribution and practical advice which they need.

As regards higher education, Unesco and the International Association of Universities will continue to carry out jointly, with the aid of private foundations, the programme of studies initiated in 1960 on the following questions: the development of higher education in Asia and in Africa, and year-round operation of university institutions. Surveys will be carried out on the comparability and equivalence of university degrees and diplomas. The Secretariat will prepare, for 1967-68, a programme of international seminars to be organized in co-operation with various universities to advance the science of education. Lastly, a meeting of experts will study the problems arising as a result of the expansion and reform of higher education in Latin America.

The vast problem of literacy is likely to be one of Unesco's major concerns for several years to come. While it is obvious that the expansion and progress of school education tend to

eliminate illiteracy in the shorter or longer term, and that all Unesco's activities in this direction bring the goal nearer, it is equally clear that adult literacy training in each of the countries concerned requires an immense effort of planning, organization, research and practical action, backed by commensurate bilateral and international assistance. Unesco's task, therefore, will be to continue, or to encourage and foster, studies and experimental activities designed to pave the way for the World Campaign envisaged by the United Nations General Assembly.

The general outline of an experimental mass literacy programme has accordingly already been prepared; this programme, which would begin in 1966 in eight countries, would last until 1970. It would cover the organized sectors of the economy, where motivations have greater vitality and stronger backing, for example in public or private businesses, co-operatives, trade unions and such organizations as village councils or community development projects. The programme would concentrate on knitting together all the available resources: national efforts, which would outweigh all others, bilateral aid, mutual assistance at the regional level, and international aid administered by Unesco.

This action would be followed by an appraisal, which might lead to a plan for the extension of the programme, or even to the preparation of a plan for a World Campaign.

The Secretariat also proposes, during the next financial period, to continue the research and experiments undertaken in 1963-64 on the languages to be used for literacy training and on the use of the new education media, especially television and programmed instruction, in the eradication of illiteracy.

In the field of informal educational activities for young people, the draft programme is focused on a major theme of the conference to be held this summer at Grenoble (Fren), namely, preparation for international life. Young people and international youth organizations will be encouraged, on the one hand, to study great problems of imme-

diately importance to mankind and the United Nations, and on the other, to collaborate in activities and projects likely to contribute to their solution. The system of Associated Youth Enterprises, started in 1953 and held in abeyance during 1963-64, will be revived for this purpose. Surveys will be made with the object of further developing voluntary youth service for international action. An international committee will be set up to guide the Secretariat in establishing and implementing this programme.

Lastly, the next programme should provide for more vigorous action in the two areas wherein Unesco is bound by its Constitution to exert a constant influence, namely, equality of access to education in its various forms and education for international understanding. With regard to the former, the main objective is to give women the same opportunities for education as men, and stress will be laid on the access of girls to technical and vocational studies. This question is of such importance today that it can be viewed in prospect as the subject of planned activities for several years to come.

As to the development of education for international understanding, the time has come to broaden the field of action, to extend generally in several countries the successful experimental activities thus far conducted by the Unesco Associated Schools, and in short, to establish a network of national projects for which Unesco will provide technical aid. In this connexion, more systematic use than in the past will be made of the possibilities for action existing in establishments, such as the teacher-training schools, receiving assistance from the Special Fund.

Four Major Regional Programmes

The supporting and promotional activities just outlined have their place, in varying forms and to varying degrees, in the

four major regional programmes of operations—Africa, Latin America, Arab States, Asia—relating to the development of school and out-of-school education. For example, the general activities in connexion with planning become more concrete and direct in the regional centres for training administrators and educational planners (in Beirut and in New Delhi), or in the educational planning teams operating, with the help of Unesco, under the auspices of regional institutes for economic development (in Dakar and Santiago (Chile)). The same can be said of the work of the regional centres for school building research (in Khartoum, Mexico City and Bandung), and of an educational research and documentation centre, such as that at Accra, or a textbook production centre like the one at Yaounde.

Studies on the status and the situation of teachers, on the reform of curricula and teaching methods, and on education for international understanding find their field of application in numerous primary and secondary teacher-training institutes, e.g. the teacher-training schools and universities associated with Unesco under the Major Project for the Extension and Improvement of Primary Education in Latin America, and the Asian Institute for the Training of Teacher Educators (Manila). Studies on literacy training and adult education are matched by aid to certain national schemes in Asia, Africa and Latin America, as well as by the assistance given to the regional education centres for community development set up by Unesco at Patzcuaro (Mexico) and at Sirs-el-Layyan (United Arab Republic).

—From material supplied by the Education Clearing House, Unesco, Paris.

Role of Universities in Adult Education in Present Day Japan*

MODERN Japan has come into existence since the Registration of Meiji in 1887 and the modern school system in Japan has its origin in the beginning of the Meiji Era when the European culture and civilization were first introduced into the country. In 1872, the School Ordinance was promulgated for the first time.

Since then, public and private schools, including primary schools, high, normal, vocational (technical or business) schools, colleges and universities have been established year after year. At present there are in Japan about 55,000 schools, colleges and universities, and about 25,000,000 children, pupils and students are attending different kinds and grades of schools, the number being almost one-fourth of the total population of Japan. The spread of the compulsory education is on a very high level, even compared with that of European and American countries and now the percentage of school attendance of compulsory education (6 years primary and 3 year junior high schooling, totalling 9 year schooling) counts up to 99% and over.

As to social education, its history is not so old as that of school education, and is relatively new as an educational system. However, social education has also made headway and been improved since the beginning of the Meiji Era.

It was in about 1930 when social education established its position in central, as well as local, governmental administration. The Second World War, however, kept back social education, which had been about to get out of the period of enlightenment, from the further development.

With the end of the war, Japanese educational system underwent drastic changes and reforms both in school and social education, and began to play an important role in building up a new democratic nation. The principles laid down under those changes and reforms are no doubt on the basis of democratic ideals, shared by any democratic countries in the world.

Law

In 1949, the Social Education Law was newly decreed, following the enactment of the "Fundamental Education Law" and the new "School Education Law" in 1947. Consequently, the "Museum Law" in 1951, "the School Library Law" in 1952, and "the Youth Study Class Promotion Law" as well as "the Correspondence Education Promotion Law" both in 1953 were enacted.

*Report prepared by Prof. Seiichi Okamura, Tokyo Agricultural and Technological University, Tokyo, Japan.

Today, in Japan, social or adult education are being actively carried on through youth classes, women classes, lecture meetings, radio and T. V. programmes, film shows, correspondence education courses, and through socio-educational facilities like Kominkan (Japanese Citizens' Public Halls), libraries, museums, and through schools, and universities, as well as many other socio-educational organizations, including newspaper and magazine publishing companies.

Universities

About Universities, Tokyo University, the first one in modern Japan, was established by the Government in 1877. Since then so many private-owned universities, as well as governmental and public ones have been founded. Especially after the War, so many universities and colleges increased in accordance with the progress of Japanese culture and the development of Japanese industry, and they number up to about 600 at present, students counting to about 840,000.

As to the role of Japanese universities and colleges in adult education, they could not be said that they played an important part in the line, before the War, especially in the Meiji era.

To advance science and learning, and to educate students who entered them might be said to have been regarded as two important missions they should accomplish, somewhat like those in Germany and France. At that period, university extension services or something like that, was not much thought of; sometimes it was rather neglected or ignored. Some of British and American universities, besides the above mentioned activities, are said to have had the aim to serve community people with instructing technical or vocational knowledge as well as general culture and high living ways, which they attained by their study and researches.

Universities and Social Education

However, in post-war Japan, the role of universities and colleges in social education or adult education have been much regarded important year after year, as well as the role of high schools in the line.

Thus, much progress in universities and colleges in this way has been made recently. Today they are always in contact with community development, community people's advancement of technical and vocational knowledge, and their general level-up of culture and living ways, through their extension services and out-of-campus activities. On the other hand, people's and employees' desires and requests

in keeping with technical development as well as high living are day after day promoted through various media, facilities and organizations including universities and colleges.

Some of the activities of universities and colleges in social or adult education in present-day Japan are as follows :

1. Extension Classes

With the aim of serving communities, universities, together with junior colleges, are making efforts for opening of extension classes. At present out of 600 universities and junior colleges about 400 universities are estimated to open extension classes, especially Kyoto University, Yamaguchi University, and Tottori University (all governmental) are having unique extension classes.

The private-owned universities and colleges are doing very well at their extension classes, but they get no aid for the Ministry of Education for opening of them.

2. Correspondence Education Courses

Another service of universities and junior colleges, for adults, is the opening of university communication courses.

There were in, 1963, 8 universities and 5 junior colleges which have full-course (and part-course) university or junior college correspondence courses under the authorization of the Ministry of Education. The students who study through these courses will get the same certificates and degrees as ordinary students if they attend "schooling" for a certain period. Students of these courses number about 80 thousands in 1963.

Besides these full-course communication courses there are courses for some subjects, opened by various schools. (Department of Mining, Akita University and Electric Machine University also have courses of this kind.)

3. Despatch of Professors to Lecture Meetings to be opened by various organizations.

This is another form of adult education in which universities and junior colleges are taking part.

Many professors have been and are being despatched or invited to lecture and to guide technical exercises at various institutes and lecture meetings under the auspices of the city, prefectural, town authorities and other organizations.

4. Educating Students Entrusted by Large Enterprises.

Various technicians and factory workers are entrusted to be trained to the level of new technology under the guidance of professors, utilising university equipments and apparatuses.

The term of this education system is ordinarily one year. They either attend regular university courses or post-graduate course.

This education system is often financially assisted

by the industrial enterprises, under cooperation of enterprises and universities. There is a great demand for this type of courses.

5. University Festivals as Service for Communities.

Another contribution by universities to communities is the opening of university festivals. almost all of them are opened to the public once or twice a year. People of communities at the time come to universities to see new machines, equipments, exhibits and demonstrations, or to listen lectures to be delivered by professors.

6. Researches Entrusted by Various Organizations.

The next contribution by universities to communities is researches and study entrusted by local public bodies and other organizations as well as various enterprises. For instance, when some special infectious diseases break out or a mine explodes, universities are often entrusted the investigations by organizations concerned.

7. Participation of Universities in Regional Industrial Developments.

Universities often take a leadership (or make assistance, or cooperate) to different regional industrial development. The following are some of the examples :

- (1) Reclamation Works of Ariake Bay (Technical assistance and cooperation are being offered by Oita University.)
- (2) Reclamation of Kojima Bay (by Okayama University.)
- (3) Hachirogata Reclamation Works (by Akita University.)
- (4) Aichi Water Services (by Nagoya University and others)
- (5) General Development Works of Hokkaido Island (by Hokkaido University and others)

8. Admittance of Foreign Students to Japanese Universities.

5,000 and more foreign students have come and are coming to Japanese Universities from various countries of the world, mostly from south-eastern Asia. They are doing well and getting fruitful results.

9. Medical Treatment by University-attached Hospitals.

Universities which have medical departments are provided with hospitals attached to them, with up-to-date equipment and treatments. These hospitals are striving to cure and treat community patients as well as possible. These hospitals number about 50.

10. Some universities have attached institutes of sciences.

At these Institutes high-level research and study of different kinds are carried on, often with cooperation with industrial enterprises, with the aim of raising nation's scientific level-up as well as meeting community needs.

Plan for Adult Education

By S. N. Puranik

330 million people in India are recorded, in 1961 census as illiterates. Only 13% of women are literate while only 44% of men are literate. A herculean work is before us. Out of our 43 million population 200 million people are of age group 15 to 40 and majority of them are associated with agriculture. So adult education is a primary need for social development; unless our agriculturists are properly educated, our economic development will be slow and may even lead to failure. And the door to education is through literacy.

Though need for adult education is recognised by our government we could not get satisfactory results; the pace of progress remained very slow and at some places the movement was stagnant. Various reasons, as stated below, hampered the progress:—

- i. Pessimistic view of the rural adults towards education;
- ii. Lack of trained teachers;
- iii. Lack of sense of service and dedication among the teachers;
- iv. Lack of adequate finances to conduct the classes;
- v. Lack of supervision and guidance by extension workers;
- vi. Lack of follow-up activities.

So to make the movement successful, a proper approach should be created first of all among the field workers. The movement should be organised round the following four main points.

1. Creation of an atmosphere in which the adults will feel the urge to learn reading and writing. For this, two things are necessary.

a. conducting of survey of the existing educational conditions of illiterates, their economical or occupational background, prevailing customs and beliefs regarding education.

b. discussion with groups to convince the people about the need and importance of education in life. It is always better to discuss with groups of people or with their leading organisations.

By following these two measures carefully, a proper atmosphere will be created.

2. To start the campaign—

While starting the campaign, a local committee must be formed and all the necessary arrangements regarding place, time, teacher and adults etc. should be made.

The idea behind this method is to secure the participation of all elements of the community and give it a form of people's own movement.

3. (a) to maintain the interest or tempo of the adult in the class. The learning process should be made pleasant and easy. While doing this, five points should be borne in mind.

- i. to apply various methods;
- ii. to use audio-visual aids;
- iii. to call guest lecturers;
- iv. to encourage them for informal discussions among themselves.
- v. to appreciate them at proper time.

(b) Tests or evaluation

By taking their examination periodically or after completing the duration, we can evaluate success or failure of the classes. In examination they should be asked to write their names, to read some simple and short paragraphs with understanding and to make addition-subtraction for the daily life. After taking the examination they should be classified in three classes (i) literate, (ii) Semi-literate, (iii) functional literate.

Literate

A person is considered literate who can read with understanding and write a short, simple statement on his every day life."

Semi-Literate

"Person is considered semi-literate who can read with understanding but cannot write a short simple statement on his everyday life."

Functional literate

"Adult does not become functionally literate unless he attains education equivalent to the fifth primary standard, which a normal adult does in 2½ years."

4. *The follow-up work* :—It deserves special attention. Many successful literacy classes ultimately fail because follow-up work is neglected. By all means possible their literacy should be maintained. For this, they should always be kept in touch with some simple 'literature.' This can be done by making effective use of village walls, by pasting some posters, by organising exhibitions etc. Libraries should be opened and books should reach in the hands of neo-literates regularly. Study-groups also can be formed.

Four steps can be taken up in the field of follow up work :

(Continued on page 16)

ALL INDIA NEHRU LITERACY FUND

The appeal of the Hony. General Secretary, Shri S. C. Dutta for contribution to the Nehru Literacy Fund, has met with a steady response from adult educators.

In December, we received Rs. 250/-. It is our hope that the large body of Social Education workers and leaders will soon send their contribution to the Nehru Literacy Fund.

(Continued from page 15)

(i) to produce cheap, attractive, simple and short literature suitable to their interests and local circumstances,

(ii) to use pamphlets, posters and leaflets,
(iii) to carry the literature into their hands,
(iv) to form reading groups.

In the context of Panchayati Raj it should be possible to organise adult literacy programme. More-over schools, Rural industries, rural universities are being established in rural areas, efforts are being made to produce cheap and simple literature for the neo-literates, of transport and communications have increased opening up new fields for villagers to keep closer contacts with literacy-world. So this is our opportunity and challenge. We must eradicate illiteracy within our generation.

We acknowledge the following contributions :—

1. Mrs. Chouhan	200.00
2. Shri Dharmvir	40.00
3. Shri Mushtaq Ahmed	10.00

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—Clifford Hicks, Principal, Boy's School, Calcutta.



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ADULT EDUCATION

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Lack of Literacy Will Create Inequality and Tension

Unesco Director-General Urges Eradication of Illiteracy

The Director-General of UNESCO, Mr. Rene Maheu met the members of the Education Commission in New Delhi on February 2.

Mr. Maheu laid particular stress on the problem in which UNESCO was greatly interested, namely, eradication of illiteracy. This problem had to be faced squarely and given priority in a national system of education.

He said that no system of education could work in a society in which there was high proportion of illiterates. "If illiteracy continues, growth of school education would only result in increasing inequality and creating a variety of tensions."

Mr. Maheu assured the members of the Commission that UNESCO was interested in world experimental programmes for adult education and if Government of India approached UNESCO for intensive experimental programmes, some type of assistance would be forthcoming. It was necessary, however, that the scheme of adult education should

BILAS BABU

It is with deep regret that we inform adult educators throughout the country about the sad demise of our beloved leader and colleague Bilas Mukerji. He died on January 9, 1965 at about 10 p.m. He was 71.

The General Secretary of the Indian Adult Education Association, Shri S.C. Dutta, on learning about the death of Rev. Bilas Chandra Mukerji, sent a condolence letter to the West Bengal Adult Education Association and to Mrs. Mukerji.

(An article by one of our leading adult educators appears on Page 6).

be worked out as an integral part of the whole pattern of national system of education.

The Director-General also emphasised the importance of the new methods and techniques of education and said this was also an area in which UNESCO would be interested in considering assistance.

The Director-General touched on some of the problems which the Commission might have to consider. He emphasised the role of teaching of Science but warned that the teaching of Science should not be regarded as a means to power. Science, if it had to be of real value, needed to be humanised and regarded as a way of life. This was of particular importance in a country where tradition played a very important part. He was against outright rejection of tradition, and emphasised that the cultivation of spirit of science and of the scientific attitudes should constitute a major concern of education.

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Seminar on Reading Materials for Neo-Literates

THE National Fundamental Education Centre, is organising a Seminar on "Provision of reading materials for neo-literates and organisation of library services" in Bombay from February 20 to 25 this year, in collaboration with the Bombay City Social Education Committee, which is celebrating its Silver Jubilee from February 16 to 19.

The Committee which was earlier known as Bombay City Adult Education Committee is one of the oldest institutional members of the Indian Adult Education Association. It is expected that the President of the Association, Dr. Mohan Sinha Mehta and the immediate past president Dr. V. S. Jha will attend the Silver Jubilee celebration at Bombay.

International Co-operation Year Inaugurated

The International Co-operation year 1965 was inaugurated at the Azad Bhawan, New Delhi on January 29, 1965 by Shrimati Lakhmi Menon, Minister of State for External Affairs. She explained how the idea to observe International Co-operation Year originated from Late Shri Nehru when he emphasised in U.N. Assembly in 1961 the importance of Cooperation as opposed to conflict. She said that Co-operation was more fundamental than narrow sectional and national interests.

Shri G.S. Pathak, M.P. and Chairman of the Programme section of the Indian National Committee welcomed the representatives of the Voluntary organisation in New Delhi and drew their attention to the role of United Nations in world Affairs.

Mr. Leonard A. Berry, Director, U. N. information Service, New Delhi explained the work that voluntary agencies could do in explaining to the people the role of the United Nations in World Affairs and what different agencies of the United Nations were doing to help and promote co-operation between the various peoples and Nations. He urged the voluntary agencies to take up some aspect of the programme of the United Nations.

ADULT EDUCATION IN ASIA Series of Talks Organised

Adult Education has been taken up by Asian countries in recent years in a big way. In order to assess the growth of work in these countries, a series of talks on Adult Education in the Asian countries has been organised by the Indian Adult Education Association in March this year. Talks on Adult Education in the Philippines, Iran and Malaysia will take place on March 3, 16 and 26 respectively at 6 p.m. at the Shafiq Memorial 17-B, Indraprastha Marg, New Delhi.

International Congress of University Adult Education

The International Congress of University Adult Education will take place at Krogerup Hojskole, Humlebaek, Denmark from June 20 to 27 this year.

The subject of the Congress is: "The role of Universities in Adult and Continuing Education."

Those interested in this Congress kindly write to: Dr. A. A. Liveright, Director, Centre for Study of Liberal Education for Adults, 138, Mountfort Street, Brookline, Massachusetts, USA.

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Social Education Week

Social Education Day was celebrated throughout the country on December 1, 1964. In some states Social Education Week was celebrated. Below are given reports received from various units :

Mysore

OBSERVANCE of Social Education Week, has become an annual feature in Mysore. The initiative taken up by the field workers of the Mysore State Adult Education Council in the beginning in observing the "Week" has inspired the local leaders and the people at large who are interested in the Adult Education Week. They have come to observe this "Week" as part and parcel of the village festivities in the rural parts so much so that they await the "Week" every year and observe it with all solemnity in the State by taking up initiative themselves. The local leaders invite distinguished guests to preside and participate in these functions. Similar is the case in urban Adult Education Centres also. Entertainments available locally are arranged by the convenors of the function. The local artists and the folk-arts parties feel highly elated to give a display of their talents in the functions expecting nothing in return, except a few words of encouragement.

During the Week, various programmes of Social Education are taken up in the Centres on an intensive scale.

Social Education Week was celebrated all over Mysore State with great enthusiasm during the first week of December 1964. It was inaugurated on 1-12-64 at Sharada Stree Samaj, Chamarajapet, Bangalore City by the State Education Minister, Sri S.R. Kanti. In his address the Minister appreciated the work done by the Mysore State Adult Education Council and indicated that the Government would give greater assistance to its activities, specially for wiping out illiteracy and ignorance. Sri G. Narayan, Mayor of the Corporation, Bangalore, presided. On the same day the Week was inaugurated in all Adult Education Centres in the district and taluk headquarters by the local leaders. Some of the important functions held are :

Sri A.N. Rama Rao president I/C, Mysore State Adult Education Council, inaugurated the Social Education Week in Bellary town under the presidentship of Sri D.S. Raghavendrachar, Deputy Commissioner, Bellary.

Shri K.S. Muniswamy, Chief Executive Officer, Mysore State Adult Education Council, inaugurated the Social Education Week in Mysore City in Akkana Balaga, a Women's Organisation, under the presidentship of Shri N. Subba Rao, Deputy Director of Public Instruction, Mysore Division, Mysore. While inaugurating the Week the role of women in social education was stressed. Shrimati B. Devaki Singh, a member of the Central

Council, also addressed the gathering. Anniversary of the Adult Education Library in Akkanabalaga was also celebrated.

On December 6, Social Education Week function was held at Bangalore in Yuvaka Sangha, Magadi Road, under the presidentship of Dr. Nagappa Alva, State Minister for Health.

Programme

Everyday during the Week, Flag-hoisting and Prabhat Pheri by the local school boys and students of Adult Literacy Classes, took place. Lectures on the importance of Social Education were delivered and a call was given to the people to eradicate the maladies in Indian society. In the mornings, the village community was inspired to take up Shramadan work. In the evenings, propaganda meetings were held in the centres. Men and women of the locality attended these meetings. Wrestling competitions were held and the winners were awarded prizes on the occasion by the local donors. Local folk-arts parties gave fine expression to their talents in the assembly. Certificates were awarded for the neo-literates. Ladies' Classes were started. New Community Centres were opened.

Members of the legislative Assembly and the Council, presidents of the Town Municipal Councils, Members and presidents of Taluk Boards, Members of the Mysore State Adult Education Council also participated in the functions held in their Constituencies.

Vidya Peeths

The 8 Vidyapeeths of the Council organised and observed the Week in their institutions. Every morning began with Flag-hoisting. Students were impressed about the importance and need of Social Education and also its various programmes. Students were taken to the neighbouring villages for participation and for display of the folk-arts which they have practised in vidyapeeth. Besides, the Principals and the Staff of Vidyapeeth cooperated in the functions organised by the respective District Adult Education Committees.

A statistical data would give an idea of the number of functions held in Mysore State. Celebrations were held in 512 Centres. The number of Community Centres, Literacy Classes and Libraries opened during the Week totalled 24. But for the harvest season which engages most of the rural population, more classes could have been started. The number of folk-arts times arranged in these Centres came to 282. 512 functions were held during the Week.

Rural Radio

A radio was presented at Hiremane in Shimoga District on December 7 for the benefit of the village community. A rural radio forum was opened at Thigalarahally in Kanakapura taluk in Bangalore district.

In addition to the opening of the new libraries, Library Varshikothsavas (Anniversary) were held in 87 Centres. In all these centres, book exhibitions were arranged which drew good number of visitors. It has helped to draw the potential readers to become regular clientele for the library. In the evenings, propaganda meetings were held. Books were donated by the public for the library.

Valedictory Function

On December 7, Shri A.N. Krishna Rao, reputed writer in Kannada literature of the State, delivered the valedictory address under the presidentship of Shri T. Vasudevaiah, Director of Public Instruction. In his presidential address, the Director appreciated the service rendered by the Adult Education Council and said that more encouragement was needed to the Council.

The Visual Education Units of the Council went round the respective regions and exhibited film-shows of educational value. Besides, the Field Publicity Units of both Central and Mysore Governments co-operated in the work. 66 film-shows were given during the Week.

Madhya Pradesh

Social Education Day was celebrated in ten district head-quarters of Madhya Pradesh. These include Chhatarpur, Dhar, Datia, Dewas, Indore, Jagdalpur, Mandasaur, Sidhi, Shajapur and Sagar. The various activities on the Day included Prabhat Pheri (2 districts), General Meeting (10 districts), Exhibition (10 districts), Kalapathak Programme (4 districts), Cinema Shows (6 districts), Distribution of certificates to neo-literates (5 districts), Katputli shows (1 district), address by neo-literates (4 districts), general oath taking by audience in meeting (3 districts), distribution of radios to villages (1 district), distribution of literature to neo-literates (2 districts).

Apart from these, according to reports received so far the Day was celebrated by : Asha Shivan Kala Kendra, Mhow for seven days in three villages and in Mhow town; meeting and Katputli Show, were organised every day.

District Bhartiya Grameen Mahila Sangh, Khargone District also celebrated the Day in fifteen village centres with prayers, meetings of Mahila Mandals, taking general oath for making the maximum number of adult women literate within the next twelve months and entertainment programmes at night.

Gandhi Adarsh Vidyalaya, Gwalior also held a public meeting.

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Arab States Launch Literacy Campaign

By Pierluigi Vagliani

THERE are an estimated 50 million illiterates in the Arab States. Bringing this vast number of men and women into the mainstream of national development presents a priority problem for the Arab world. For some years now, these States have been carrying out adult education programmes which have reached a fairly large section of the population. But more recently they decided to take concerted action and mobilize their resources to launch an all-out campaign against illiteracy.

In Algiers, in March 1964, the national commissions for Unesco in the Arab States recommended the creation of a regional literacy fund. At Baghdad, a month earlier, the second conference of Arab ministers of education adopted a "Charter for Arab cultural unity," which provided for the setting up of a scientific, educational and cultural organization within the framework of the Arab League which would tackle the literacy problem. Later, at Cairo in September, the summit meeting of Arab kings and heads of state approved a resolution in favour of "joint Arab action for the eradication of illiteracy."

This led to the Arab States' Regional Conference on the Planning and Organization of Literacy Programmes which took place in Alexandria from 10 to 18 October 1964. Convened by Unesco in collaboration with the Arab League, this conference was attended by delegates from 14 countries—Algeria, the Federation of South Arabia, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, U.A.R.—who studied the problem in all its aspects, social, economic and pedagogical.

Arab countries are making considerable efforts to raise the standard of living of their people

by increasing industrial and agricultural production. But increased production is only possible with the help of educated and skilled manpower; thus any investment in adult education, provides a good economic return.

Adult literacy training is no longer regarded merely as the simple duty of governments, but as a frontal attack on the causes of economic and social underdevelopment. This calls for collaboration between a number of very different bodies: educational institutions—both in and out-of-school—trade unions, co-operatives, women's organizations, youth movements, public undertakings and private enterprise. In this way every industrial or agricultural project should earmark funds needed to provide literacy teaching for the adults working on the project.

Instruction should take place not only in schools (in any case, there are not enough of them and they are not always adapted to the needs of adult education) but at places of work—in factories, offices, institutions, trade unions, mosques and so on..... In short, employers must organize and be responsible for the literacy training of their staff.

The co-ordination of efforts in all the Arab countries would also facilitate the production of texts and textbooks on a regional level, and lead to the drawing up of a teacher training programme. The regional centre at Sirs-el-Layyan (UAR), set up with the aid of Unesco and which for many years has been training educational specialists in community development, is ready to study, in conjunction with other research institutes, new teaching methods which could be used.

Regional Fund For Literacy

The Alexandria conference, in inviting all Arab States to consider adult literacy as an integral

part of their plans for social and economic development, also drew up a concrete programme of action. This provides for:

—the setting up of a body within the scientific, educational and cultural organization affiliated with the Arab League to deal directly with literacy problems;

—the creation of a regional fund for literacy to which all Arab States would contribute in proportion to their contributions to the Arab League;

—the establishment by each State of a national plan for the eradication of illiteracy within 15 years. These plans will be submitted to the body dealing with literacy problems and to the regional fund, which will decide on priorities and co-ordination within the overall regional programme.

The Conference further decided that the Arab literacy campaign should be launched in November 1965. The Arab League has been requested to convene a meeting in March 1965 to study plans for this campaign.

Thus the Arab States are mobilizing all their available resources in support of the World Programme for Universal Literacy proposed by the Director-General of Unesco. In this effort they should be able to count on the support and counsel of the international agencies.

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The Passing of a Pioneer

(Rev. Bilas Chandra Mukherji)

By Nikhil Ranjan Roy

A lovable personality has been removed from the scene of adult education in India, and an active life cut short in the death of Rev. Bilas Chandra Mukerji, Founder-Secretary, West Bengal Adult Education Association. The melancholy event took place at Rev. Mukerji's country home at Habra about twenty-six miles from Calcutta on Saturday, January 9, 1965. He was 71. The passing was as peaceful as ever could be. Rev. Mukerji being apparently in normal health, Mrs. Mukerji, his life partner and comrade in all kinds of social work, had been away with her son for a couple of days. Rev. Mukerji's fourteen-year old grandson was the only person at his bedside at the time of his death. After dinner at about 9 p.m., Rev. Mukerji asked his grandson to go to bed, himself retiring with a book for habitual reading before falling asleep. But after a while he called his grandson, and told him that he was not feeling well. The boy looked helpless and nonplussed, but Rev. Mukerji asked him not to worry, for he felt sure he was shortly going back to Jesus his Father in Heaven. The finishing scene did not take more than fifteen minutes, and his eye-lids closed for good.

What a death! How peaceful and lovely! It came as gently as sleep cometh over the eyelids.

'Music that gentler on the spirit lies
Than tired eye-lids upon tired eyes.'

Rev. Mukherji came originally from Jessore district now in East Pakistan. He had his early school education at Jessore, and took his M.A. from the University of Calcutta. His first appointment was as Professor of English at Gorakhpur College in U.P. Latterly he joined Serampore College in Bengal in a similar capacity, from where he changed over to Missionary service under the Baptist Mission Church, Calcutta. He was placed in charge of the Students' Hall at College Square in 1936, which until his retirement about 3/4 years back served as the centre of his Missionary service as well as adult education activities.

Rev. Mukerji founded the Bengal (subsequently West Bengal) Adult Education Association in 1937. Since then till the last moment he remained its Secretary in full harness.

The writer's first acquaintance with Rev. Mukerji came about somewhat unexpectedly in 1947 immediately after the attainment of freedom. We in the West Bengal Secretariat were then just trying to settle down in the new set-up following the partition. Rev. Mukerji came one day to acquaint us with his plan for the eradication of adult illiteracy. He was a first-rate conversationalist, and made hardly any ado in convincing those concerned about the desperate gravity of the problem. Shortly afterwards, the State

Government appointed a Committee with the eminent lawyer late Atul Chandra Gupta as Chairman to go into the question of adult education in West Bengal. Mr. Mukerji was, as expected, appointed a member of the Committee, which he served with his characteristic zeal and zest. The writer's association with him grew into friendship, which lasted till the end, and at his demise which came too suddenly, I feel I have lost one of my very best.

Mr. Mukerji was not only a missionary by vocation. The mission of service was the paramount passion of his life. Adult Education was the fibre of his being, and breath of his breath. For about thirty years, Mr. Bilas Mukerji and his worthy consort Mrs. Latika Mukerji worked indefatigably for promoting the cause of adult education. The Adult Education Association of which he was the Secretary have set up and conduct about one hundred centres for adult education in the rural areas. Mr. Mukerji kept himself thoroughly posted with the progress of activities of each one of these centres. He knew each worker personally, and met them as often as possible in conferences, seminars and training camps. He was a fairly prolific writer, and adapted in Bengali the so-called Laubach primers and readers for adults according to the Key-word method. In a sense, Mr. Mukerji's was a pioneering venture in production and publication of literature for adult illiterates and neo-literates. His books and charts are in use fairly widely in West Bengal.

As a public speaker, in which role he had often to play his part, he was clear, succinct, humorous and full of sparkling wit. A polished gentleman, a distinguished scholar and a social worker of catholic views, Mr. Mukerji occupied a conspicuous place in the Adult Education movement, and earned universal respect and love. After retirement from active service under the Baptist Mission Church Mr. Mukerji usually lived at his newly-built village house at Habra. But that did not mean rest or retirement. For such people, there is no retirement in the accepted sense of the term. At Habra were set up a number of educational institutions including a Community Hall and an Area Library through the initiative and leadership of Rev. Mukerji. He kept himself actively associated with all the voluntary educational and philanthropic activities in that area and endeared himself to all.

He was a visionary but a practical dreamer. Not content with what he had done, he worked very hard indeed despite his growing years upon an ambitious scheme for the establishment of an Institute of Adult Education at Habra. The work remains unfinished. It is for the progeny to take up the broken thread, and go ahead until his life-long cherished object—removal of adult illiteracy has been attained.

New India and the Process of Opinion Change

By Mushtaq Ahmad

THE purpose of this article is to discuss the process of opinion change and the effectiveness of the 'source' or the communicator in changing opinions and attitudes as developed by Kelman¹, and to suggest some action research, to determine the characteristics of the source in a communication situation in rural India. It is presumed that the 'credibility' variables as defined by Hovland or because of the cultural factors certain new variables such as sincerity, honesty, selflessness and self-examples may prove important characteristics of the communicator in changing opinions and attitudes in India. The study of the effectiveness of the characteristics of the communicator is more urgently needed to build an effective communication system as we are trying to hasten the process of modernization. Our communicators dealing with developmental themes have to make assertions usually incongruent with the practices and social values of most of the receivers. It is just possible that when the receiver is exposed to messages incongruent with his practices and beliefs instead of changing his opinion he takes resource to selective avoidance or selective forgetting² or he might try to achieve balance by developing a negative attitude toward the communicator or the concept. (Newcomb)

It will, therefore, be helpful to a communicator to understand the process of opinion change according to Kelman's theory. It will be well to bear in mind that by 'change' Kelman means both public acceptance of an attitude and private commitments about an attitude. The author is also interested in the conscious effort of one person to change the opinion of another. Since many agree that this is what exactly communication is Kelman theory of opinion change becomes a useful tool for communicators to predict or explain the effectiveness of their persuasive messages.

Kelman calls the process of social influence leading to opinion change as compliance, identification, and internalization.

Compliance is likely to occur when the communicator or the source or the influencing agent controls the means of the receiver or when the receiver hopes to receive a favourable reaction from the source. The 'altered' belief will only be at the public acceptance level and is not likely to be accepted privately. The receiver will give the desired response so long as the surveillance of the agent is felt, or so long as he knows that he is under conditions in which his behaviour can be observed by the influencing agent.

Identification is the middle ground. If the influencing agent (an individual or a group) is attractive to the receiver he will try to adopt the behaviour of the individual or the group with which his self interest lies. He might try to play all or part of the role of the agent, he will attempt to be or like the other person and define his own role in terms of what is expected of him to maintain a relationship with the agent conducive to his self interest. The behaviour of the receiver does not depend upon the power of observation of the agent. He is not mainly concerned with pleasing the other as in compliance but is 'concerned with meeting the other's expectations for his own role performance.' The opinion adopted may be both on the public and private levels of acceptance. It will however remain tied to external recognition and dependent upon social support. The response will be given so long as the source is found attractive or in other words the relationship conducive to the self-satisfying role which he wishes to adopt.

Internationalization can be said to have occurred when a person accepts the induced behaviour because it is congruent with the value system of the individual. 'It is the content of the induced behaviour that is intrinsically rewarding here'. He adopts the behaviour because he finds it relevant to his own values and helpful in the solution of his problems. He might accept the recommendations of an expert after some modification to suit the unique conditions of his life. The acceptance of the behaviour does not depend upon the power of observation of the agent or upon his attractiveness. It is an internationalized behaviour. The response is given because the content of the induced behaviour is found intrinsically rewarding and the agent is found creditable.

We are planning for a new India, which in addition to the physical changes in the conditions of living will mean helping the people to form attitudes and develop a value system congruent with modernity. This is essentially a problem of communication. Our communicators will be concerned with the process of opinion change leading to internalization of beliefs and not with compliance or identification, and according to Kelman the credibility of the communicator plays the decisive role in the internalization of beliefs.

What are values of the variable 'credibility'? In other words what are the characteristics of the communicator which influence the receiver to adopt the practices, attitudes and opinion he wishes him to adopt? Hovland³ has stipulated that these are both

1. Kelman, H.C. Process of opinion change, *Public Opinion Quarterly*, Vol 25, Spring 1961.

2. Festinger, Leon. *A Theory of Cognitive Dissonance*, Stanford University Press, 1962, 53-54.

3. Hovland, Carl et al. *Communication and Persuasion*, Yale University Press, 1963, 21-22.

the 'expertness' and the 'trustworthiness' of the communicator. A communicator might be regarded by the recipient an expert of the subject, a source of valid assertions, and capable of transmitting valid statements but may not adopt the induced behaviour if he suspects his intentions and motives. Many a literacy teacher has to face the rebuke of an unmotivated student when he goes out to persuade him to come to the class, 'Go away you have to teach because you are paid to do it'. Therefore for the adoption of the induced behaviour it also becomes necessary that the recipient has confidence in the communicators intent to communicate the message he considers valid.

The characteristics related to expertness may be the age of the communicator, especially in cultures where age is associated with experience, his training, his position of leadership or his similarity to the recipient. 'An individual is likely to feel that persons with status, values, interests, and needs similar to his own see things as he does and judge them from the same point of view' Regarding the trustworthiness of the communicator one of the most general hypothesis is that if the recipient feels that the communicator has a definite intention to persuade others he is likely to be perceived as having something to gain for himself and his trustworthiness goes down.

Few systematic research have been made to determine the values and the relative effectiveness of these two variables.

Let us turn to the Indian scene. Does the majority of the intended illiterate individuals know that the agent of change is an expert of the subject and is entitled to make the assertions he is making. It might be made known to him that the agent has been 'trained' to hold particular opinions, say certain things, possess certain facts, but does this knowledge about the training of the agent necessarily gives him the status of an expert communicator in the eye of the recipient? Most of our agent-of-change are paid government employees. They might say or do certain things because such behaviour has been 'planned' for them. Does their official position and their 'planned behaviour' affect their trustworthiness?

Agent of Change

In addition to the above two characteristics of the source are there other variables which are equally or even more influential in the internalisation of opinion and beliefs because of the emphasis which is laid in the Indian culture on certain quantities in the behaviour of a person? I am specially referring to 'sincerity' and 'self-example.' Morton's study of Kate Smith's broadcast for the purchase of War Bonds⁴ is well known. On September 11, 1943 she broadcast for 18 hours. People all over America listened to her and purchased War Bonds worth \$ 39,000,000 as a result of her persuasive appeal.

4. Morton, Robert, *Mass Persuasion*, Harper and Brothers' 1946.

One of the main factors of her phenomenal success was the high degree of sincerity attributed to her by her listeners.... 'she really means anything she ever says.' How high is the correlation between the sincerity of the agent of change and the acceptance of the induced behaviour as compared to his expertness and trustworthiness and change in the Indian context? Perhaps linked to sincerity is 'self-example.' Do our communicators do themselves what they ask others to do? Once I enquired of a group of SEO's in what caste would they marry their daughters and sons and the response was that of course in their own caste. Would they be effective agents of social change or their persuasion affect the rate of change in any appreciable degree if the change advocated has only the force of logic? The same might be asked of the effectiveness of a poultry expert who himself avoids eating eggs on religious grounds.

I believe there is need to investigate systematically the characteristics of the communicators who in the scheme of development in India are the main agents of change. The findings might help us in the choice of persons, the training centres, the communicators themselves, and ultimately developing an effective communication system for the adoption of new practices and values.

Talks on Workers Education Abroad

The second talk in the series on Workers' Education Abroad was held on January 12, under the auspices of the Association. Mr. Thomas O'Connor, Labour Technical Adviser to USID talked on workers Education in U.S.A. He said workers education in U.S.A. meant Trade Union Education. He, said that it had grown tremendously in recent years due to the active and leading role played by the Trade Unions. After the talk, a short film on steel workers of U.S.A. and their work in Trade Unions was shown. Prof. N. Chatterji of Delhi University presided.

The third talk in the series on Workers' Education in Yugoslavia was given by Mr. S. Raganvic of Yugoslavia, a research Scholar in Delhi University. He traced the history of Yugoslavia as it emerged after the world war II torn and underdeveloped. Having once embarked upon the road to socialism, Yugoslavia decided to start an industrial revolution at a rapid pace but with less pain and sacrifices suffered by some of the developed industrial countries. It is for these reasons that workers training in his country had been gaining both in scope and in social significance. Having placed scores of thousands of youth and sometimes semi-literate workers on up-to-date machines one must provide facilities for their rapid elementary education and vocational training. He described in detail how it was being done. After the conclusion of the talk a short film on Yugoslav life was shown.

Adult Education in the New Age

THE last two or three decades of this century have seen many changes in the world, one of the changes being in the concept of education. Even at the beginning of this century, education was for a privileged few and was family-oriented. Today education is conceived as an integral part of the minimum adequate standard of living for all men and women in a civilized society and like food and shelter, is considered a basic need. Also, it is oriented towards building up a new society, rather than towards maintaining or enhancing the status of a family.

Challenge of Change

The new society needs men who can meet the challenge of change without tension and who, therefore, need to be creative. In other words, the new society needs to utilize more and more of intelligence in all its functions. The only way to do so is to base it on education.

The role of education is particularly important in India, which is awakening from the centuries of stagnation and is trying to break into the modern age of science and technology and social emancipation. The destiny of India demands that education should be an essential part of its people's lives.

Education gives knowledge and knowledge gives power over nature, frees the imagination and widens the horizons of man's resourcefulness. So that when we ask our people to make life-long education as the style of their lives, we wish to call them to knowledge which will give them this power and this freedom.

Five Functions of Adult Education

In this context, in our country, education of adults assumes greater importance, and from this role of education we derive the five functions of adult education in its Indian setting.

First and foremost, adult education must raise the productive power of our people, so that drudgery and frustrations in the lives of men and women are reduced providing them with more leisure and more power to live the life of mind and spirit and make their rightful contribution to the emerging modern civilization.

Second, adult education must provide the basic and necessary minimum of education to all our people who failed to receive it in their childhood. Literacy forms the unavoidable core of this quantum of necessary education. We have placed on adult education, the first task of raising the productive power of our people. But this task can never be performed unless we lift the lid on the intelligence of our people. And there is only one way known to man to lift this lid and that is **to provide him with**

functional literacy and the basic minimum of knowledge that life in a modern society demands.

Third, our educational system involves colossal wastage. It is estimated, there is a wastage of about Rs. 60 crores a year in the form of boys and girls leaving school before achieving the basic minimum of education and consequently relapsing into stark illiteracy. The same is true in the stages of secondary and higher education. Adult education in India must help to undo this enormous wastage, by a system of **"Continuation education" and public libraries.** By spending a few crores, we can save many crores.

Fourth, adult education must help every section of our people and every group in our society to raise local leadership that will give it collective dynamism and social responsibility. This leadership must be built from the human material present in each group in society, through institutions necessary for this purpose.

Fifth, knowledge is not only power in the hands of man, but it also liberates his mind. In fact, it may be said that the power of knowledge flows from its liberating function. It is the essence of man that once the pressure of bodily and social necessities is relaxed, in some cases even slightly relaxed, he seeks to break the bonds of his individuality and, so to say flow all over the cosmos. It is the responsibility of adult education to provide facilities for those who are awakened to the need of it. These facilities should be built-in apparatus for any society claiming allegiance to the twentieth century civilization. For one thing, if we have to provide enlightened and wholesome leadership to our people (our fourth task), we cannot stop short of liberal education for at least a part of potential leadership. **Leadership is awakened consciousness and awakened consciousness grows best in the soil of liberal education.**

To perform the above five functions, adult education should be able to use all the educational devices known, such as the formal class-rooms or informal clubs or concerts, or such organizational modes as correspondence education, evening schools or colleges, residential institutions, reading or study circles, seminars and workshops, etc. Also it should employ all communication channels and especially it should press into its service the various media of mass communication.

Agencies

Much more important, however, is the question of agencies of adult education. If adult education should become the style of our national life, then

the responsibility for adult education must be permeated widely in our society. However, there are five type of agencies which should formally and explicitly accept their obligation for instituting programmes of adult education.

First of all, there are the educational institutions themselves—schools, colleges and universities. In our literacy work by far the largest number of teachers have been primary school teachers. In this way, of course schools have helped in adult education work. But that is not enough.

Schools must, through continuation classes, condensed courses or in other ways, take up a much heavier load than they have carried hitherto. Particularly, we hope that during the coming decade our universities will give up their unconcern with the community outside their campuses and set up departments of adult education to provide, through evening classes, study circles, correspondence courses etc., higher education to those youth and adults who are unable to leave their jobs for wholtime education and who yet yearn, to educate themselves further, either for improving their chances in life or in the way of liberal education.

Second, the economically productive sectors of our society—*agriculture, industries and commerce* should accept their adult educational responsibilities which their counterparts in advanced countries have accepted. These responsibilities are of three types. First, it is their primary responsibility to up-grade the knowledge and skills of their employees and thus help them to be more productive. We have made a beginning with evening classes for workers, but this is as yet a drop in a basket that should be full. Second, if for the vocational uplift of workers, it is necessary to strengthen them academically, the productive sectors should, either by themselves, or in cooperation with schools, colleges and universities provide them with such education. Third, the productive sector must provide institutional forms for raising leadership among the working classes. The Central Board for Workers' Education has instituted educational programmes to this end, but they have to be expanded in the direction of liberal education and they have to penetrate deeper into the structure of the productive sector. In other countries the productive sector has also sought to help in adult education of the masses in general; but for our part we will be content if during the coming decade the sector realises its responsibilities vis-a vis its own workers.

The third agency of adult education in constituted by voluntary organizations. These are of two kinds, organizations established entirely or partly for propagating adult education and organizations

established not directly for this purpose. Among the former the Indian Adult Education Association has so far almost alone held aloft the banner of adult education. In the coming decade, it should establish adult education bodies in the States at least, if not at lower levels and should also accept responsibilities of a catalytic age for the main sectors of our population. In so far as non-educational organisations are concerned, we expect the professional organizations like the Medical Associations, the Bar Associations, etc. to take the first steps in adult education in their fields by producing material which will help the people in appreciating their work and in giving them useful information in their respective fields.

Fourth, the local bodies in India have either neglected their responsibilities for the education of the people or have performed them only half-heartedly. In general, the adult educational responsibilities of the local bodies are two-fold : first, it is to provide the necessary education to their own employees to make them more competent for their work and, second, to provide institutions of adult education for the people, of which literacy classes, continuation classes and public libraries are the basic and the most important.

Government's Role

The fifth-agency, and perhaps the agency of paramount importance for adult education is the Government. Of course, like other organizations mentioned above, Government has a primary responsibility for keeping its own employees abreast of the times in professional skills and knowledge. *So far only the Indian Army has taken up this responsibility in all earnestness and their is a need for all government departments to institute educational programmes for their employees.* However, when we call the government as agency of paramount importance for adult education, we have in mind its responsibilities to the public at large and not merely its own employees. In this respect, it has a three fold responsibility. First, it has to take a more active part in creating some of the institutions of adult education such as literacy and adult schools and public libraries. It must also take the lead in persuading universities and the productive sector in realising their adult education responsibilities. Second, it has a special responsibility in creating a professional body of adult education workers, by instituting training and research facilities, by opening up employment opportunities for them and by giving them a professional status. Third, it is in a unique position to support adult educational effort of voluntary organizations by given them financial assistance where other factors of service are present.

Place of Adult Education in National Education System

[In our December issue, we had published a paper by our former President Dr. V.S. Jha and had invited comments on it. A comment on it by a distinguished adult educator is being published here. It is hoped other adult educators will send their comments on Dr. Jha's paper, so that we could have a free and frank public discussion on the issues involved—Ed.]

IN the paper on the place of adult education in a national educational system which appeared in the December issue of the Indian Journal of Adult Education, the author deals more with the scope and content of adult education than its place in a National Educational system. Apart from making out a strong case for greater recognition of the need for adult education, especially for a social revolution and the development of the human resources, the author has not gone into the question of the place adult education should occupy in the national system of education. The emphasis on greater recognition of the need for adult education is rightly stressed for that is the first step towards giving adult education its rightful place in the national system of education. In general, the need for adult education was recognised mainly by the adult education workers and not even by the educationists let alone the planners and administrators and the general public.

While discussing the present position of adult education in the country Dr. Jha has stated "The post-independence period was dominated by the concept of "Social Education" and within this significant though limited field several experiments were worked out and some valuable work done." All adult education workers who are familiar with the situation would completely agree with Dr. Jha on this point, but they would have expected him to have gone further and stated that much valuable time was lost in a fruitless discussion on the concept and role of social education even when the concept was fairly clearly stated when the term "social Education" was

coined in 1948 and the role of Social Education based on that concept was laid down, at least as a tentative basis for action. In spite of that the major action that followed was debate and discussion on the concept and role of Social Education.

Weakness

This has resulted in two weaknesses for the movement from which it still suffers. In the first place, Social Education was interpreted differently by different people and attempted to implement programmes based on the particular interpretation given by the authority or the agency concerned, resulting often in lopsided action which did not fully meet the need. Secondly, the low priority that had been accorded to Social Education in the national plans, continued to be low and has gone even lower. Thus the present position of Social Education in the country is that its need is not widely recognised and it has a low priority in educational planning.

Basis for Discussion

The principal question to be considered is "what should be the place of Social Education in the National System?" It is on this question that Social Education workers would like Dr. V. S. Jha to give a lead. Perhaps he would do so after he has had the opportunity to study the problem from different angles and after discussions with the officers, voluntary workers and others concerned with Social Education. This writer, therefore, is putting forward some ideas to serve as a basis for discussion as suggested in the Editor's note while publishing Dr. Jha's paper. Dr. Jha

has rightly stated that adult education, properly conceived, is the backbone of the system of education in a dynamic society. One should consider adult education as a continuous process for fulfilling the main objectives of education, namely, to enable an individual to develop his capacities fully and to function effectively as a member of society, contribute his best to the society, and derive the maximum benefit for his prosperity as well as the prosperity of the society in which he lives. In a country like India, where millions of children do not yet have the opportunity to go to school, adult education should function at two levels. First, with the illiterate adults who never had any education in their childhood. As the number is huge, the principal place of adult education, for some time would be to remedy this situation. However, this should be treated as a temporary measure as the need for this would disappear as elementary education becomes universal. The second level is with the adults who have had some education but are in need of more education to help them tackle the variety of situations which they would meet in life and for which they need knowledge, training and facilities for self-study.

This is the main function which adult education should perform and that ought to be the principal place of adult education in the national system of education, that is, to provide a continuing education throughout life. Such a proposition would involve the recognition that adult education is necessary in all

(Continued on page 14)

New Strategy for Social Education

By S. C. Dutta, Hony. General Secretary, Indian Adult Education Association

CULTURE and civilization of an age, era or country largely depends upon the urban people. Even administration is guided by the ideas and ideals of the urban people, because they in reality influence the day to day administration of the country. Therefore, for the greatness of the country, it is essential that the minds of the urban people should be sound. They should be mentally alert and morally upright. Their ideals should be clear and they should be imbued with idealism. Thus their need for Social Education is most and therefore their motivation for it is greatest. Hence instead of going to areas and people who have least motivation for education and are likely to be benefited comparatively less than the urban people, it would be reasonable to assert that we should devote our energy on urban people for a period of time and then spread ourselves to suburban areas. With our limited resources, our attempt to spread widely and therefore thinly is bound to fail.

Within the urban areas, I would suggest, we should take up the industrial workers first. Industrial workers are organised, they normally stay in one compact locality, can be easily approached, have rudiments of understanding and knowledge. In most of them, the desire to improve and change for better is present in abundance. To them, Social Education programmes will be welcome change from their dull and drab life. As productive members of society, they can be persuaded to have a sense of mission for the growth of the country.

Moreover, educational programmes for industrial workers can be organised easily and effectively. For non-industrial population in urban areas, effective social education programmes

can also be organised easily. They can be divided into groups on the basis of interest and approached on group-basis. Programmes suited to the interests and tastes of the various groups can be organised. These will attract them and generate greater interest and participation.

Once we are able to organise social education programmes, for industrial workers and urban areas, we can then extend our programmes to other areas. Moreover, the success of social education programmes among industrial workers will have an automatic impact on other areas, for the simple reason that most of our industrial workers still have their roots in villages and go of and on to their ancestral homes for marriage, religious ceremonies and festivals. They will carry with them the influence of what they have achieved and leave an impression on the rural friends and relatives. The snowballing process will start. In place of breaking our heads against stone-walls, the social educators will have ready-made, already convinced clientele. The work will become easy and effective-more effective than at present.

Therefore, I wish to make an earnest plea for a new strategy in the fight against ignorance. Let us devote our energy and concentrate our efforts on urban areas. A responsible, educated and self-reliant urban population will be a great asset to the emergence of true democracy and for raising the standard of living of our people. For social and economic development, I would like to urge upon our planners, to devote our scarce resources for social education in the fourth plan to urban areas and not spread it too widely and therefore too thinly.

II

The second point to which I

wish to draw attention is the need to redefine adult education in the light of the changing society. Today the accent should be on adult education for a better life qualitatively. No longer should we be satisfied by providing remedial education or education for employment. The complexities of modern life requires knowledge, understanding and appreciation that vocational education and functional literacy alone can not provide. In a democracy, where freedom is regarded as of highest value, all persons must be adequately educated. Continuing general education is essential for a better quality of life, and there can be no terminal step in education. It is the task of adult educators to advocate this point of view and get it accepted as a policy of the Government, which must vote substantial amount for the provision of adequate continuing general education to those who are anxious for it. The voluntary organisations must undertake this task of demanding an adequate provision for the general education of the people for democracy and freedom.

III

While asking for redefining the role of adult education, it might be desirable to refer to another salient aspect of adult education. We must devote our attention to "education for responsibility." We must instil among our people patriotism and devotion to the cause of the country and inculcate among them virtues like brotherhood, good neighbourliness and service. "Education for responsibility" will take us to political education of the people and a stage has come in our development as a nation, when adult educators must undertake political and civic education of the people.

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Informal Camp of Kindred Spirit To Exchange Ideas and Experience

THE President of the Association, Dr. Mohan Sinha Mehta has sent the following letter to adult educators in India inviting them to an informal Camp at Mount Abu in Rajasthan :

Some friends, closely identified with University work and the Adult Education movement, have been desirous of bringing together, in an informal Camp-Conference, a small but representative group of persons keenly interested in the study and promotion of the Adult Education movement in the country. The aspiration is to develop Adult Education in all its phases and to involve our Universities in its comprehensive growth,—as a discipline for the extension work, research and training of workers.

In this dynamic phase and fast changing period of our country's history, Adult Education movement has a very important role indeed. All the world over, it is playing a significant part in enriching the lives of individual citizens, building up sound foundations of community living and contributing to the promotion of understanding and friendship among different nations. Indeed, the concept of Adult Education is today virtually the sheet anchor of liberal thought and human civilization.

Progress

Our desire is that our Colleagues who fully understand the close relationship between Adult Education (which term also covers the expression, "Social Education") with Social Progress, come together informally to exchange ideas and experience. Such a meeting would provide an excellent occasion for some more thinking on this subject. From such a group discussion, new ideas will probably emerge, many misconceptions might be cleared up, new vistas and horizons could open out, and further, some definite lines of action could be thought out for developing the Movement on a country-wide scale.

It will be an informal conference to consider different phases of the Adult Education Programme. There will be no rigidity, neither in the choice of subjects nor the programme of discussions. It will not be essential to adopt resolutions, nor will any commitments be expected. Only if the proposed meeting of kindred spirits could generate enthusiasm and a new vigour through clarity of thought and personal contacts, the purpose of the meet would be largely met.

It will be a long weak-end camp. The participants will live together, so far as possible in the same house or neighbouring houses, eat together and will spend most of their waking hours in one another's company. Thus all the time, we shall be thinking the main theme in its different aspects, what contribution it has much to social, material, political

and technological progress of other countries, and how it can be utilised to achieve the same purpose in our country according to our own special needs.

My suggestion is that we get together at Mount Abu in the first week of April, arriving there on Sunday the 4th April by tea time, and remain there till the evening of Thursday the 8th of April, 1965. We shall thus have four days together. I expect that Mount Abu will be a quiet place of that time of the year.

The University of Rajasthan in collaboration with the Indian Adult Education Association will make the necessary arrangements for the accommodation of the party. You should be prepared for simple and inexpensive arrangements for your board and accommodation. It will be more of a Camp and less of a formal conference.

The intention is to invite about 45 participants drawn from different walks of life and as many States of India as possible. I hope that all of them will respond because I am giving them nearly two months' notice in advance. In any case, the purpose and objective can be fairly well realised even if nearly 30 friends agree to join the group.

I shall issue two or three more letters in continuation of this one. With the second one, I shall send you a list of the participants. You may, if you so wish, suggest an addition of one or two names whom you consider suitable for being invited.

In a subsequent letter, I hope to communicate to you the broad titles of the subjects which will be discussed at the Camp-Conference.

As you are aware that University Extension and Adult Education Movement have registered significant progress in many other countries, such as, Australia, Canada and United States. The success of the W.E.A. in England and Wales is well known to everybody. It will be a great advantage if some representative leaders of Adult Education in some of these countries can join us at our meeting. We shall by to have them, if possible.

University and Adult Education

In my view this meeting should be followed by another Conference (or Seminar) on the "role of the University in the field of Adult Education" to be held after about two months, that is, sometime in the middle of June. That Seminar will consist mainly of the representatives of Indian Universities so that something effective might be attempted in our Universities to organise Extension Work, to promote research and also to consider how far and in what stages Adult Education could be introduced as a subject of University Studies.

Place of Adult Education

(Continued from page 11)

walks of life. It is interesting to note that at least partially this principle has been recognised in the fact that we often hear of "health education," "extension education," "cooperative education," "consumer education," "citizenship education," and so forth, all of which are different forms of adult education. Since adult education permeates all departments and activities which are concerned with the welfare of the individual, its rightful place in the national system of education is to be the foundation on which different forms of adult education, to suit the requirements and needs of different individuals, would be built up. Its purview would not be restricted or limited to the field of general education but should cover all types of education to help the individuals to meet the wide, varied and changing needs.

Omissions

In discussing the scope and content of adult education in Dr. Jha's paper there appears to be two glaring omissions. There is no mention of adult education in the Universities which has developed to a considerable extent in other countries. In this country, only a few universities have even recognised the possibility and the potential for serving the community through a well-planned programme of adult education by the universities.

This aspect needs to be considered by the Education Commission while it deals with Adult Education as well as University Education. The second omission is in regard to researches and studies in the field of adult education as well as evaluation of adult education programmes. These are extremely important not only for the improvement of adult education programmes but also for giving them the right direction and guidance. It would be necessary to develop a number of institutions, organisations and agencies for conducting researches, studies and evaluation of adult education. If these functions are to be performed effectively by the concerned institutions. On interdisciplinary approach would be necessary. In the third place, the link between adult education and social and economic development needs to be brought out so that it can lead to a better recognition of the role of adult education in general development. It is such a recognition that is bound to give adult education the place it rightly deserves in a national system of education. It is gratifying to note that Dr. Jha has presented a valuable paper which would draw the attention of all concerned towards the importance of adult education in this rapidly developing country.

New Strategy for Social Education

(Continued from page 12)

This is vital for the growth of our infant democracy for a conscious, understanding citizenry is the life and soul of a democracy. We must face this issue squarely and give a lead to the country by undertaking programme of liberal general education, clarifying political issues

and organising general discussion on matters of current interest so that the people could be prepared to shoulder the responsibility of political and social development of the country and not leave it to a handful of politicians, businessmen and bureaucrats.

Southern Rhodesian Women's Self-help and Literacy Campaign

About a year ago, 70 men and women met at Selukwe in Southern Rhodesia for the first one-day "course" in literacy, organized by the Federation of Women's Institutes of Southern Rhodesia (FWISR).

The event was a new step in the highly successful self-help campaign which has been carried on by the Federation for the past few years. Under this programme, "Homecraft Clubs" started by women up and down the country have become a truly educational force in family life. At meetings held about once a week, women are taught cookery, home nursing, child care and dressmaking.

When the Interim Literacy Council in Southern Rhodesia planned its nation-wide literacy campaign, it decided to use the clubs as centres for classes in each area. The method used at the first workshop in Selukwe was that developed by Dr. Frank Laubach. Words for everyday objects, printed on cards, are shown to the class, repeated, written down, and formed into sentences until word and object become associated in the learner's mind. The process is repeated and the vocabulary gradually extended.

Follow-up reading materials have been a problem. Simple stories are being produced by the organizers of the campaign but quantities are small as yet. A short-term solution which is proving very useful is the inclusion in *Homecraft*, the monthly magazine issued by the Federation of Women's Institutes for its Homecraft Clubs, of short stories in three languages.

(UNESCO FEATURES)

All India Nehru Literacy Fund

The National Christian Council has voted Rs. 500/- for the All India Nehru Literacy Fund. This decision was taken at a recent annual meeting of the Central Adult Education Committee of the N.C.C.

Informing about this decision, the Secretary, National Christian Council, Miss Lily Quy writes :—

“Pandit Nehru himself was a man of wide culture and deep wisdom, with a great sympathy for the masses and we can think of no better memorial to him than to help some of the people whom he loved to achieve the means of self education and the fulfilment of their manhood.

“We pray God’s blessing and guidance on all the leaders of the Indian Adult Education Association in their noble efforts for the sake of the people of India. We also place at their disposal ourselves and hundreds of voluntary workers who are teaching their neighbours to read and write and thus fulfilling their Master’s command, love thy neighbour as yourself.”

By close of 1964 collection figure had reached Rs. 1132.20. This is a very low collection. It is hoped

Social Educators, throughout the country will send their personal contribution and also make collection from their friends. We only ask for one day’s income

Contribution Received

We acknowledge with thanks the following Contribution to All India Nehru Literacy Fund received in January in response to our appeal. It is our hope that other Educator, Social Education workers and interested people would send their contribution to the noble cause.

National Christian Council	Rs. 500/-
Dr. G. S. Melkote, M.P. and President, I.N.T.U.C.	Rs. 31/-
Dr. T. A. Koshy	Rs. 50/-

विज्ञापनदाताओं के लिए स्वर्णविसर
भारतीय प्रौढ़-शिक्षा संघ का दोमासिक मुख पत्र
प्रौढ़-शिक्षा
आपके मूल्य की पूरी कीमत अदा करेगा

विज्ञापन की दरें :—

पूरा पृष्ठ ७५ रु०

आधा पृष्ठ ४० रु०

विशेषाङ्क—

पूरा पृष्ठ १५० रु०

आधा पृष्ठ ८० रु०

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Association offers Concession on its books to all Social Education Workers, Training Centres and Libraries.

This Concession is available upto 31st March, 1965.

A complete set of the following books costing Rs. 37/- available at concession for Rs. 30/- only.

	Rs. P.		Rs. P.
1. Liquidation of illiteracy	2. 00	11. Community Organisation in Social Education	2. 00
2. Organisation of Community Centres	2. 50	12. Social Education and Democratic Decentralization	3. 50
3. Preparation of Literature for neo-literates.	3. 50	13. Development Work among Rural Women	1. 00
4. Training of Social Education Workers.	3. 50	14. Methods and techniques of workers education	3. 00
5. Organisation of Recreational and Cultural Activities in Social Edu.	2. 50	15. International Conference on Adult Education.	3.00
6. Libraries in Social Education.	3. 50	16. Trade Unions and Workers' Education.	1. 00
7. Social Education in Rural Reconstruction.	1. 00 Total 37. 00
8. Workers' Education.	2. 50		
9. Social Education in Urban Areas	1. 00		
10. Organisation and Administration of Social Education	1. 50		

A complete set of the following books costing Rs. 51.65 available at concession for Rs. 45/-

	Rs. P.		Rs. P.
1. Place of Recreation in Social Education—S.C. Dutta.	1. 50	13. Adult Education in Rural Areas—Abstract.	0. 35
2. Human Value in Adult Education	1. 00	14. Community Action.	0. 35
3. Social Education in 2nd. five Year Plan.	0. 75	15. Training in Adult Education	0. 35
4. Adult Education in Community Development.	1. 50	16. Community Organisation in Adult Education.	1. 00
5. Social Education in Changing Society.	1. 75	17. On to Eternity—S. C. Dutta.	5. 00
6. Social Education in Delhi—S.C. Dutta and Helen Kempfer.	6. 00	18. Group Discussion—M. C. Nanavatty.	3. 37
7. What it is and what it does—Indian Adult Education Association	1. 00	19. Celluloid in Indian Society.	2. 00
8. Reading Material for Neo-literates—Mustaq Ahmed.	2. 50	20. The Alphabet for Progress—Mustaq Ahmed.	0. 60
9. History of Adult Education in India During British Period.	3. 50	21. Selected Problems in Social Education—Homer and Helen Kempfer.	5. 00
10. The Highways and Byeways of Adult Education in Russia.	1. 50	22. New Demensions in Social Education—S. C. Dutta.	2. 00
11. Social Education—Ten years in Retrospect.	0. 50	23. Directory of Agencies engaged in Recreational and Cultural Activities in South-East Asia.	10. 00
12. Development Work Among Rural Women—A guide book	1. 25	Total—Rs.	51. 65

Postage and Packing Extra

Can be had from :

Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi.

Illiteracy Cause of Low Productivity

Rao Suggests Crash Plan For Literacy

Dr. V.K.R.V. Rao, a member of the Planning Commission said in Bombay on February 16 that low productivity both in industry and agriculture was because most of the farmers and workers were illiterate.

Inaugurating a conference organised by the Silver Jubilee celebration committee of the Bombay City Social Education Committee, Dr. Rao suggested a crash programme to liquidate illiteracy.

Dr. Rao said that the country must think in "revolutionary terms" to liquidate illiteracy.

He wanted the State Governments, municipal bodies, zila parishads and panchayats to give high priority to adult education.

Dr. Rao assured that the Planning Commission would lay special emphasis on adult education in the Fourth Plan.

Spreading literacy alone was not enough. What was essential was that a large number of people should be able to make effective contribution to promoting social, economic and political democracy. That was possible only if they were able to appreciate and understand the economic, political and social problems.

The country could progress only if the masses participated in the development programmes.

Dr. Rao said, social change could not be brought about without a vigorous literacy drive. In this connection he referred to the mass literacy programmes in Japan, China and Indonesia.

For the spread of literacy, it was not sufficient to have teachers. It was essential that mobile libraries should make available books and journals to the people in rural areas.

He wanted a big effort to be made in Bombay to remove illiteracy by the time the Gandhi centenary was celebrated.

Mr. M. D. Chaudhari, State Education Minister, who presided, said that education should be given the highest priority in planning.

Shrimati Sulochana Modi, Chairman, Bombay City Social Education Committee welcomed the Chief Guest.

INTERNATIONAL COOPERATION YEAR

The Honorary General Secretary of the Indian Adult Education Association, Shri S. C. Dutta has asked all institutional members to cooperate in making the International cooperation year a success.

Shri Dutta has suggested holding of special meetings, Seminars and lectures on various aspects of international cooperation for spreading the knowledge of international problems and for promoting international cooperation among peoples.

Shri Dutta has also suggested bringing out of special number of their magazines in the month of June or July, devoted to international understanding.

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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12th Anniversary of Literacy House

The Foundation Day of the Literacy House, Lucknow was held on February 14 this year. The U.P. Education Minister, Shri Kailash Prakash was the Chief Guest. Dr. Radhakamal Mukerji, Chairman of the India Literacy Board presided. The founder of the Literacy House, Mrs. Welthy Fisher also addressed the meeting.

The Annual report of the Literacy House stated that the Mass Communication Department trained 11 writers of reading material for neo literates, 84 in Puppeteer's Course and 260 in Audio-visual aid course. 15 books for neo-literates were brought out.

The Literacy House, in addition to literacy classes, in rural area around Lucknow, organised 20 literacy classes in labour colonies of Kanpur. It trained 390 teachers, who came from Bengal Social Service League of Calcutta, National Christian Council, Bharat Sewak Samaj, Lions International and General Fibre Dealers. Of these 290 were men and 100 women; 105 graduates, 116 under-graduates, 72 high Schools and 97 junior High School.

The Literacy House runs two condensed courses for women, and welfare extension project for women and children on behalf of the Central Social Welfare Board. It also runs a Panchayati Raj Training Centre, to train block development committee members for being able to perform properly their functions and responsibilities.

The Literacy House has plans to develop a strong Women's Department and full-fledged Research and Evaluation Department.

The India Literacy Board has approved a budget of Rs. 7,83,250 for a massive programme of adult education during 1965. Among the new projects were Young Farmer's Education project and Mobile Library project. The Workers' Education project will be extended and programmed-teaching introduced.

The Board elected Dr. Radhakamal Mukerji as Chairman and Shrimati Violet Alva as Vice-Chairman. Sarvshri J.C. Mathur, S.C. Dutta and T.A. Koshy were elected members of the Executive Committee of the Board which runs the Literacy House.

Training Women in 18 Villages

A project to help train women in 18 villages in India will be undertaken with funds raised by the Associated Country Women of the World in England.

For the first year, the pilot project calls for the establishment of a centre in Maukhali, a village about sixteen miles from Calcutta, to house a staff of voluntary workers. From there the staff will visit five neighbouring villages, giving classes in literacy,

Teacher-Training by Correspondence

The first Unesco expert in organizing correspondence courses has just left on a field mission. He is Mr. John H. Clark of Sydney, Australia. Attached to the newly-created Institute of Education at the headquarters of the United Nations Relief and Works Agency (UNRWA) in Beirut, Lebanon, he is helping to train teachers in the Unesco UNRWA schools for Palestine refugees. UNRWA, with technical help from Unesco, is trying to meet the problem of educating some 200,000 refugee children in the four host countries of Jordan, Lebanon, Syria and the Gaza Strip territory of the UAR.

About 90%—some 4,000 of the teachers in the Agency's elementary and preparatory schools lack proper training and qualifications. They cannot be withdrawn from the schools for training, as the whole education system for the refugee children would then collapse; the only solution, therefore, is an in-service training programme in which correspondence courses play an important part.

Unesco experts join Education Commission

Three educators from France, Japan and the USSR have begun their duties as members of the Education Commission set-up by the Government of India.

The three, whose services have been made available to the Commission by Unesco are: Mr. Jean Thomas, Inspector General of Education, France, formerly Assistant Director-General of Unesco; Prof. Sadatoshi Ihara, Professor at the Faculty of Science and Technology, Waseda University, Tokyo; and Prof. S.D. Shumovsky, Director Methodological Division, Ministry of Higher and Special Secondary Education, RSFSR, Moscow.

The task of the Commission is to make recommendations for the realization within the shortest possible period of "a well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life."

A member of Unesco's Department of Education, Mr. James McDougall, has been seconded to serve as Associate Secretary of the Commission.

Additional help was also provided by the British Council and the US Agency for International Development in securing the services of educational experts from the United Kingdom and the United States.

nutrition and eventually training women in some suitable handicraft.

During the second and third years, similar programmes will be carried out in two other groups of six villages.

Pilot Project on Literacy

THE Indian Adult Education has submitted a pilot project on Literacy to be tried in three States of India, to the Union Ministry of Education and the respective State Departments of Education.

The objectives of the pilot project are ;

1. To test a mass approach for the eradication of illiteracy.
2. To try out the modern methods of teaching, reading and writing employed elsewhere and found effective.
3. To eradicate adult illiteracy from the pilot project villages within a specified period of time.
4. To determine the cost of making adults literate through the mass approach.

Organisation

The Indian Adult Education Association will be responsible for running the pilot project, in cooperation with the State Governments and voluntary organisations in the project area.

An organisation of the village to be set up with the blessings of the Panchayat will be responsible for the management of the project in the village. The Panchayat as well as the village agency set up for the purpose will be utilized to motivate the illiterates to take advantage of the opportunity provided by the Association.

Each project will consist of a cluster of 5 villages, as far as possible in a contiguous area-these 5 villages will be treated as a unit for administration, supervision, testing etc. Suitable literacy programme will be introduced in these villages to provide facilities for learning, reading and writing to all illiterate adults within 9 months. A survey will precede the launching of the programme.

Regular classes for about 25 adults each as well as group teaching for 3 or 4 persons will be arranged to meet the total need of each village. There will be a supervisor for each unit of 5 villages who will give the necessary guidance and help maintain regular progress of the classes.

Both the supervisor and literacy teachers will be given initial training before starting the classes. If necessary, in-service training will also be organised.

Teaching materials and a minimum number of readers which will be integrated with literacy teaching itself, will be supplied to individual adult illiterates free of cost.

Follow-up books will be provided to existing libraries or to new ones which will be started by the project.

The standard to be achieved will be functional literacy as laid down by UNESCO which in terms of formal school, will be equivalent to 3 years of schooling.

For the pilot project the illiteracy rate in the villages is taken as 75%; average population of a village is taken as 600 of whom about 250 adults (men and women) of the age range 14 to 35 are to be made literate. Since a cluster of 5 villages will form a project, each project will aim at making 1250 adults literate.

The project will be evaluated 3 to 6 months after the project ends to assess the retention of literacy and impact of the project on the life of the people in the 5 villages.

Cost

The cost for each pilot project is as follows :

Honorarium to the Teachers (10)		
for 9 months	10 × 25 × 9	2250.00
Teaching material	10 × 25 × 10	2500.00
Class Equipment		
Slates 1 × 25 × 10		250
Blackboard 10 × 10		100
Map of India 5 × 10		50
Petromax 50 × 10		500
Others 5 × 10 × 12		600
		1500.00
Kerosene Oil 10 × 10 × 9		900.00
Incidental 35 × 10		350.00
		7,500.00
		per village.
for 5 villages 7500 × 5		37,500.00
		per State.
for promotional work and supervision		1,500.00
for Evaluation		2,000.00
		41,000.00
		per State.
for 3 States 41000 × 3		Rs. 1,23,000.00

NEED OF THE HOUR

The General Secretary of the Association recently received a letter from a leading adult educator of this country. The letter indicates our present problems and their solution. It is being published with a view to share its content with other educators in the country.

The letter states :

India is as full of problems as ever. The population continues to grow at an alarming rate which the Government is endeavouring to check. But public opinion remains unconverted on the whole. Along with this persists the shortsighted belief among many folk, especially in the less urbanised areas, that we really produce enough food grains to meet our requirements but the mysterious thing called 'Government' is somehow responsible for shortages and rising prices! There is no gainsaying the fact that a good deal of the faulty distribution of food and other supplies is due to contemptibly poor executive performance. The middle and lower rungs of our executive seem to be bereft of any idealistic sense of responsibility. Whatever Government finds itself in power will find itself dogged by this tragic lack.

All this really relates to the wider problem of 'educating the people' to which our legislators, our politicians and our bureaucrats seem woefully blind. So many of them confuse the education of the people which they call 'social education' with what is propaganda being too pleased with themselves to realise that *life-long education is the condition of survival in the modern world.*

Last march after we had successfully celebrated the Silver Jubilee of the Indian Adult Education Association in our spacious New Delhi building—with the Vice-President of India and Central Cabinet Ministers and similar 'dignitaries' participating in our deliberations—a deputation of five of us sought a discussion of this whole matter with our Union Minister of Education. I was one of the five and was saddened by the extent to which the Minister, though new to the Secretariat, had become enmeshed in bureaucratic approaches and traditions.

We need a new spirit of adventure, a dedicated drive and venturesome methods. Our present set of politicians both in Government and in the Opposition are sadly shy of breaking fresh ground. Indeed the disease of looking back to the dim past seems to be endemic in the country and those who ought to be working appear to find satisfaction in reciting panegyrics of our 'ancient' spiritual and cultural attainments and political acumen instead of translating them into living activity.

India needs the dedicated efforts of individuals and groups, however small, to help man in India to be himself and to work for his destiny in purity and wisdom through growing understanding and knowledge.

TOMORROW MAY BE TOO LATE:

Yes, there are some things which should not be put off till tomorrow. Of them the purchase of Megh marked Slated PLAIN, GRAPH, COPY LINE, OUTLINE, MUSIC & DOTTED ROLL-UP BLACK BOARDS IS one.

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A Plan of Adult Education for Mysore

The Mysore State Adult Education Council has prepared a five year plan of Adult Education for Mysore. Its cost is about Rs. 420 lakhs. Important points of the plan are given below :

IN recent years Adult Education has gained greater importance than ever before. We have to attain, in as short a time as possible, freedom from want, disease and ignorance by bringing together material resources and human energies. If our general living standards are to be raised, a radical change of spirit is essential. All this could be achieved through popular awakening as a result of education. To realise our ideals enshrined in our Constitution, it is essential that the masses are awakened and educated.

In all civilised and advanced countries, where democracy is the accepted order of society, democracy and adult education are only manifestations of the same concept and they are inseparably connected. In the present context of our country, it is very urgent and important that adequate attention should be paid to popular education. A wide-spread mass movement against illiteracy has to be carried on. All the educated persons and public leaders, teachers and students should be enjoined to participate actively in this movement.

Regarding the importance of adult education let us remember the words of His Highness Shri Jayachamaraja Wadeyar, the present Governor of Madras, "to educate the child is to educate the future citizen; to educate the adult is to educate the immediate citizen."

The following special measures have to be adopted to make such a wide-spread adult education movement a reality in our state:-

1. There should be statutory recognition for the organisation entrusted with the work of Adult Education, like the University etc.

2. It shall be obligatory on all educated people including students and teachers to assist the spread of adult education and to participate in literacy campaigns, library movement and other activities. 'MAKE YOUR HOME LITERATE' campaign should be undertaken extensively.

3. A training programme to train persons as adult education workers should be started and adult education should be an important part of educational research and study.

4. In order to give impetus to the movement, it should be made compulsory that persons before being admitted to various higher stages of educational institutions, should have participated in literacy campaigns and should possess certificates for having done so. At the time of entertaining persons to government service, active participation in Adult Education movement should be considered as a qualification. Only literate persons should be employed by government to Class IV service. All illiterate government servants should be compelled to become literate within three years at the cost of losing their appointments.

5. All employers should be enjoined to employ only literate persons. Employers employing twenty or more labourers, should make their illiterate employees literate within a period of three years.

Magnitude of Illiteracy

In 1961 the population of Mysore State was 2,35,86,772. Considering the rate of annual growth of population, the population of Mysore State in the years 1969-70 would be nearly 2,55,91,000.

The adult population between the age range 12 and 40 during 1969-70 will be 40% of the total population or 1,02,36,400. According to the census of 1961 the average percentage of literacy was found to be 36.1 per cent for males and 14.2 per cent for females.

In the age group 12 to 40, the percentage of literacy would be about 40%. Out of 102.4 lakhs we expect about 62.5 lakhs (17.1 lakhs men and 45.4 lakhs women) will continue to be illiterate.

When such a large adult population of the state remains illiterate, it will be hardly possible to realise the ideals of a democratic Republic.

Possibilities

It is not practicable to make nearly 62.5 lakhs of the population literate in a short period of five years. During this period, however, it will be possible to bring about a mass consciousness for education and, to pave the way for wiping out illiteracy from the State. Members of the Assembly and Council teachers, students and other educated persons will have to give a lead and see that during this five-year period a mass consciousness for education is created.

During the five-year period, about 20 lakhs of adults could easily be made literate at 4 lakhs per year. In addition, it will be possible to make all people educationally conscious. The following intensive literacy campaign is suggested :

The present literacy course is of two steps of 2½ month each. In order to bring about permanency of literacy among the neo-literates, it is proposed to

carry our literacy work in three stages :

- (a) Pre-Literacy course 3 months costing Rs. 57 per class of 20.
- (b) Literacy course 3 months costing Rs. 47 per class of 20.
- (c) Follow-up course 3 months costing Rs. 46 per class of 20.

Total Rs. 150 per class for 9 months.

Enrolling about 20 adults to a class, 20,000 classes would be started each year and this would cover more than half the number of villages in the state. The cost for 20,000 literacy classes would be Rs. 30 lakhs. The total cost of supervision would be Rs. 12,00,000 per year.

Since the course is for nine months, a fair and sound degree of permanence in the literacy acquired could be expected in the neo-literates. 4 lakhs of adults could be made literate each year. The cost per adult made literate would be a little more than Rs. 10.

Each teacher will get a remuneration of Rs. 100/- per class or at Rs. 5/- per adult made literate (as against Rs. 3 paid at present) and they may take to the literacy work with greater enthusiasm. 200 supervisors and 20,000 teachers would be required each year for the period of the plan.

Voluntary honorary workers will be encouraged to do service; thereby there may be considerable savings in the remuneration payable to literacy class teachers.

Training

It is necessary to give intensive training, for at least a fortnight, to the teachers in methods and techniques of Adult Education and in Adult Psychology. Rs. 6,00,000 would be required for training 20,000 teachers each year. An intensive Orientation training course for a period of 3 months, during the first year, to train the supervisors in all aspects of Adult Education to enable them to organise the several activities of the Council effectively and efficiently, is proposed at a cost

of Rs. 1,20,000. Short Refresher courses to the taluk level worker in subsequent years could be arranged along with the Teachers' Training Camps at nominal cost.

Adult Education Work

The concept of adult education is much more comprehensive than the mere teaching of the three 'R's to adults. Eradication of illiteracy is not the only aim of adult education. It covers all the aspects of adult life both in urban and rural areas. It helps them to understand the problems of their immediate environment and their rights and obligations as citizens and individuals, and to participate more effectively in the economic and social progress of the community. Even the present educated people would have to be re-educated in order to enable them to realise their social and civic responsibilities. The following activities of adult education will be implemented in the Five-Year period.

(A) Library Movement

It is not enough if a large number of illiterate adults are made literate. Immediately the illiterates are made literates, they have to be supplied with suitable literature in adequate measure to retain their interest in reading and writing and to acquire more and useful knowledge. The present library movement should be intensified in co-operation with the local bodies, village panchayats and all other agencies. There are 25,900 villages in the state and it will be necessary to develop library in each village eventually. The present 2600 rural libraries and circle libraries conducted by the Council in co-operation with the village panchayats and local bodies have to be reorganised and made more effective. In addition, within the plan period, additional 3000 libraries may be started. At present the annual budget of a rural library is only Rs. 60. This is meagre and there is hardly any scope for supply of additional books every year. It is proposed to step up the annual budget of all these libraries to Rs. 200 per

annum from the year 65-66. The total provision required for 5,600 libraries will be Rs. 11,41,000/- per annum. 600 libraries that may be started from the year 1965-66 may be started in big rural centres and taluk head-quarters. The libraries in taluk centres will act as circulating libraries to supply new books to rural libraries in the taluk. There will be the central agency to supply books to district and taluk libraries.

Special features of the scheme :

- (a) A state level servicing library costing Rs. 50,000 for the first year and Rs. 25,000 for each of the subsequent four years or Rs. 1,50,000 for the plan period.
- (b) 19 district libraries and 2 city libraries at Rs. 2,500 each year or Rs. 2,62,500/- for the plan period.
- (c) 175 'A' class libraries at taluk level to be started at the rate of 35 libraries per year at a cost of Rs. 1,500/- per library per year. The total cost for this for the plan period would be Rs. 7,87,500.
- (d) 700 'B' class libraries at 140 per year in five big villages or hobli headquarters of each taluk. The cost for 'B' class library would be kept at Rs. 500/-. Some of the present libraries will be raised to the status of 'B' class libraries. The total cost for this for the plan period would be Rs. 10,50,000.
- (e) 5600 'C' class rural libraries. There will be full-time paid librarians for the state and district libraries. Lump-sum monthly allowances at Rs. 50 and Rs. 15/- and Rs. 5/- have been provided for the A, B, and C class librarians respectively. The major portion nearly 75 per cent, is earmarked for books, periodicals and equipment under each category of libraries. The balance of 25 per cent would be utilised towards librarians' remuneration and contingencies.
- (f) A fully equipped mobile library unit including a mobile

exhibition is proposed at recurring cost of Rs. 25,000 per year.

A non-recurring cost of Rs. 50,000 (Rs. 30,000 for van and Rs. 20,000 for library equipment) is required for the first year.

(B) Vidyapeeths

The vidyapeeth scheme is designed to train the village young men for rural leadership, to help them to settle in villages to improve their life and the life of village community. At present, there are 8 vidyapeeths. It is proposed to start two more vidyapeeths in the first 4 years and 3 vidyapeeths during the fifth year of the plan period. In each vidyapeeth, 50 students will be trained per year (at 25 students for term of six months). In addition to the normal training, short term courses for varying durations of 3 days to a week could be held for the benefit of the villagers and special short term courses arranged in poultry farming, cottage industries, Agriculture etc., admitting 25 to 50 villagers per course.

Each vidyapeeth would cost Rs. 1,50,000/- non-recurring during the first year, for building and equipments. The recurring expenditure per year including establishment would be Rs. 40,000/- per vidyapeeth. It is proposed that by the end of the plan period it would be possible to have one vidyapeeth for each district or 19 vidyapeeths. The total non-recurring expenditure would be Rs. 16,50,000 for constructing 11 new vidyapeeths and the total recurring expenditure would be Rs. 7,60,000 per year for continuation and maintenance of all the 19 vidyapeeths or Rs. 38,00,000 for the 5-year period.

(C) Comprehensive Adult Education Centres

There will be a full time paid worker in charge of each centre who in addition to conducting 3 literacy classes per year, would also be in charge of the library at the centre. He will also arrange community programmes,

cultural meetings and folk arts etc. Each comprehensive adult education centre will be a community centre. It is proposed to start 100 such centres during the first year and add 25 new centres per year for subsequent 4 years. The cost on this would be Rs. 16,00,000 for 200 centres to be started during the period.

(D) Cultural Centres

It is proposed to start the cultural centre in each district every year for holding one cultural meeting every month. It is estimated that every meeting may cost Rs. 25/-. The cost on 20 centres would be Rs. 60,000. For five years, the cost would be Rs. 3,00,000. In these centres, lectures, demonstrations, exhibitions, reading of Ramayana and Mahabharata, dramatic activities etc., will be conducted.

(E) Cultural Squads

It is proposed to start one cultural squad for each district on the model of the cultural squads of Bihar and Madhya Pradesh. A mobile unit equipped with theatrical equipment and exhibition materials will be provided for arranging cultural programme in rural areas. A group of ten artists especially selected as also amateur artists selected and trained in cultural activities such as dramas, folk arts, songs, dances etc., will go to villages, organise cultural programmes arrange exhibitions and provide recreational opportunities to the village people. The unit shall move from village to village covering one village per day. The cost will be Rs. 25,000 non-recurring and Rs. 20,000 recurring per unit per year. The total cost for the five year plan period would be Rs. 23,75,000.

(F) Rural Youth Centres

It is proposed to start one rural youth centre for training about 30 persons in each taluk every year. These will be started on self-supporting basis. To educate the rural youths in solving the problems faced by the village community and to foster in them the spirit of good-will and co-

operation necessary for the development of their villages, it is proposed to hold a short course for 15 days in each taluk every year. Twenty to thirty young persons who volunteer to participate will be admitted to the course. The main items to be dealt would be agricultural problems and improvement of cattle and sheep breeding, supplementary cottage industries suited to the locality, village administration, sanitation, literacy, cultural activities and community development. Co-operation of the several development departments will be sought and the course will be made worthwhile and as practicable as possible. Under the auspices of the Rural Youth Centre, competitions in various aspects of rural life will be organised. Contingent expenses at Rs. 100 per cent has to be provided. The cost per year will be Rs. 20,000. For five years the total cost will be Rs. 1,00,000.

(G) Publications

The chief objective under this activity is to produce literature for the benefit of the neo-literates in sufficient quantity.

The weekly news-sheet 'Belaku' should be enlarged, both in size and number of pages and its circulation should be increased to 30,000 commensurate with the number of literacy classes started and the number of libraries maintained during each year.

Similarly, 'Pustaka Prapancha' should also be improved both in edition and in the number of pages.

These two items, would cost Rs. 1,00,000 per year.

4 titles in library series at Rs. 2,500 each (4000 copies)

20 titles in Adult Education Series Follow-up series Rs. 1,000 (20,000 copies).

3 titles in popular series Rs. 5,000.

3 posters, 10,000 copies each could be got printed each year at a cost of Rs. 10,000.

(Continued on page 9)

Literacy Key to Higher Output

Experts' Suggestions for Farm Breakthrough

A breakthrough in agriculture is not possible, particularly in developing countries, unless the human aspect of the problem is appreciated. Farm produce cannot be increased without adopting new techniques and the farmer cannot adopt new techniques if he is illiterate. Thus the key to the problem of increasing agricultural production lies in spreading literacy in the countryside.

This was the consensus among six Indian and six American economic experts who took part in the second day's discussion at the Indo-American economic round table conference at India International Centre, New Delhi, recently.

The experts also discussed the role of rural development in the context of economic growth of a country and inter-dependence between the agricultural and industrial sectors.

Dr. Max Millikan Professor of Economics in the Massachusetts Institute of Technology, who submitted a paper on "Rural development and social justice," asserted that industrial growth could not be sustained without agricultural growth and there could be no social justice while the income of a majority of the population living in rural areas remained relatively stagnant.

The American expert stressed the need for labour-intensive rural public works like construction of roads, irrigation channels, bunding and terracing to create employment opportunities in the agrarian sector.

Mr. F.J. Lunding, another American expert, disagreed with Dr. Millikan's view that the industrial sector could not grow without commensurate growth on the agricultural front.

On the other hand, he declared, rapid industrial development might be essential to stimulate agricultural development, particularly in an overpopulated country. Expanding industry and commerce could absorb excess farm labour and a smaller labour force in agriculture would increase agricultural production.

He expressed the view that growth of industry and agriculture in developing countries should be a "plodding" process. "Leapfrogging" had limited value because of the widespread dependence of many countries on foreign capital and technicians.

Dr. A.M. Khusro of the Institute of Economic Growth agreed with Dr. Millikan that the industrial and agricultural sectors were complementary to each other.

Development planning required the building up of infra-structures through massive investment all along the line and this was bound to generate demand pressures which would require rapid increases in farm supplies.

VISITORS

Visits by social educationists from various parts of India and abroad to our Association during the beginning of 1965 have been a source of fruitful co-operation and exchange of information.

We have had visit by Mr. A. C. Ferrer from Tarlac (Philippines). He has been touring Asian countries to study social education.

We had a visit from Mr. Rustashobya, a trade unionist who is now the Regional Community Development Officer in Dar-er-Salaam, Tanganyika.

We had a similar visit by a delegation from Iran headed by the Director-General of Labour Federation.

Apart from these visitors from abroad we had visits by worker-teachers of Workers Education Centre, Delhi. They discussed with our staff the problems of adult education of Industrial workers.

42 social education officer of Uttar Pradesh also visited the Association to get themselves acquainted with our work.

Trainees of SEOTC, Udaipur also visited the Headquarters of the Association.

CONFERENCE ON CORRESPONDENCE EDUCATION

The seventh conference of the International Council on Correspondence Education will take place from June 13 to 17 this year at Saltsjobaden near Stockholm. During the conference an exhibition will also be organised depicting different aspects of teaching by Correspondence. Soon after the Conference the delegates will go on a study tour of European Correspondence Schools.

A Plan of Adult Education for Mysore

(Continued from page 7)

The total cost on publications is limited to Rs. 2 lakhs per year.

(H) General and Visual Education

In order to carry on effective general education work and to raise the general standard of knowledge among the masses, the most effective medium of education is the mobile visual education units. It is proposed to have one unit for each district. At present, we are having seven units. It will be necessary to provide additional 17 units. This has to be done as early as possible. During the year 1965-66 it is proposed to have six units; in 1966-67, six units and in 1967-68, five units. The total expenditure for each unit will be Rs. 20,000 recurring and Rs. 30,000 non-recurring which includes cost of van and projection equipment. The cost required for 1965-66 will be Rs. 3,00,000. During 1966-67 it will be Rs. 4,20,000 and Rs. 4,90,000 for 1967-68. Maintenance of additional units for the remaining two years would be Rs. 3,40,000 per year. The recurring costs covering running

and maintenance and technical staff would be Rs. 20,000 per unit per year. Rs. 3,000 per unit per year is provided for arranging exhibitions and folk arts activities in each district.

The expenditure on this item for the Five-year period would be Rs. 29,02,000.

(I) Circulating Library of Films

For procuring 400 educational films per year at Rs. 200 each the cost would be Rs. 80,000. A film library of 2,000 films could be built up at a cost of 4,00,000 at the end of five years. Circulating these among the 24 General Educational units, each unit could have more than 75 films at a time.

In view of the proposed extension of work, it will be necessary to increase the executive and ministerial staff both at the district and Central offices. It will also be necessary to upgrade the pay scales of the existing staff both at the ministerial and executive levels. For this purpose, a sum of Rs. 28,25,000 would be required for Five-year period.

Students and Literacy

The University Council of Social Service League of Delhi, in cooperation with the Gandhi Bhawan and the Indian Adult Education Association held a meeting on February 28, at Gandhi Bhawan, Delhi University, on "Orientation in Literacy Teaching." Dr. Bisheshwar Prasad presided.

Dr. H.P. Saxena spoke on the socio-economic implications of the Literacy Programme. His talk was followed by a discussion in which the student-participants took part.

Later, the students agreed to undertake a survey of educational needs of four areas in Delhi, with a view to organise literacy programme in these areas.

The next meeting will be held on March 14 to chalk out a concrete plan of action, in an attempt to mobilise the student community for undertaking literacy programme.

Exhibition on Adult Education Centres in Germany

The Indian Adult Education Association in cooperation with German Cultural Institute, Max Muller Bhavan is holding a photo exhibition entitled "Adult Education Centres in Germany" at Max Muller Bhavan Library. On March 10, Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia and Treasurer of the Association, will inaugurate it. The exhibition will be open from March 11 to 17 between 2 to 8 p.m.

Throughout the exhibition in the evening there will be lectures and film shows pertaining to Adult Education in India and Germany. Among the speakers are Prof. Fortuant Weigel of Gisola-Oberrealschulla in Munich, Shri Sohan Singh, and Dr. Indira Rothermund of University of Heidelberg.

Dr. Ranganathan Appointed National Research Professor

Dr. S. R. Ranganathan, has been appointed National Research Professor in Library Science, by the Union Ministry of Education.

The National Research Professorship carries a salary of Rs. 2,500 p.m. and enables the holders to devote their entire energy to research work which they may carry on in any University or Institution.

Dr Ranganathan was General Secretary of the Association from 1948 to 50 and Vice-President from 50-54.

As a library-scientist, he has been acknowledged as an International Expert, an originator and inventor of a bibliographical classification and of the only complete code for a Classified Catalogue. His chief contributions are the Five Laws of Library Science, Facet-analysis, Phase-analysis, Zone-analysis, Octave notation, Group notation, Seminal mnemonics, Diverse Devices, Canons for subdisciplines of Library Science, Chain Procedure, Three-card System, Depth Classification, Feature Headings, Library System, and Standardization of library buildings, fittings and furniture.

He has given away his life's earnings amounting to a hundred thousand rupees towards the establishment of a Chair of Library Science, named after his life-partner as Sarda Ranganathan Professorship. A pioneer, a humanist, a benefactor to library science, he has put the library profession under an everlasting debt.

The University of Delhi conferred D. Litt. on him in 1948. Recently, the University of Pittsburgh (U.S.A.) conferred D. Litt. on him for his original and creative contributions to Library Science.

A prolific writer he has brought out over fifty standard works and about a thousand articles.

Blueprint for Literacy in Saudi Arabia

By Richard Arnold

A system of mobile schools to reach the nomadic peoples of Saudi Arabia has been proposed as part of a national literacy campaign in that country.

According to Mr. Fuad Bahei El Sayed, a Unesco expert who has just completed a field mission there, "faquihs" or religious teachers will be chosen among each group and then trained to teach the adults to read and write. They will be supplied with books and audio-visual material, as well.

Easiest to reach will be the cattle-raising bedouins, said Mr. El Sayed, for they are the most settled and least nomadic of the desert people. More difficult will be the sheep herders, while the bedouins who raise camels will be the hardest of all, being the most mobile.

Mr. El Sayed, a professor of educational psychology at Ein Shams University, Cairo, recently visited Unesco headquarters in Paris, following his mission to Saudi Arabia, where he helped advise on the proposed literacy campaign.

Out of an estimated 6 million population of Saudi Arabia, he said, about half are adults, of whom about 80% are illiterate. Of the adult population, about half are nomadic; the rest live in towns and villages in fairly well defined areas on the east and west coasts of the country and in the central capital city of Riyadh. They can easily be reached by literacy programmes which will include radio and TV.

Night School and Travelling Classes

There have been night literacy classes in the country for some time organized by 16 regional community development centres and supervised by some 75 monitors and monitoresses (for these are the only literacy classes women may attend) but there has never hitherto been any precise literacy legislation. The Arabian American Oil Company (ARAMCO) has for some time been carrying out literacy programmes for their own employees including instruction in both Arabic and English over the company's own radio and TV stations, but this has been localised around the oil wells at Dahrán in the eastern part of the country. ARAMCO has also provided mobile schools to work with travelling teams of oil diggers and surveying expeditions.

According to Mr. El Sayed, there is a great eagerness to learn on the part of Saudi Arabians. The voluntary adult learners, so far, he said, are mainly merchants, police and soldiers, Government servants and a few farmers. In spite of obstacles, adults take this matter of education very seriously and the rate of absence is not so high as in many other countries. Only periods of small attendance are during the heavy rainy seasons and during harvest time.

The Koran—an Incentive to Learning

Because of the existence of Mecca, Saudi Arabia is the holy land for some 600 million Moslems, Mr. El Sayed explained, and is visited by some one million of them every year. Thus, "the motive for learning is a mixture of economic and religious incentives. Learning Arabic will lead logically to a better religious attitude. Learning Arabic is the only available method for reading the Koran. It is the duty of every Moslem to read the Koran and to understand it according to his own mental abilities."

Mr. El Sayed talked not only with the Minister of Education of Saudi Arabia and other high government officials but also had an audience with King Feisal who, he said, "is very anxious to launch this national literacy campaign and indicated that the necessary funds could be found for the project."

An essential preliminary to a national campaign will be the setting up at Riyadh this year of an experimental centre for adult literacy and education, with help from Unesco. This will not only obtain necessary statistical data on illiteracy in the country, including a more exact estimate of the total population, but it will provide long and short training courses for literacy instructors. It will also work out test and evaluation procedures, study audio-visual aids for registering lessons on radio and TV, and serve as a production unit for supervising writing and reading materials for teaching illiterates and also new literates.

The proposed campaign would be carried out by means of evening classes and would last nine months, with a total number of 195 working nights and 390 lessons. It would be divided into three phases of three months or 13 weeks each. The first phase,

(Continued on page 12)

The Community School in Vietnam

By Robert Mathias

“MY friend Le Chu-Tich, now 50 years old, was one of the first pupils in his village school.

His teacher taught him the difference between pure and polluted water...Le Chu-Tich, then aged 10, learned that drinking water had to be boiled because pond water contained many dangerous microbes. In his neat handwriting, he carefully copied out the lesson the teacher had written on the blackboard, and I am sure that the next day he was able to recite his lesson without forgetting a single comma. Thanks to his schooling, Le Chu-Tich knows that there are microbes. But he doesn't really believe in them. On the contrary, he thinks that pond water can be good when it tastes sweet. None of the villagers have ever attributed to the water they drink the origin of such widespread diseases as amoebic dysentery, infant diarrhoea or the many gastro-intestinal infections. Yet in humid, tropical areas, 30 to 60 per cent of deaths among children are caused by polluted water...”

This story, from a report by Marcel de Clerck, a Belgian educator sent on a Unesco field mission to Vietnam, illustrates how the modern school fails in a traditional rural environment when it caters solely for school children.

“School education cannot be effective unless parents from the very start fall in with the new ideas and behaviour their children are being taught in class” he writes. Hence, the need to educate parents and adults in general in order to bring about fundamental changes in ways of life and thought that affect health, home life, agriculture or any other activity controlled by habit and tradition.

Mr. de Clerck, who spent eight years in Vietnam from December 1955 to December 1963, believe that community schools, of which a whole network now exists in Vietnam, can provide an answer to the problems of rural society. Vietnam, like most Asian countries, is predominantly agricultural: 85 per cent of its people live by farming, fishing, stock raising or from local handicrafts. Consequently, the modernization of the country depends primarily on the development of its rural areas.

School for Life Through Living

But, as Mr. de Clerck points out: “Agricultural development depends not merely upon material factors such as the introduction of fertilizers and selected seeds, the use of modern agricultural imple-

ments, the granting of loans and so on. In the final analysis, it depends on a certain number of psychological and social factors.”

The western-type primary school, introduced into Vietnam in the second half of the 19th Century, was not designed to bring about such changes. True, its academic record is impressive: Vietnam is one of the Asian countries with the lowest illiteracy rate—nearly every male over the age of 15 can read and write. But this type of teaching was adapted to the needs of an essentially industrial or urban society: it ignored the rural world.

In the opinion of the Vietnamese Education Ministry, and of Mr. de Clerck and his colleagues in the Unesco mission, what was needed was a *School for Life Through Living* whose inspiration and practical achievements must be based on the child's immediate surroundings.

Such schools would cater also for adults and should be concerned not only with promoting new knowledge and practices, but with helping farmers to carry out co-operative undertakings.

Khanh-Hau—A Living “Laboratory”

It was from this idea that the Vietnamese community school was born. The foundations were laid in 1956 at the Tan-An Centre, created with assistance from the Unesco mission, and at Khanh-Hau, its “laboratory” village. The school at Khanh-Hau became a laboratory school for the Centre providing the framework for the research and experiments which led to a blueprint of the community primary school.

In eight years, the Tan-An Centre, which was in fact the first rural training college in Vietnam, trained some 650 teachers, both men and women (the latter accounting for about 40% of the enrolment). They are now teaching either in the 100 community schools spread throughout Vietnam, or in the 880 new schools opened during 1963-64 where the community school method is applied. In addition, almost all rural primary schools have now begun to study the local environment, usually the village where the school is located.

This study deals with the situation, the population and the social and economic conditions of the village. It enables the teacher to choose “centres of interest” or study themes related

to problems which affect the community and which are introduced into each subject in the curriculum. Every year, the school undertakes the study of four or five of these themes—malaria, nutrition, chemical fertilizer, stock breeding, fisheries, handicrafts, etc.

“Roads” provide a typical example of one of these study themes. Lessons in the national languages, in writing, arithmetic, geography, natural sciences, drawing, etc., can all be centred around this theme. In the junior classes the children study the road or path which they take on their way to school, the people they meet, the buildings they pass—the pagoda, community house, dispensary, etc.

In the next classes, the children learn about the goods transported along the road ; where they come from ; where they are going to. In studying the course followed by the road through the village, the province, and the region, the child becomes familiar with map scales and learns to calculate distances.

In final classes, he studies the road network of the whole country, the comparative importance of road and river ways, the problem of transport between producer and consumer.

But the study of a centre of interest must also result in action to improve the community. So the children are asked what kind of problems exist in their village. Are the roads they take to school in good condition—in the dry season ? in the rainy season ? Are they suitable for carts, bicycles, cars ? Gradually, the pupils come to recognize the obstacles that must be overcome, as well as the action and resources needed to do so.

School and the Adult

Sometimes the problem can be worked out by the pupils themselves, helped by their teachers. This was the case at Khanh-Hau when the children built a footbridge across an irrigation canal dug by the villagers. But more often, the solution depends on their parents. This is why the community school also provides extension classes for adults along with discussions and meetings where projects are planned and then carried out cooperatively.

Since the 1962-63 school year, all teacher training institutes in Vietnam have included community education in their courses, and a special training course drawn up by the Unesco mission has been organized at the Pedagogical Faculty of Saigon University.

Blueprint for Literacy in Saudi Arabia

(Continued from page 10)

explained Mr. El Sayed, should aim at teaching illiterates basic linguistic and arithmetic skills, using teachers, books (and above all pictures); radio and TV, with the last of the 13 weeks taken up in evaluation and tests. The second phase, of equal length, should aim at satisfying the reading interests of newly literate adults, using the same methods but also depending much on a basic library. The third phase should aim at developing the main concepts of adult education, including general knowledge, civics and, for women, courses in home economics, hygiene, diet, maternal and child welfare.

A national campaign, according to Mr. El Sayed, should begin in the big towns like Mecca, El-Medina, Riyadh and Dahrán, “because they are thickly populated ; they are easily reached by ordinary methods of transportation ; the first two are holy towns, the third the capital of the kingdom, the last the most flourishing industrial town ; teachers are plentiful in these towns ; and the motive for learning is very strong.”

(Unesco Features)

Just Out

Life-Long Learning for Survival

REPORT OF THE

Silver Jubilee Conference

Price : Rs. 3.50

Goals of Liberal Education*

LIBERAL Education has sought to achieve four goals in training the learner. The Harvard Committee on General Education has listed these: to think effectively, to communicate thought, to make relevant judgements, and to discriminate among values.

Effective Thinking

Effective thinking involves three types of thought: logical, relations, and imaginative thinking. Each of these types corresponds roughly to the three main divisions of learning, the natural sciences, the social studies, and the humanities respectively.

Logical thinking means the ability to draw sound conclusion from premises. It is the capacity to extract universal truths from particular cases. More strictly, it is the ability to discern a pattern of relationships—on the one hand to analyze a problem into its component elements, and on the other to recombine these, often by the use of imaginative insight, so as to reach a solution. In moving toward a solution the trained mind will have a sharp eye for the relevant factors while zealously excluding all that is irrelevant. Its prototype is mathematics which, starting with a few selected postulates, makes exact deductions with certainty."

Relational Thinking

Relational thinking is the ability to cope with complex and fluid situations. "Of course, thinking

must never violate the laws of logic, but it may use techniques beyond those of exact mathematical reasoning. In the fields of the social studies and history, and in the problems of daily life, there are large areas where evidence is incomplete and may never be completed—but if the situation is practical a decision must be reached. Relational thinking searches for cross bearings between areas; this is thinking in a context. By its use one may reach an understanding of historical and social materials and human relations."

Imaginative Thinking

Imaginative thinking is the faculty of thinking in terms of concrete ideas and symbols. According to the Harvard Committee, "imagination is most valuable in the field of human relations. We need an imagination delicately sensitive to the hopes and the fears, the qualities and flaws of our fellow man, and one which can evoke a total personality in its concrete fullness. In practical matters, imagination supplies the ability to break with habit and routine, to see beyond the obvious and to envisage new alternatives; it is the spur of the inventor and the revolutionary, no less than the artists."

* It is taken from a speech "The Case for the Liberally Educated Business Man"; by Delbert C. Miller, Professor of Sociology and Business Administration, Indiana University.

Statement about ownership and other particulars about newspaper to be published in the first issue every year after last day of February.

FORM IV

(See Rule 8)

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I, Dharm Vir, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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Signature of Publisher

Reading Materials and Library Services For New Literates

THE paucity of reading materials is a widely acknowledged factor which holds up the educational progress of new literates. To consider the complex problems related to the organisation of writing, publishing, distribution, and eventual use of such reading materials, the National Fundamental Education Centre, New Delhi, organised a Seminar with the cooperation of the Bombay City Social Education Committee at Bombay from 20 to 24 February 1965.

Inaugurated by Shri G. D. Somani, M.P. and directed by Dr. T. A. Koshy, the Seminar was attended by 29 delegates, 8 Resource Persons and 10 observers.

An interesting feature of the Seminar was the participation as delegates by the representatives of publishers and librarians associated with adult education. Representatives of the Planning Commission, Ministry of Education, State Departments of Education, and several voluntary organisations participated as delegates.

Shrimati Sulochana Modi, President, Bombay City Social Education Committee, delivered the valedictory address.

For effective participation the Seminar split itself into three relatively small groups. The Working Paper prepared and circulated in advance posed problems for discussion and furnished brief material for clear thinking. Each group discussed the entire working paper and prepared a report thereon. These were discussed in plenary sessions and decisions arrived at on the basis of general consensus of opinion.

Recommendations

The Seminar recommended that N.F.E.C. may take up the work of compiling surveys of

literature for new literates in different languages. Education Departments at the Centre and in the States should build technical competence to render advice on such literature to publishers and others who may need it.

The Seminar also recommended that State Governments should give a high priority in the Fourth Plan to the production of literature for new literates. For effective implementation of the scheme an autonomous board was suggested comprising representatives of government, authors, publishers and technical experts.

The functions of the board would be :

- (a) to coordinate the work of all agencies producing literature for new literates.
- (b) to prepare guide-books for the use of authors and agencies engaged in writing and producing literature for new literates.
- (c) to function as clearing house of ideas and skills on the production of literature for new literates.
- (d) to encourage different agencies to fill the gaps in the existing literature of the type—e.g., literature on technical subjects, social and economic problems etc.
- (e) to encourage new agencies to take to publishing literature for new literates.
- (f) to provide technical basis for all agencies working in the field, e.g., preparation of word frequency lists in regional languages etc.
- (g) to advise government on steps to create and expand the market for literature for new literates so that the private publishers may be induced to bring out such literature in much greater volume than they have done hitherto.

The Seminar was of the view that the government should utilise libraries and panchayati raj institutions for reaching the literature to the people. A library cess on the lines of the legislation in Andhra and Madras was considered necessary so as to increase the finances of libraries.

The Seminar recommended that the postal and freight rates for books in general and those for new literates in particular should be reduced by the Central Government.

Among specialists who read papers were Shri Kul Bhushan, Assistant Director, Central Hindi Directorate, and Shri Om Prakash, Managing Director, Rajkamal Prakashan, Delhi.

The following were Group Leaders and Rapporteurs.

Group I Shri S.M.L. Srivastava
Group Leader

Shri T.N. Dhar Rapporteurs

Group II Shri Sohan Singh
Group Leader

Shri L.R.N. Srivastava
Rapporteur

Group III Shri K. R. Lingappa
Group Leader

Dr. S.S. Kulkarni Rapporteur

Prof. Mujeeb Honoured

Prof. Mohammed Mujeeb, Treasurer of the Association and Vice-Chancellor, Jamia Millia, has been honoured by the President Dr. Radhakrishnan. In the Republic Day Honours list, Padma Bhushan has been conferred on Prof. Mujeeb for his outstanding contribution to the educational development of the country.

All India Nehru Literacy Fund

In response to our appeal for contribution to ALL INDIA NEHRU LITERACY FUND, we have received in February this year, over Rs. 327-80.

We gratefully acknowledge the following contributions :—

	Rs. P.
1. Shri K. P. Shah, Jamnagar	... 100/-
2. Headmaster, Government Basic, S.T.C. Training School, Swai-Madhapur	... 26/80
3. Shri K. P. Bhatnagar, Ajmer	... 31/-
4. Shri M. A. Moghe, Gwalior	... 25/-
5. Shri Anil K. Biswas, Durgapur	... 25/-
6. Shri N. Muttralingam, Madras	... 25/-
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10. Shri Ram Rakhmal, New Delhi	... 11/-
11. Shri Ram Labhuya, Delhi	... 11/-
12. Smt. Asha Rani, Lucknow	... 11/-
13. Shri R. M. Bhatt, Baroda	... 5/-
14. Shri Din Dayal, Delhi	... 5/-
15. Shri Arjun Das, Delhi	... 5/-

Talk on Workers' Education Abroad

The concluding talk on "Workers' Education Abroad" was delivered by the Mr. Neander of Indo-German Technical Cooperation on Workers' Education in Germany on Feb. 8 1965, at the Association. Mr. Neander gave a comprehensive idea about the educational system in Germany. He said that education in Germany was a total education of the people. He said that the Government, the Chamber of Commerce and the Trade Unions jointly take care of the apprentice period of technical education and the learners' interest in profession was safeguarded. A worker's education was co-existent with the general education and was a continuous process even when he entered into a profession. At the conclusion of the talk a lively discussion took place.

Polyvalent Centres to be set up

A Central Adult Education Organization unit, is shortly to be set up in the National Fundamental Education Centre, under an agreement signed between the Union Ministry of Education and UNESCO last year. Under this scheme, "Polyvalent" Centres of Adult Education are proposed to be established in the industrial, urban and semi-urban areas.

विज्ञापनदाताओं के लिए स्वर्णविसर
भारतीय प्रौढ़-शिक्षा संघ का दोमासिक मुख पत्र

प्रौढ़-शिक्षा

आपके मूल्य की पूरी कीमत अदा करेगा

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पूरा पृष्ठ ७५ रु०

आधा पृष्ठ ४० रु०

विशेषाङ्क—

पूरा पृष्ठ १५० रु०

आधा पृष्ठ ८० रु०

विशेष स्थान के लिए २५ प्रतिशत अधिक,

वर्ष भर के विज्ञापन दाताओं के लिए रियायत

वर्ष भर के विज्ञापन दाताओं के लिए विशेषांक सहित पूरे पृष्ठ के लिए कुल ४०० रु०

आधे पृष्ठ के लिए २२५ रु०

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विज्ञापन व्यवस्थापक :—

“प्रौढ़-शिक्षा”

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Association offers Concession on its books to all Social Education Workers, Training Centres and Libraries.

This Concession is available upto 31st March, 1965.

A complete set of the following books costing Rs. 37/- available at concession for Rs. 30/- only.

	Rs. P.		Rs. P.
1. Liquidation of illiteracy	2. 00	11. Community Organisation in Social Education	2. 00
2. Organisation of Community Centres	2. 50	12. Social Education and Democratic Decentralization	3. 50
3. Preparation of Literature for neo-literates.	3.50	13. Development Work among Rural Women	1. 00
4. Training of Social Education Workers.	3. 50	14. Methods and Techniques of Workers Education	3. 00
5. Organisation of Recreational and Cultural Activities in Social Edu.	2. 50	15. International Conference on Adult Education.	3.00
6. Libraries in Social Education.	3. 50	16. Trade Unions and Workers' Education.	1. 00
7. Social Education in Rural Reconstruction.	1. 00 Total	37. 00
8. Workers' Education.	2. 50		
9. Social Education in Urban Areas	1. 00		
10. Organisation and Administration of Social Education	1. 50		

A complete set of the following books costing Rs. 51.65 available at concession for Rs. 45/-

	Rs. P.		Rs. P.
1. Place of Recreation in Social Education—S.C. Dutta.	1. 50	13. Adult Education in Rural Areas—Abstract.	0. 35
2. Human Value in Adult Education	1. 00	14. Community Action.	0. 35
3. Social Education in 2nd. five Year Plan.	0. 75	15. Training in Adult Education	0. 35
4. Adult Education in Community Development.	1. 50	16. Community Organisation in Adult Education.	1. 00
5. Social Education in Changing Society.	1. 75	17. On to Eternity—S. C. Dutta.	5. 00
6. Social Education in Delhi—S.C. Dutta and Helen Kempfer.	6. 00	18. Group Discussion—M. C. Nanavatty.	3. 37
7. What it is and what it does—Indian Adult Education Association	1. 00	19. Celluloid in Indian Society.	2. 00
8. Reading Material for Neo-literates—Mustaq Ahmed.	2. 50	20. The Alphabet for Progress—Mustaq Ahmed.	0. 60
9. History of Adult Education in India During British Period.	3. 50	21. Selected Problems in Social Education—Homer and Helen Kempfer.	5. 00
10. The Highways and Byeways of Adult Education in Russia.	1. 50	22. New Demensions in Social Education—S. C. Dutta.	2. 00
11. Social Education—Ten years in Retrospect.	0. 50	23. Directory of Agencies engaged in Recreational and Cultural Activities in South-East Asia.	10. 00
12. Development Work Among Rural Women—A guide book	1. 25	Total—Rs.	51. 65

Postage and Packing Extra

Can be had from :

Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi.

Three-Month Training on Trade Union Education Concludes

Twenty-two Industrial Workers Receive Certificate

Twenty-two industrial workers received certificate after completing a three-month course on trade union education at a function in Basai Darapur, a labour colony in Delhi, on March 28. Shrimati Ramdulari Sinha, M.P. and trade union leader of Bihar was the Chief guest.

The training course for industrial workers, was organised by the Mazdoor Shiksha Ghar, sponsored by the Indian Adult Education Association, under its pilot project on Workers' Education.

Shrimati Ramdulari Sinha, in her address laid stress on the importance of Education in the lives of industrial workers. She said not only for securing their rights but for increasing productivity and for national development, workers must get proper Education.

Shrimati Sinha also stressed the need for workers to run their own trade unions, and utilise them for promoting their economic and social development. In this context also she said that education was essential.

Shrimati Sinha, who is Secretary of the Bihar Institute of Workers' Education narrated her own experience in this field and complimented the Association for undertaking a pilot project in the field of Workers' Education. She also expressed the hope that the Government would come forward to assist the Asso-

ciation in this laudable work for the benefit of the workers.

Addressing the trainees, she enjoined upon them to utilise their knowledge for the benefit of the workers, their trade union and work for the greatness of the country.

Earlier, Dr. Ghatge presented the report of the Centre and said that on the 26th January this year, a monthly devoted to Worker's Education was brought out by the Association for providing reading material to industrial workers, about their needs and responsibilities. The magazine is entitled "Kamgaar Shiksha."

The meeting was also addressed by Shri Trivedi Parmanand and Shri Rajani Mukerjee.

Reception to Omer Becu

The Indian Adult Education Association gave a reception to Mr. Omer Becu, Secretary-General, International Confederation of Free Trade Unions, on March 31.

Among those who attended the Reception were Shri P.P. Narayanan, Chairman, Asian Regional Organisation of the ICFTU, other members of the Executive of the ARO, leaders of the Indian trade union movement, and social education leaders and workers of Delhi including Shri Saligram Pathik, Shri Neki Ram Gupta, Dy. Director of Education and Shri Dharma Vir, Dy. Director, ICA Education Centre. Dr. Joan Allsopp and Mr. French of Australia, who are on a visit to India also attended the reception.

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Shri Maganbhai Desai

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

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Shri H P. Saksena.

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MASS EDUCATION NECESSARY FOR DEFENCE

Dr. Jha's Address at NFEC

"There is no field of Education which offers greater challenges, has greater difficulties and demands greater resourcefulness and initiative than is required in the field of Social Education." This was stated by Dr. V.S. Jha at the National Fundamental Education Centre, New Delhi on March 4.

DR. Jha said that the problem of Education was also to see that the fast changes with their tremendous impact on our present day life did not disturb our traditional values which had stood the test of time. We should maintain these values as part of continuity of our life and thought. But a society in which mass illiteracy prevailed could not do this.

Continuing Dr. Jha said that in an egalitarian society educational opportunities had to be given to everybody. It was through systematic adult education programme alongside the formal educational programme that this equality of educational opportunity could be provided. He added that our agriculturists must know science, technology and all that led to better production. If our economy was to succeed, we had to educate our farmers, added Dr. Jha.

Narrating his experience in the Education Commission, Dr. Jha said that at the end of a discussion with a Russian mathematician when we were going to thank him, he wanted to ask a question from us. His question was "You are building up a system of national education in the country. Is a system of national education possible and can it operate in a society where a vast majority was illiterate?" The precondition for the success of national system of education was mass literacy. It was the resolve and determination of Russian people which was responsible for the elimination of illiteracy in Russia. Dr. Jha said we lacked this resolve and sense of purpose. There was a need for social determination to banish illiteracy from our great democratic country.

Dr. Jha declared: "the greatest security of a nation lies in the education of its masses. Democratic life is paralysed without education. Democracy cannot work until every single individual in the country gets education, exercises his judgment, forms his own opinion, acts according to his discretion and participates in various activities of life. Quick mobilization of public opinion is necessary for our maintaining the spirit of democracy; every single individual has to be involved. I would say that the greatest armour for security and defence of our country is education of the masses. Alas, we are not conscious of it."

AWARDS IN COMMUNITY DEVELOPMENT

THE University of Manchester is offering a Certificate and a Diploma in Community Development in addition to the Diploma in Adult Education, from the academic year 1965-66.

Under revised arrangements, the Diploma in Adult Education will continue to provide for those engaged, or proposing to engage, in education for adults in its broadest sense whether in Britain or overseas.

The Certificate and the Diploma in Community Development are intended for those engaged, or proposing to engage, in community development or similar work in Britain or overseas.

Whereas the Certificate is intended to be a professional preparation at graduate level, students for the Diploma will take an advanced course parallel to that for the revised Diploma in Adult Education.

Scholarships are available for overseas sponsored candidate under various U.K. Technical assistance schemes.

Qualifications for Admission

Admission may be granted to the following:

Diploma in Adult Education

Either graduates or trained teachers with at least two years' experience of approved work in adult education or those with other qualifications satisfactory to Senate.

Diploma in Community Development

Either graduates or those with other qualifications satisfactory to Senate.

Certificate in Community Development

Either graduates or trained teachers with at least two years experience of approved work in community development or those with five years' approved experience in that field or those with other qualifications satisfactory to Senate.

Applicants whose native language is not English will be required to satisfy the Board of the Faculty of Education that their proficiency in spoken and written English is adequate to enable them to follow the course.

Literacy is Precondition for Development

By V. K. R. V. Rao

I think it is a matter for regret that after about 17 years of independence, we have failed to break the back of the problem of illiteracy in the country, and worse still that we do not seem to be particularly bothered about it.

AS a matter of fact, the percentage of literacy which was 17 in 1951 increased to only 24 by 1961. And because our population has been increasing, the total number of illiterates in this country, in absolute terms, in 1961 was larger than what it was in 1951. With 13 years of economic planning and about 17 years of independence, there are more illiterates in India than they were before economic planning started. This is something which I have always resented. It is not that we did not have targets.

A Committee, which, was appointed by the Central Advisory Board of Education in 1948 and which was presided by Shri Mohan Lal Saksena, had stated that 50 per cent of the illiteracy should be liquidated in the first five years. I am afraid that nowhere near that number were made literate in the course of our ten years of planning.

Major Reason

I have a feeling that a major reason for this failure is that we tried to be very comprehensive and talked more in terms of social education than literacy. One of the banes of this country is to put before ourselves a very big idea, it does not matter whether we implement it in practice or not. It is very unfortunate. A country where a vast majority of the people are illiterate, the fruits of economic development will not be commensurate to the investment in material inputs. Adult literacy is a precondition for massive and widespread economic development.

We have been talking all these days and months of stagnation in Indian agriculture. The whole country is exercised about

it. We say, we must have more green manure, fertilisers and quality seeds and irrigation facilities, more contour bunding etc. all of which is correct. We must have more inputs. But I have not heard any one saying that in order to bring about an increase in agricultural production the farmer must be made literate. Without literacy among farmers agricultural production programmes cannot be put through on a wide enough scale. The village level workers cannot be successful if the people with whom he comes into contact are illiterate.

A man has got to be induced to read himself and write himself if he is to be counted as a human being. Hundreds of crores of rupees have been spent on the community development programme and yet not many people have been made literate in the rural areas during all these years. The people whom we are expecting to increase production, are not in a position to learn and discuss amongst themselves. This can be possible only if literacy becomes part and parcel of their equipment.

Plan and Results

Take another field. We have been talking of family planning from the beginning of the plans. How can we have family planning in a big way without literacy? We have to motivate the people and without literacy it is difficult to do so. Family planning has to have a positive and an individual approach. How can people react to a positive programme of this kind unless they have the instrument in their hands of breaking through ignorance and getting into the world of knowledge?

It is not merely a question of distributing contraceptives. Does

family planning mean only that? What will happen to social and ethical standards unless people are educated? Then again, we want to expand the co-operative sector and the cooperative movement. Can we bring about a co-operative society on the basis of illiterate members? I think something is wrong with the people who want to promote cooperation without widening the coverage of literacy.

How can a farmer be in a position to know his inputs and outputs without knowing their relation to profits. How do we arouse the social consciousness in the people? Lectures do not make a people socially conscious and socially developed. This has got to come indirectly. When people read of great men and great matters, it creates an impression.

Therefore when we are talking of agricultural production, when we are talking of co-operative programmes, when we are talking of social development and economic growth, we cannot do it on the basis of illiterate population. This is a major plan which I should like to place before you as a foundation of adult education for social and economic development.

Literacy

But literacy is only an instrument. Literacy is not education. Literacy enables education but it is not identical with education. It is a pre-condition. Given this pre-condition, what kind of education do we want? When we talk of adult education, we are, generally speaking, thinking of people who are not highly educated persons. By and large, we are thinking, if I may say so, of non-university people.

The kind of education that we

give has got to use all the means of mass-communication. Among these I would give pride of place to the written word. In other words, there must be books, journals and pamphlets. In this country the number of literates is 104 million. If we just see how many books or the reading material is being used by these 104 million people in the country, we will find that we have not yet really gone in for adult education on a large scale in this country.

Our literature in Indian languages is mostly in the form of novels. Even their number is quite small. There are but few books on geography, economics, sociology, politics, philosophy, science and technology in the Indian languages.

In a programme of adult education, therefore, we have to obtain reading materials from all possible avenues. We have to think in a very big way of the book, journal and magazine industry in Indian languages.

Faulty Approach

Then, of course, comes the spoken word. Though we have farmers and rural programmes and so on, we do not give to the people anything which really links them to our past or future. A good deal of what we give to them is either music—good portion of which is light—and some kind of dramas and so on. We have got to attract people to listen in. We have to show far more imagination in using the medium of the spoken word. Themes must have their roots in the soil.

India has been in existence for many many centuries and the Indians have their traditions, ideas and literature going back to many centuries. Unfortunately, the more anglicised we become the less we retain our link with the past. This has to be taken into account in our radio programmes for adults. Then of course, we have got films. Films are a very interesting way of enlightening the people. I do not

think films that will have an educative function are being shown in any of the theatres excepting good documentaries they get from the Government of India.

I do not know whether the state governments are also producing documentaries. I have great faith in the possibilities of using films for adult education, but they must have behind them more of a purpose and be planned with more imagination than in the case at present. Nevertheless, if I were to give an order of ranking, I would certainly give a higher ranking to films as compared to radio broadcasts, with, of course, the highest ranking given to the written word.

We cannot have economic development without social development, but if we have social development, we are bound to have economic development. Economic development is an aspect of social development. Education has to remove superstitions, prejudice and help in spreading interpretation of traditional values.

Soul of Man

All the time, we are talking of economic development and growth rate. We are talking of 8 per cent and 9 per cent increase in national income. We are talking of inputs and outputs. I know this is a good thing. The more important thing, however, is the soul of the person, the

humanity of the person, the temper of the person and for that he needs education. Therefore, I would say adult education has got to emphasise the social aspect of life.

I do not think the problem of illiteracy is going to be solved by making a provision of crores of rupees. No doubt we must have equipment, literature and all sorts of other necessary aids. But more important is a national determination to wipe-out illiteracy. I am not satisfied with the target of achieving cent per cent literacy by 1981. We have got to have a programme of wiping out Illiteracy within a much shorter time.

If illiteracy is to be wiped out from the country, we should take unorthodox steps to introduce adult education; and these would involve more than money, the voluntary and dedicated service of the millions who are already educated and can do their bit for bringing literacy and light in their areas and to their neighbours who need it.

Illiteracy is a sort of mental slavery and is as bad as physical slavery. If we get rid of this mental slavery we will also be able to remove economic slavery. Then only can we become complete human beings as we intended to be when we struggled for our freedom and finally attained it in 1947.

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New Dimensions in Adult Education

Ben Bowen Thomas *

President, National Institute of Adult Education (England & Wales)

WE have taken as our Conference theme 'New Dimensions in Adult Education.'

We have asserted—with no question mark at all—that there are new dimensions in adult education. It is for me, avoiding, I hope, both the irrelevant and circular kind of after-dinner address, to scan and survey them.

Education Today

Let us take the last word first—education. Has any generation been less sure what it has meant or been more desperate in search for assurance? Yet surely the most significant thing is that never have more people been seized of the belief that education, however ill-defined, is of vital personal and social importance to them and their children. It demands a complex organisation and a multitude of educators whose sins, I fear, more than those of their physical fathers, are destined to be visited upon the children of this succeeding generations. This is the measure of its importance. On the one hand, as members one of another, we have to supply sufficient and efficient human resources for a vulnerable and sensitive economic mechanism on which a society of plenty rests. On the other, we have to safeguard against the ascendancy of the excesses of wild young people and their grave anti-social misdemeanours manifested in some of our holiday resorts. We have to answer for them at work and at play. Between these two poles of work and leisure, in the world as it is, we the elders—have to convince the rising generation of the validity of ideals and standards that do not seem to attract or command respect and loyalty, in the measure that they used to.

* This article is abridged from Sir Ben's Inaugural Address to the National Institute's Conference at Sheffield on 4 September 1964.

Preparing For An Unknown Future :

On one thing all agree. Many of the demands that will be made on today's children when they assume the responsibilities of adult life are unpredictable, save that they will be onerous and almost certainly bigger and greatly different from those we have experienced. The contemporary stress is on adaptability, on learning to learn, rather than on final attainment and on a conclusive initiation into one secure, and unquestioned routine of existence. The days of the final qualification, the prescribed, lifelong and well-defined function are gone.

All our reappraisals of urgent educational wants are concentrated on the brief span of childhood and youth and that there is scarcely a hint that the whole of life is for learning? You will look in vain in the indexes of the Crowther and Newsom Reports for the words 'Adult Education' Robbins does offer two pages of kind words—almost of benevolent afterthoughts, perhaps because Lionel Elvin and Harold Shearman were members—that open with the straight assertion 'Higher Education in not a once-for-all process'. These support the claims of long-term residential colleges, of university extra-mural departments, of the WEA, and emphasise the need for refresher education related to employment and the special problems of mature women. It is hard not to feel that these comments are timid, that, in fact, they mark a self-conscious departure from propriety and an unavoidable and somewhat regrettable detour from the main terms of reference.

The criticism, if that is the right word, does not relate to what they did but to what all failed to do—their failure to assume that it is no longer

possible to envisage effective education preparation for any time of life without a clear view of the provision and supervision needed for its continuance throughout life.

A Controversial Concept

And so, to the qualifying term, 'Adult'. We who are gathered tonight are a cross-section of the trustees for adult education. I am bound to ask whether we can each and all make a coherent statement of the meaning we attach to the words, for, if we can not, we can scarcely blame those whose principal concern lies elsewhere if they skate away from a vague, ill-defined, controversial and administratively difficult concept.

There is a fresh challenge here. We have been too generally content to fall back on and seek security in administrative prescriptions. Adult education, we have been saying for a long time, consists of those organised activities promoted by bodies recognised and grant-aided for the provision of classes in liberal studies. But, from the time of the 1919 Report and even before the publication of that historic document, enlightened people maintained and urged that this was far too limiting a concept—indeed nothing other than an administrative convenience unrelated to facts of life. This National Institute is based on an acknowledgement that many streams must flow together to produce the full flood of educational opportunities needed to guide and excite the vast variety of adult experience.

Changing Demands

There is no doubt that the older concept of adult education, as essentially the grant-aided work of Responsible Bodies, was an aristocratic and philanthropic

one. It was associated with marginality and service to minorities. The point of origin of the WEA, and indeed of the Extension and Settlement Movement before it, was the attempt to offer higher education to a few working men and women and give them a sense of distinction based on exceptional opportunity. Its friends did not believe that great numbers would actively respond to the offer; at the same time, and somewhat inconsistently, they cherished a uniformly generous assessment of human potentiality and behaviour.

Now, in the years immediately after the last war, it became fashionable to argue that improvements in schools, colleges and universities would reduce the need for such higher adult education. Like capitalism, adult education was expected to wither away because the demonstrable minority who, in the past, drew sustenance from it would be swept early into the expanded opportunities offered by the 1944 Act. We now see that exactly the reverse is the case: that the extent of improvement so far effected in access to earlier education has materially increased the numbers who want adult education and can profit from it. Sir Herbert Andrews, at the British Association meetings recently, referred to the growth of insistence upon the principle of equal educational quality as well as opportunity. There will always be a deficiency—a catching up, a making good—job to be done and its magnitude has, in a sense, been more clearly revealed by a rueful awareness that the sharpest response to the opportunities of adult education comes from those who have had more than the minimum of compulsory childhood education. Out of that awareness has come one of the new dimensions with which we are concerned—potential expansion to be achieved by taking the class to, or expressly tailoring it to the needs of, the manual worker student, who too often fails to respond to the usual pre-

sentation of offerings of a traditional kind.

It is true, and will remain true, that the repair of educational deficiencies, rooted in early experience, occupies and will occupy an honourable place in a worthwhile system of adult education. But it can no longer be the main basis on which we advance its claims. It is justified for all, as a natural and necessary extension of the earlier stages.

In approaching the then Minister of Education, some years ago, for forthright evidence of governmental interest in adult education the Institute rested the case on the following propositions:

We need it (Adult education) to make up for earlier deficiencies; but we need it much more because the important problems have to be solved if at all, in adult life. The quality of society depends on personal self-respect and the willingness to accept obligations in adult life; this is what adult education promotes and that is why the government has a large responsibility for assisting it.

Sir Herbert Andrews' words add an appropriate gloss: 'An increasingly well informed public opinion increasingly will press upon the educational system.' For generating this pressure properly and using it wisely, we need adult education. The arguments sent to the Minister in 1961 assert:

(a) The present level of economic prosperity is associated with continued acceleration in the rate of change. At whatever level of intelligence, no education that ends in early life will, in future, be enough to maintain responsible understanding of the current of change. Nor will it prepare people to make the personal adaptations in the middle life that may be required from them.

(b) Prosperity and its accompanying leisure, give many people more opportu-

nities to choose what satisfactions they expect in life. There has not yet been an equal increase in the educational opportunities that might help them to choose with better knowledge of the alternatives.

(c) The rapid growth in the number of people living into old age makes it important to build up satisfying interests throughout life. Only so shall we avoid an intolerable social burden of bored dependency.

(d) Nationally, we are committed to decisions at home, in the Commonwealth and beyond, that assume active consent from each of us to policies that may not be compatible with our immediate self-interest.

Needs and Demands

Let us now turn to some consideration of organisation and action—how to translate our assessment of the dimension of need into a larger dimension of active demand and how to enlarge the scope of our provision to meet it, if we can elicit that demand. This distinction between 'needs' as we attempt to identify them objectively, and the subjective expression of 'demand' is quite crucial. It is always difficult to talk about adult education without implying that people 'ought' to be involved in it on terms already formulated for them by other or that adult education should respond indiscriminately to what people want, however unaware of alternatives they may be. We must be prepared to say uncompromisingly that neither is a satisfactory formulation. Everyone with personal experience knows how great are the satisfactions that people derive from engagement in adult education and how often their initial contact with it depended on chance encounter. If opportunities are multiplied, if provision is varied and wide, there is nothing improper about defining the purposes and

(Continued on page 15)

GRAM SHIKSHAN MOHIM—An Evaluation Report

THE Gram Shiksham Mohim of Maharashtra has attracted considerable attention, specially because of its low cost. In a country, where administrative exigencies and financial stranglehold take precedence over positive achievements and social values, our Planning Commission has begun to hold it as a model, without caring for the standards achieved. It appointed a team of officers to study this programme.

The main conclusion of the team of officers was : "While there is no doubt that the Mohim has made a significant contribution in breaking the initial inertia of the adults taking to literacy, one of the outstanding difficulties—which is somewhat disturbing—is that there is very little follow-up work. Any literacy programme, which is not backed up by a vigorous follow-up, does not become functional and leads to colossal wastage of effort in men, money, and materials."

This conclusion clearly implies that (i) literacy standard achieved in the Mohim is not functional and (ii) it has not made any provision for follow-up. According to the study team, these two gaps "leads to colossal wastage of effort in men, money and material". If this is the conclusion of the team, one fails to understand why the Planning Commission in tom-tomming this Mohim and why it is basing its estimates on the expenses incurred on this futile campaign. Any cost incurred on a literacy campaign which does not lead to "functional literacy" nor makes any provision for "follow-up", is infructuous and "colossal wastage". It would therefore be correct to say that the Mohim is a "colossal wastage of effort in men, money and material".

This conclusion is amply supported, if one goes through the Report carefully. On Page 19 under 21(i), it is stated: "The standard of literacy attained during the first four months of the Gram Shiksham Mohim is low enough, at the most, it enables an adult to read simple words and sentences and write his name, surname and the village to which he belongs. This standard of attainment is not, in any case, effective and does not enable the adult to use it functionally, nor does it create a thirst for further knowledge and education."

While "the standard of literacy attained is low enough", only 43.9% could be counted to have attained this standard (Page 13). What a wastage!

Cost

About the much publicised "Low cost" of the Mohim it would be worthwhile to read the Report rather objectively. In Table 3 on Page 9 and 10 it is clearly stated that the cost of literature for each adult comes to Re. 1.42 but in Table 2 on Page 7, it is stated that the expenditure incurred on production of Charts and literature and reading materials is

0.50 per adult. One will have to know enough of statistics to untangle this knot, but there it is.

The Report states that "the average expenditure per adult incurred would seem roughly to be Re. 1/-", and proceeds to give the breakdown :—

- | | |
|---|--------------------|
| (i) Production of Charts,
literature & reading materials | Re. 0.50 per adult |
| (ii) Kerosene, lanterns and
writing materials | 0.50 per adult |
| | <hr/> Re. 1.00 |

But the Report also states that "the village panchayats and other local organisations share the responsibility of providing petromax lamps, contingencies, slates, pencils, registers, black-boards". However, no indication has been given about the expenses incurred on these essential equipments for literacy. Thus, the statement that the cost per adult is Re. 1/- seems to be far from accurate. Then what about the drop-out and normal wastage. If these are properly calculated the cost would easily jump up to four or five times, that too for acquiring an "ineffective literacy" skill.

Suggestions

The Report, though suffers from lack of objectivity in so far as its calculation of the cost is concerned, it has listed many good suggestions, which need to be seriously considered. These suggestions are :—

(i) Government should enforce compulsion to make every adult literate. This could be done by making it compulsory for all to sign their names on official documents, and giving preference in advancing loans and other concessions to those who could read and write.

(ii) 30 per cent of the land revenue, which is given to the Panchayats, should be released on the condition that, their villages attain cent per cent literacy and also retain it. Some incentive grants, shields and other forms of recognition could also be given if they achieved the targets of literacy earlier.

(iii) The right of voting in the elections should be given only to those adults who have attained the minimum standard of literacy. This condition of minimum literacy should also be laid down as qualification, for the office-bearers of Gram panchayats, Panchayat Samitis and Zila Parishads.

(iv) Since the teachers are prepared to take up this work in an honorary capacity for any period of time, it would be an advantage if they are provided such facilities as free education of their children up to the higher stages of education as a token of appreciation for this work.

(Continued on page 8)

Non-Official Collaboration not Tapped or Assessed Evaluation Committee's Report

"The available potential of non-official collaboration in the country not only remains untapped, but has not even been methodically assessed. Properly energised, this could be the cheapest means of mass enlightenment, for the creation of which no expense or effort should be considered too high," observes the report of the Evaluation Committee on Plan Publicity by Voluntary Organisations which was placed on the table of the Lok Sabha recently.

THE Evaluation Committee, headed by Shri S. C. Samanta, M.P., which was set up on January 18, 1964 recently submitted its report to the Government.

Need for Suitable Climate

According to the report, non-official participation in national enlightenment can become effective, self-generating and a propelling force only if a suitable climate could be developed by the Government. The findings of the Committee in this respect was that the existing Government agencies were extremely inadequate even as a catalytic agent. Besides, the official attitude towards non-official organisations varied from the benign to the critical, as if in offering small grants from the public exchequer, they were conferring some kind of favour for the "personal" benefit of recipients.

Some officials even tended to expect from unpaid voluntary workers the same level of performance that was expected from the expensive official agencies.

The report further added that many non-official organisations had long traditions of service and were manned by dedicated workers, who had given their life-time to the service of the community. These traditions must be respected and such institutions utilised for mass enlightenment.

Inadequate Resources

The report has stressed the need for providing adequate grants to non-official organisations since the traditional sources of public donations had considerably dried out. But while disbursing grants, no impression should be allowed to arise that a particular or a few selected institutions were being favoured. Merit, competence and performance should be the main consideration. Delay in providing grants and the irksome conditions usually attached to such grant schemes had been responsible for a great deal of frustration and dislocation of activities in the best.

Effective Coordination

The Committee also felt the need for a machinery of effective and adequate co-ordination of non-official activities with official agencies at all levels. It, therefore, recommended a strong Central Committee with supporting machinery at the State and District levels.

The Committee observed that this mass enlightenment should be projected on an institutional basis so that various people engaged in this endeavour, whether official or non-official can find their role properly defined and can take responsibility for tasks assigned to them. The Committee also felt that non-official co-ordination in mass enlightenment should be organised on non-party basis with emphasis on constructive approach.

The Committee found no duplication of effort by the official and non-official agencies and in fact saw considerable scope for the mobilisation of the combined resources of both the agencies and their adequate expansion.

Irksome Conditions

The Committee has also recommended that in addition to grants given to the Bharat Sevak Samaj, other suitable institutions should be approached and provided appropriate grants.

While making grants, whose quantum should be substantially raised, too many restrictions of irksome nature should not be imposed. Rules should be simplified to enable greater flexibility in utilisation of grants so as to attract more organisations to undertake the work of public enlightenment.

In this connection the Committee has particularly recommended that a matching contribution in the case of publicity programmes should not be insisted in consideration of the service rendered by the organisation.

GRAM SHIKSHAN MOHIM

(Continued from page 7)

(v) All educated unemployed persons should be asked to undertake literacy work and one of the conditions for employment should be that they should have made a specific number of adults literate.

(vi) For purpose of admission to various courses, the condition that a person has made certain adults literate should be an important condition. Some weightage, in the form of additional marks for literacy work, should be provided.

Citizenship Education—Basic to the Success of Panchayati Raj

By Meher C. Nanavatty *

CITIZENSHIP education is the *sine qua non* of Democracy.

Unless systematic efforts at citizenship education are made, transition from the traditionally authoritarian society to democratic system of organisation cannot be effectively achieved. Panchayati Raj is a system of inter-related local institutions introduced to augment the system of democratic government at the grass-root level, in rural areas. Its success depends inevitably on the ability of the people to utilise the facilities of participation provided for promoting developmental programmes. The only sound basis for democratic functioning of the Panchayati Raj institution is the enlightened, intelligent and informed public opinion in rural areas; without it, there are rumours, gossips, and prejudices. In this paper efforts are made to describe the process of citizenship education and the working of the Panchayati Raj institutions and to indicate how best the programme of education can be promoted, in an integrated and comprehensive manner, for the success of Panchayati Raj.

Process of Citizenship Education

Under a democratic government like ours, citizenship carries rights and responsibilities, privileges and obligations. Historically speaking, the concept of democracy has been related to a form of government guaranteeing certain fundamental rights to the citizen and adopting certain structure of legislation and administration. With the passage

of time and gathering of experience, democracy is assuming a new meaning as a way of life. It is said that in final analysis, Democracy resides in the attitude of every citizen; his way of dealing with others; his convictions in the ideals of justice, liberty, equality and fraternity; his feeling for others and the nature of his relationship with them resulting in effective participation in the affairs of the government. The foundation of democracy, therefore, is to be laid in the heart and mind of every citizen. It is this realisation that emphasises the need for a comprehensive programme of citizenship education. The political structure, such as the institutions of Panchayati Raj, merely supplies the instrument for participation to people and their representatives. But, for their effective functioning, conventions and traditions of democracy are to be developed. Unless this is done, the instrumentality of democratic set up may remain life-less, nay, it may act as a source of influence antagonistic to democracy.

The process of citizenship education is both formal and informal. In a country like ours with 76% illiterates, by force of circumstances, this process has to be informal, especially for adults. At the same time, it is necessary to emphasise the contents of citizenship education for children and youth in the formal system of school-education. It needs also to be realised that the education for citizenship is a continuous process of relating an individual to his social and civic responsibilities and encouraging him to assume them effectively. This process may take both formal and informal presentation. In fact, the educational

process is a continuous one, taking formal or informal structure according to the requirements and situations.

Education for citizenship has two objectives, viz., (1) to help the citizen to understand the rights bestowed on him in a democracy and (2) to enable him to fulfil the responsibilities assigned to him.

The first could be attained through the supply of information and the second through experience of work. Practice in the fulfilment of responsibilities is an essential process of citizenship education. It is said that the experience of fulfilling social responsibilities begins at a very early age. The process of living in a family, surrounded by caste and nurtured by the village-community influences the outlook of every child in rural areas and conditions his mode of behaviour. The very living together in the family, especially in the joint family in rural areas, provides opportunities for socialisation. Social values are acquired and habits are formed. Expectations for relationship and achievements are created. This gets further support from the influence of the association in caste. Mostly the neighbourhood (Mohallas) in rural areas are formed on the basis of caste. Loyalties are developed as a result of caste association. Most of this association also belongs to kinship groups. The caste loyalty is then related to the life in the village-community. There prevails, thus, a conflict of loyalties—caste loyalty versus village loyalty. It is true, at the same time, that both these loyalties are not necessarily conflicting. When the caste interests are not involved, the loyalty to the

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village pre-dominates ; but when the village interest comes in conflict with the caste interest, mostly the latter prevails. Village life thus continues to remain stratified. It is in this background that the process of socialisation, so essential to education for citizenship, is to be examined.

Rights and responsibilities of a citizen are to be woven around the life of the village-community and not around groups or sub-groups of caste structure. The process of citizenship education, therefore, must emphasise the welfare of the whole community and not just the interest of any particular group. In fact it has to counter-act the narrow group loyalties and emphasize the higher loyalties of the village, the state and the nation.

Education for man, especially in a country like ours with a very high prevalence of illiteracy, lies in sharing of experiences, and enriching one's own experience by drawing upon the experience of others. Sharing involves the process of communication and willingness to give and take. Although, this process of sharing goes on continuously from birth, it comes to a conscious level when the youth is able to reflect on what he shares and why he shares. It calls for explanation, a discussion and a realisation. To discuss is to share one's ideas with others. Sharing, thus, influences in turn, our own ideas through the process of realisation. In democracy these opportunities for sharing are to be consciously provided.

What are the facilities of sharing of experiences and of discussion that are available in a traditionally rural society like ours? This is a vital question. In a traditionally authoritarian society there are very few such opportunities available to all. Mostly these opportunities, especially of sharing of experiences in the field of organisation and administration, confine to the dominant groups. In the hierarchical form of rural society,

leadership is mainly confined to a few, appointed on the basis of either of the accident of birth, status or wealth. In true democracy, however, leadership at all levels is to be opened to all and the opportunities of leadership have to be brought within the reach of all members of the community. It is also not just a question of providing opportunities of participation. Situations need to be created in the rural society where these opportunities are not allowed to be used exclusively by the dominant caste groups thus depriving the rest of the village population of their legitimate rights to participate, to share in the process of decision making. This indeed is a question of creating proper social atmosphere in the community.

A right type of ethos is to be generated, a system of values and expectation for equal participation in the process of decision making has to be introduced; public opinion has to be stimulated. These are in fact, different facets of citizenship education.

The experience of sharing and assuming the responsibilities has to be a part of the system of citizenship education. Through small beginnings citizens can be helped to assume bigger responsibilities of organising and administering the affairs of the village-community. This beginning needs to be made in the home, in the family, and extended through formal school education, whatever available or through informal education in citizenship, through Yuvak Mandals, Mahila Mandals, Krishak Mandals, Dastkar Mandals and other interest groups. This is not to suggest the need for formal groups at all levels. In fact, these groups, to be useful, need to be informal, friendly and congenial. Experience of working through these groups should be satisfying, if the members are to continue to maintain their interests. From common individual interest, efforts are to be made to relate the activities to

the interest of the community. Individual interests have to be identified with the interest and welfare of the community. It is in this relation and identification of of the individual interest to community interest that the foundation of citizenship education in democracy is being laid. *It needs to be acknowledged that "Democracy is not merely a matter of programme. It is a matter of sympathy and insight.....it is a matter of seeing not from your eyes out, but from the eyes of the other men in; getting the vision that is in the back of the other man's head is the thing; getting the hope that is the universal hope; getting the impulse that is the common human impulse."**

Panchayati Raj—an experience in Citizenship Education

With this understanding of citizenship education in democracy, it is necessary to examine the facilities of participation provided under the system of Panchayati Raj. The Panchayati Raj is a system of inter-related institutions of panchayats at the village, block and district levels. They are brought into existence by the Panchayat Act passed by State legislature, as local bodies to promote developmental programmes besides fulfilling the traditional responsibilities of the Panchayats. Although individual States have a little variation by and large the system bears a common structure. The adult population of the village elect their representatives on the village Panchayat, which in turn sends its Chairman as a representative to the Panchayat Samiti at the block level, which sends its representative to the Zila Parishad at the district level. Each of these institutions has its functional Sub-Committees to provide greater participation to different interest for preparing programme on specific items. In some States, a provision of forming Gram Sabha around a specific

* President Wilson : Address delivered at Neissovile, U.S.A. Feb. 24, 1912.

adult population is made in the statute. The concept of Gram Sabha is introduced to provide further opportunities to the adult village population to keep acquainted with the activities of the Panchayat and to share observations on the programmes promoted. At least two meetings of the Gram Sabha are required to be held every year; one to present the budget prepared by the Panchayat for developmental and service activities in the beginning of the year and the second to review the progress of work at the end of the financial year. Thus, there are built-in facilities for participation by people in the very structure of the Panchayati Raj system. In addition, the concept of associate Organisations of Yuvak and Mahila Mandals is introduced to provide further informal opportunities to relate the interests of Youth and Women to developmental activities, besides recreational, cultural and economic activities of their own interests. These Mandals, if effectively developed, could provide additional facilities for citizenship education. Satisfactory experience of participation in organising group and community activities could become an incentive for effective participation in the working of the Panchayats.

The working of the institutions of the Panchayati Raj is to be viewed in the background of the movement of Community Development. If this is not done, a distortion of vision occurs. Every participant, either official or non-official, in the programme of Community Development has to work towards the maintenance and strengthening of the village-community as a social unit, at the same time bringing the benefit of extension knowledge in different fields of development and service to the people. In doing so the participation of people, in all matters, at all levels is to be ensured.

The system of Panchayati Raj provides built-in facilities for

such participation. Community Development is a democratic movement of developing the village-communities in harmony with the national development. In fact, Community Development is the rural arm of national development. The democratic experience facilitated by the introduction of the Panchayati Raj in rural areas is thus to be viewed in the perspective of Community Development on the one hand and the national development on the other.

The education for citizenship to be promoted through the working of the Panchayati Raj institutions, therefore, should include wider perspective of national integration and development. In relating the interests of the individuals through the process of socialisation, care needs to be taken to emphasise this wider aspect of development.

Some Handicaps

In spite of this vision of democratic participation provided in the system, the Panchayati Raj does not seem to strengthen democracy at the grass-root level as much as expected. What are the reasons? The old interest of the dominant castes continues to exert its influence to a considerable extent, nay, it seems to have gained in strength. The authoritarian pattern of decision making continues to prevail in the rural areas in the midst of the structure of democratic institutions. The youth of the village has not come to his own, eager to equip himself for assuming responsibilities of the citizen of tomorrow. He does not seem to feel the challenge of democracy. These are some of the situations that should worry lovers of democracy. It is true, at the same time, that the experience in Panchayati Raj is of a recent origin. It began in Rajasthan in 1959 and spread to other States gradually. There are still couple of States remaining without this system. Although, it is too early to pass a judgment on the effective functioning of democratic process under the

Panchayati Raj institutions, it is necessary to examine the forces that are created to develop the tradition of democracy and the forces that continue to hinder this process.

The structure of democratic institutions, by itself, however, does not seem to ensure democracy. It needs to be made effective by infusing the spirit of democratic participation. It is this aspect of the working of the Panchayati Raj that seems to have suffered. The spirit is weak. The heritage of Panchayati Raj is manifold.

The caste influence continues to prevail in the field of social and economic life of the village community. Added to this is the prevalence of illiteracy.

Literacy

Literacy is essential for acquiring knowledge, understanding national heritage and relating one's interest to the wider interests of the world. Language is the vehicle of culture. Without literacy, all material achievements of the developing decade lose their lustre. Millions continue to grope for light and are not given the means to find it. Illiteracy also helps in maintaining the prevailing authoritarian leadership by confining the channel of communication among the selected few. Unfortunately it is as yet not realised that literacy is an essential equipment for effective participation in democratic institutions by people and their representatives. It is essential to bring about the required change from the authoritarian pattern of life to democratic practices in rural areas. New values of democracy cannot just be provided by setting up institutions of democracy. The spirit of participation, of taking part in decision making, of giving leadership to the village has to be infused in people through literacy and education. Unfortunately, literacy for youth and adults remains the most neglected aspect of the prevailing system of education. This needs to be corrected. Deliberate

efforts should be made to provide citizenship education to the rural population beginning with literacy, for the effective functioning of the Panchayati Raj institutions. In the absence of such efforts, there is a danger of confining the leadership in these institutions to a few individuals representing the narrow interests of dominant groups in rural areas.

The present programme of training Panches (members of the Panchayat), Sarpanches and Pardhans is limited in terms of the period and the coverage. A peripatetic training of three days is provided for the members of the Panchayats. It includes information on the subjects of (a) local self government institutions and their role in the process of democratic decentralisation, (b) District Plans with emphasis on Block Plans, (c) duties and rights of village representatives and officials, (d) Sarvodaya and Gramdan, (e) philosophy and objectives of Community Development, (f) the role of people's representatives in the programme, (g) the day to day mechanics in the implementation of the Community Development programme and (h) know your village.

The training programme for the Sarpanches, Upsarpanches and Pardhans, which is given at the Panchayati Raj Training Centres situated in some districts, is of one week duration. It covers general and subject matter knowledge and field visits. The subjects discussed are (a) our government, (b) our problems, planning and Five Year Plans, (c) philosophy and objective of Community Development and (d) our three primary institutions. By the very nature of the limited time that the members of the Panchayati Raj institutions and their office bearers can spare, the training has to be confined to giving of information on subjects concerned with their work. As yet a longer duration training in the process of democracy and in the practice of dealing with the

problems of the Panchayat democratically does not exist.

The training thus, is of very limited nature, hardly able to make a measurable impact on the utilisation of the Panchayati Raj institutions on democratic lines, for bringing about a basic change from the authoritarian pattern of rural life to democratic practices. The training also is voluntary. It has not as yet become a part of the obligation under the statute except in Rajasthan. In Rajasthan the training of the Sarpanches and Pardhans has been made obligatory in the Rajasthan Panchayat Samiti and Zila Parishad Act (1959). It is for consideration whether the training requirements could not be made obligatory for Panches, Sarpanches and Pardhans in all the States.

Immediately after the introduction of the system of Panchayati Raj in some States, it was recognised that for creating proper atmosphere in the working of these institutions and for inspiring certain expectations among their members, a Test should be prescribed. The Ten Point Test was adopted at the Annual Conference on Community Development held at Hyderabad in 1961. It emphasises the responsibilities of the Panchayati Raj institutions for the following :

- (i) Production in agriculture as the highest national priority during the Third Plan.
- (ii) Promotion of rural industries.
- (iii) Development of cooperative institutions.
- (iv) Development of local resources including the utilisation of man-power.
- (v) Optimum utilisation of resources available to Panchayati Raj institutions such as money, staff, technical assistance and other facilities from higher levels.

- (vi) Assistance to the economically weaker sections of the village community.
- (vii) Progressive disposal of authority and initiative, both vertically and horizontally, with special emphasis on the role of voluntary organisations.
- (viii) Understanding and harmony between the people's representatives and the people's servants through comprehensive training and education and a clear demarcation of duties and responsibilities.
- (ix) Progressive increase of competence both in officials and non-officials.
- (x) Cohesion and cooperative self-help in the community.

This was a step in right direction, especially for promoting the required system of values among the elected representatives on the Panchayats and for creating expectations among the electorates. Unfortunately, like all good desire, the emphasis given to the Ten Point Test lost its attraction with the passage of time. These tests need to be revived and enforced. A right type of social atmosphere is to be created among the rural people on what to expect from their elected representatives. It is also for consideration whether a provision of calling back the elected representatives by the people, after a given period of time, should be introduced in the Panchayat Act, so as to make the people's representatives more alive to their obligations to the democratic institutions of the Panchayati Raj.

Need for a Comprehensive Programme of Citizenship Education

Citizenship education for the effective functioning of the Panchayati Raj institutions is necessary in itself. It enables the people and their representatives to utilise these institu-

tions on democratic lines. In the midst of the prevailing handicaps, as stated above, its need is more urgent. If the transition from the authoritarian rural society to the democratic practices in the promotion of development and welfare services is to be brought about systematically, a comprehensive programme of citizenship education is imperative. In addition, the country is facing the pressure of the time factor. If the democratic institutions are not able to provide the basic needs of economic and social life of people within the shortest possible period, people's faith in these institutions will suffer. Time is moving fast. It is this factor of time that needs to be reckoned.

Without a deliberate effort at citizenship education people and their representatives are not likely to make proper use of democratic institutions in promoting developmental and welfare services. Signs of such neglect in the absence of education are already visible. In fact, a comprehensive programme of citizenship education should have preceded the introduction of the institutions of Panchayati Raj.

Suggestions

The programme of citizenship education should cover all age groups; children, youth and adults. Both the formal and informal system of education should be brought into play. Some of the following suggestions are for consideration.

(i) *Audio-Visual Education*: To create the necessary social atmosphere in the village communities and to inspire certain expectations in the rural population from the Panchayati Raj institutions, a comprehensive programme of audio visual education both through projected aids like films and filmstrips and non projected aids like dramas, songs, folk lores, posters, exhibitions, etc., should be introduced and maintained

on the year around basis. Each Panchayat and Panchayat Samiti should have six monthly Sammelans to discuss the implementations of the Ten Point Tests by the Panchayati Raj institutions. This is necessary recognising the prevalence of lack of communication through written words.

(ii) *Gram Sabha Meetings*: The meeting of Gram Sabha should be called every *three months* to discuss the problems of development and service required in the village-Community and the efforts of the Panchayats to meet them. Such meetings could serve as an excellent programme of citizenship education. Suitable emphasis on the use of democratic methods in dealing with the programme should be maintained at these meetings both by the elected representatives and the officials. A convention should be developed to have these meetings regularly.

(iii) *Emphasis on the Ten Point Test*: The Ten Point Test for Panchayati Raj institutions should be revived and built-into the structure and working of these institutions. Efforts must be made to incorporate these Tests in the Panchayati Raj Act. The Annual progress report should indicate achievements of each Panchayat and Panchayat Samiti on the basis of these Tests, besides the promotion of economic and social activities under the Community Development programme.

(iv) *Training*: (a) The training programme of elected representatives should be made comprehensive. It should include learning of the methods of democratic participation through case studies, besides lectures discussions, and syndicates. The duration of the training programme should be lengthened both for the training of Panches and Sarpanches to atleast one month and 3 months respectively, to incorporate the various aspects of citizenship education mentioned earlier. (b) The training of

the elected representative should be made obligatory as is done in Rajasthan for Sarpanches. The necessary change should be introduced through an amendment of the Panchayati Raj Act in each State. (c) The possibility of introducing the minimum literacy requirement for candidates standing for election to these institutions should be considered. If necessary, amendment to the Constitution should be considered seriously.

(v) *Training of the Officials*: An official working with the Panchayati Raj institutions should be given adequate training in the method of democratic practices necessary in the working of these institutions. The present short duration training of "orientation and job" should be replaced by a longer duration training in the methods and processes of community organisation, community development and social welfare. The aim should be to develop professional training in the methods of working with people for promoting developmental and welfare services through democratic institutions, replacing the present focus mainly on orientation and administration.

(vi) *School Education*: A comprehensive programme of training in democratic ways of life should be introduced in the school education. The prevailing system of education, although provides to an extent the topics of Community Development, Panchayati Raj and Cooperation in the syllabus, it does not prepare the student for effective participation in democratic institutions as a citizen.

(vii) *Adult Literacy and Education*: A systematic programme of adult literacy and education should be introduced, as a part of the responsibilities of the village school. Additional financial assistance, both to the teacher and the village school for promoting literacy and education in citizenship for youth and adults, who do not have earlier opportunities of school education,

should be provided. The necessary training in the promotion of citizenship education among youth and adults should be given to the teachers. In fact, it should become an integral part of their training programme.

Beginning should be made, under the literacy programme, to cover all youth in the age group of 15 to 25 years within the shortest possible time. The second age group to be covered should be of 25 to 40 years. The remaining should be covered under the programme of audio visual education stated earlier. Experience of Maharashtra in promoting Gram Shiksha Mohim should be utilised for creating the necessary social atmosphere for literacy. Added to this, efforts

should be made to create expectations among people for the effective functioning of democratic institutions. The follow up of literacy should be provided with the help of teachers through the effective programme of citizenship education.

(viii) *Informal Education through Voluntary Groups*: The present effort to stimulate the youth and women's organisations should be accelerated manifold in rural areas. Each village should have active Yuvak and Mahila Mandals taking interest and responsibilities in the promotion of development and welfare measures through democratic institutions. These informal organisations should be developed as a laboratory for the practice

of democratic experiences. Extensive programme of citizenship education through formal and informal methods should become an integral part of these organisations.

In conclusion, let it be restated that for the successful working of the Panchayati Raj institutions, a comprehensive programme of citizenship education is imperative in view of the prevailing situations in rural areas. Unless deliberate efforts are made to promote citizenship education to enable the village population and their representatives to utilise the facilities of democratic institutions more effectively, the success of the Panchayati Raj cannot be ensured.

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New Dimensions in Adult Education

(Continued from page 6)

specifying the standards that can be achieved in them. But while we welcome greater advance in demand from a better educated people, it is still true that many need help to recognize their own aspirations and to see the opportunities before their very eyes, before seeking satisfaction.

The Range of Effort

If, then, our concept of needs and demands has expanded from the classically under privileged to the whole of adult society it is fortunate that circumstances have also conspired to make us reconsider our modes of provision. Both Television and Libraries, represent extensions of tremendous scope. But in considering them we would do well not to overlook developments in other established forms of further education, where traditional distinctions are being rapidly blurred. We often speak as if the adult education work of Local Authorities was co-terminus with evening institute classes. It has emerged very clearly from recent Institute enquires that this is much too simple a view. A great many local colleges of further education, colleges of art, commerce and domestic science, have been active in this field for some years now. They are increasingly identifying themselves with their own communities by providing a multitude of course catering for general adult interests, as distinct from the preparation of students for certificates of technical proficiency at various levels. This to say nothing of the growth of liberal and social studies in higher level colleges of technology or the provision of opportunities for men and women, in the full tide of working life, to reassess their technical knowledge or the human problems arising from new applications of technical know-how. We have to incorporate these developments

in our thinking about the dimensions and the scope of adult education. They are a direct result of the acceleration in the rate of change and the widening complexity of society that we all know to be distinctive features of our time.

So far I have been talking largely about the accepted core of adult education—the provision of formally organised classes whether concerned primarily with 'why' or 'how'. But we have always acknowledged a penumbra of activities contributing to the educative society. This penumbra consists of the great number of groups concerned with particular problems and interests. Are our links with them as close and effective as they might be? The answer is 'no'. And one acknowledges that the paucity of resources on both sides accounts in large measure—money and persons, initiative and imagination, are in short supply. This is more than an extension of the difficulty of promoting co-operation in the accepted core area, to which I have already referred. 'Comprehending the Penumbra' is an urgent task in its own right and just adds to the magnitude of the demands on adult education in the years ahead.

A Summary

I began by saying that the confusion of our thought stems in large measure from the fact that education has too exclusively meant for us the education of the young. This has led to an inability to accept adult education as a natural and inevitable part of this country's comprehensive system of all age education; inevitable because, cliché or not, the hall-mark of our complex and perplexing society today is acceleration in the rate of change. As Margaret Mead said, 'No man will die in the society in which he was born.'

Secondly, I suggested that to work towards a clearer and better articulated concept of adult education required fuller acceptance of the tools of theoretical analysis. We must accept and practise research here as in other fields of education. The growing acceptance of a need for something which, for convenience, at least, we can only call 'training', sharpens this point. We cannot train unless we can draw upon a corpus of experience and unless we know clearly what we are training for.

Thirdly, there is the difficult point of distinction between our own conception of 'needs' and the public expression of 'demand'. This carries far-reaching practical implications for responsible publicity and student counselling.

Then there are the new glossy, dazzling instruments and old ones so keenly refurbishing themselves in quest of the new look to which this Conference is devoted. With libraries and broadcasting as special instances I asked should we not be ready, all of us, as people who promote the continuing education of the adult population—including ourselves—to assert our solidarity. We are all adult educators now.

None of these are new claims on our attention but we are more ready to see them realistically and coherently as the challenge for the next advance. We can be heartened by the fact that this country is in good company. The same challenge is being presented in other lands. It is being accepted by them, advanced and emergent alike. The United Nations has its development decade; Unesco its world literacy programme.

Exhibition on Adult Education Centres in Germany

AN exhibition entitled "Adult Education Centres in Germany" was opened on March 10 at Max Muller Bhavan Library by Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia and Treasurer of the Association.

The exhibition was organised by Indian Adult Education Association in collaboration with Max Muller Bhawan.

Prof. Mujeeb in his inaugural speech spoke about his experiences in Germany. Prof. Mujeeb said "the whole of Germany is an adult education Centre," for a large number of adults there, had not stopped learning. These adult education centres, whatever their type were also community Centres, hobby laboratories and recreational halls.

Throughout the exhibition in the evening there were lectures

and film shows pertaining to adult education in India and Germany and allied subjects.

After the opening ceremony Prof. F. Weigel, founder of the International Youth Library in Munich, spoke on the West German System of School and University education and defined the adult education centres as a link between the less educated and the more educated section of the community.

On March 11, Shri Sohan Singh, Programme Advisor, Asia Foundation, spoke on "Adult Education in India". He said that adult education in India had not succeeded so far because of the apathy of the people and of the political leaders. He also said that the increasing rate of illiteracy in the country, was a grave danger to the development and stability of the country.

Dr. Detlif Kantowsky of Banaras Hindu University spoke on Sociology of German post-war youth on March 12. On the 13th there was a film show on literacy and adult education in India.

Dr. Indira Rothermund of University of Heidelbrug spoke on the comparative study of the three systems of higher education in India, U.S.A. and Germany on March 15. She said that the Indian system was mainly based on British pattern and it could be improved by learning something from German and American educational systems.

On March 16, there was a show of three German documentaries entitled "Right in the middle of the town", "Modern University" and "Living school."

Abu Conference on Adult Education

THE Mount Abu Conference on Adult Education convened by the University of Rajasthan in cooperation with the Indian Adult Education Association will begin on April 7.

April 7 and 8 will be devoted to the discussion on the Philosophy and concept of Adult Education, to be initiated by Dr. Mohan Sinha Mehta and Shri K.G. Saiyidain.

On April 8, a discussion on the problem of Literacy will take place. The discussion will be initiated by Sarvshri H.P. Saxena, Mustaq Ahmed and B.R. Patil. Shri T.S. Avinashilingam will preside over the plenary session.

On April 9, morning and after noon will be devoted to the

discussion on programmes in Continuing Education, to be initiated by Sarvshri J.C. Mathur, V.V. John, K.L. Bordia and M.C. Nanavatty. Dr. V.S. Jha will preside over the plenary sessions.

In the evening, discussion on "Communication" will take place, to be initiated by Sarvshri G.K. Athalye, N.N. Gidwani and U.S. Gour. Dr. T.A. Koshy will preside over the plenary session.

On April 10, there will be a discussion on Adult Education in Rural areas, to be initiated by Shrimati Raksha Saran and on Agencies and Organisations to be initiated by Sarvshri Sohan Singh, James Draper and S.C. Dutta.

Dr. John K. Friesen will be the Chief Rapporteur of the Conference. He will be assisted by Sarvshri V. V. John, James Draper, Anil Bordia, T.N. Chaturvedi and S.C. Dutta.

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Illiteracy To Be Obliterated in a Decade

The Abu Conference on Adult Education convened by the Rajasthan University and the Indian Adult Education Association concluded on April 11, after adopting a statement embodying the hopes and aspirations of adult educators in the country.

The statement states: 'Life-long education for survival has become so imperative that we shall ignore it at our peril. This survival has to be spelt out in terms of the preservation of the democratic way of life, the economic and social well-being of the people and the full enrichment of personal lives. In the existing situation in our country, most of these are problems for Adult Education'.

The statement adds: 'Literacy programmes should receive the highest priority; every available resource in men and material should be employed for the purpose; and the national goal should be to obliterate illiteracy from the land in the next ten years.'

In conclusion, the statement, has asked for the setting up of a statutory National Council of Adult Education.

The following is the full text of the statement:

'Life-long education for survival' has become so imperative that we shall ignore it at our peril. This survival has to be spelt out in terms of the preservation of the democratic way of life, the economic and social well-being of the people, and the full enrichment of personal lives. In the existing situation in our country, most of these are problems for adult education.

India has inherited an ancient civilization; and it is the largest democracy in the modern world. Our pride on these counts has, however, to be tempered by the fact that there are today more than 200 million illiterate adults in the country, and ever since attaining political independence, we have been strug-

gling to attain economic independence. To salvage our national self-esteem, and to make the ideals enshrined in our constitution a living reality for every citizen, an intensive and ambitious programme of adult education has become an urgent necessity.

In eighteen years of freedom, the percentage of literacy has marked only a small increase. With a growing population, and scanty provisions in the National Plans for literacy programmes, it will be a long time indeed before every Indian will have learnt to read and write. But we cannot wait. Literacy programmes should receive the highest priority; every available resource in men and material should be employed for the purpose; and the national goal should be to obliterate illiteracy from the land in the next ten years.

Continuing Education

Literacy, however, is not enough. On all hands, we hear laments that our standards of education are low. Educated people need constant re-education, for, the badly-educated are no greater asset to themselves or to the country than the uneducated. Even the well-educated do not stay educated amidst the complex challenges of the modern world, unless their intellectual equipment is subjected to continuous renewal. To keep their professional competence in good repair and to improve it, and to deepen and refine their sensibilities, are among the high tasks of continuing education. These are urgent tasks and cannot await the achievement of our targets in literacy education.

It may seem that the challenge of widespread

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illiteracy and the simultaneous needs of continuing education, are too stupendous for the limited resources of our country. The temptation, therefore, to go slow with literacy programmes and do practically nothing about continuing education, may present itself to us in the guise of practical wisdom. Other countries, no better placed than ours, have faced this challenge heroically and won through. And anyway, the choice before us is between an urgent and massive onslaught on our educational backwardness or disaster.

We are perhaps but dimly aware of the true extent of our resources and potentialities. The Government, universities, voluntary organisations and the people as a whole, have to awaken to the urgency of the problem, and make a determined and concerted effort to solve it. Perhaps the first step is to create in the people an intense awareness of what is at stake, and what opportunities beckon to them. Mass media of communication, both traditional and modern, should be pressed into the service of this campaign. Traditional media like the folk arts should be employed alongside of modern ones like newspapers, the cinema and the radio. The same media could continue to assist in the actual programmes of adult education.

Workers in this field should come from all walks of life. What is needed is a fervour of the sort that inspired the national movement, and became evident again when the country's frontiers were threatened in 1962. Patriotism could have only one meaning in our situation, namely, the willingness to labour to our utmost in the country's battle against ignorance and poverty.

Role of Universities

The universities in the country have an important role to play in this matter. They, through research programmes and extension work, should provide intellectual leadership and undertake to train workers in all fields of adult education. They should evaluate the work that is already being done by various agencies, and be able to serve as clearing houses for ideas in this all-important campaign.

National Council

It is necessary that a statutory national council of adult education be set-up to co-ordinate all efforts

Adult Education and Economic Development NATIONAL SEMINAR AT PACHMARHI

The Indian Adult Education Association is holding its Fourteenth National Seminar in Pachmarhi in Madhya Pradesh in the first week of June. The subject of the Seminar is "Adult Education and Economic Development".

Shri Gore Lal Shukla, Director, Panchayats and Social Welfare has very kindly agreed to look after the local arrangements.

by government, universities and voluntary agencies in this field, to sponsor experimental projects, and to advise the Government in regard to the allocation of public funds. The programmes sponsored by such a body should receive the highest priority in our Plans.

There should be legislation to oblige industrial and business organisations to undertake programmes of adult education or provide funds for such programmes. The Government should themselves give the lead by making literacy drives an integral part of all development projects, and continuing education one of the conditions of public employment.

We believe that a national dedication to these urgent tasks brooks no delay. They need to be tackled in the same spirit as we muster in facing external aggression. For the peril our way of life is facing, through our ignorance and lethargy, is equally grave.

Discussions

The Conference began on the 7th evening by an address by the President of the Association, Dr. Mohan Sinha Mehta. He expressed his views on the concept and philosophy of adult education (His address will be published in our next issue).

On the 8th, Shri K. G. Saiyidain addressed the Conference on the philosophy and concept of Adult Education.

The Conference in subsequent days discussed the problems of 'Literacy' and 'the agencies of adult education'. It also took note of problems of continuing Education and had a discussion on "Liberal Education" and "Women's Education". Among those who read papers were Dr. H. P. Saxena, Sarvshri J. C. Mathur, V. V. Joshi, K. L. Bordia, M. C. Nanavatty, J. A. Draper, U.S. Gour, N.N. Gidwani, S. C. Dutta and Kumari Chandra Govind.

Dr. V.S. Jha, Shri J.P. Naik, and Shrimati Raksh Saran were among those who presided over the plenary sessions. Dr. John Friesen was the chief Reporter.

At the end of the Conference, it was recommended that a Conference to discuss the question of the role of Universities in Adult Education should be convened shortly. The Conference also urged the establishment of a statutory national council of adult education.

The Twentieth All India Adult Education Conference will also be held at Pachmarhi. The Conference will be devoted to the consideration of the problems of "Literacy".

All Educational workers connected with Adult Education are entitled to attend the Seminar and the Conference. To secure accommodation and to receive reading material, intending participant may send delegation fee of Rs. 5/- to the Association,

Literacy as a Means to Change*

H. P. Saksena

Introduction

THERE is a faith in the developing countries in literacy and education as a means for socio-economic development. The literacy programme in India has been oriented mainly to its expansion and to a lesser extent to the improvement of the mechanics of imparting it.

An attempt is made in this paper to present some materials on the relationship between literacy and socio-economic development. This leads to an analysis of the process of social change.

If the literacy programme is to be functionally related to the processes of change, the latter must be properly understood and appropriate curriculum, approaches, methods, and materials must be evolved. Some suggestions are made for research, experimentation, etc. related to the organization of adult literacy programme so that it may contribute more effectively to social change in India today.

Background

The history of several developing countries in Asia, Africa and Latin America after World War II has been characterised by intense activity to raise the level of living of the people in its several dimensions and to catch up with the gigantic developments in Western Europe and North America. The efforts are deemed so significant—not only for the developing countries but also for the industrially advanced nations—that several social scientists have devoted their attention to the analysis of the processes associated with social change.

The analysis of social change has for long been an effort to identify and assess the contribution of single factors which can be isolated. An interesting current feature is the emphasis on the study of the configuration of several intertwined, inter-related and mutually supportive factors at the different stages in the ongoing process of development. Another important features of the study of social change, closely related to the above, is the growing appreciation of the inter-disciplinary approach. Economists and political scientists, for example, subscribe to the importance of social factors in the development of economic and political status and institutions. Similarly sociologists recognise the importance of economic and political factors.

Socio-economic development in India today may well be defined as the process of a widespread inter-related system of changes, which have the conse-

quence of transforming a relatively underdeveloped society into one that is increasingly based on modern science and technology. The changes involve a complex movement of several inter-related and mutually supportive factors.

There has long been a demand in India for universalization of education as a means for socio-economic development. In 1911, Gokhale introduced a bill in the Central Legislature for permitting local bodies to introduce compulsory education for boys and to later extend the same to girls. Although the bill was rejected, it succeeded in creating a public opinion. The introduction of diarchy in 1921 and of provincial autonomy in 1937 caused unprecedented spurts in enthusiasm which could be checkmated only by the financial stringency of the economic depression in the early thirties and the struggle for independence culminating in the Quit India movement of 1942. Political independence in 1947 set the stage for a systematic effort to educate the masses.

It is noteworthy that the enthusiasm for mass education has been reflected not only in the remarkable expansion in the field of elementary education but has also brought about very interesting developments in adult literacy, which is the focus in this paper.

During the years after World War II social scientists have made several empirical and analytical studies on the relationship between education and socio-economic development. These studies have furnished a new dimension to the social foundation of mass education.

Relationship between literacy and socio-economic development

Social scientists have found high correlation coefficients between literacy and industrialization. Hilda Herts Golden, for example, found the correlation as high as .87 when industrialization was measured by the proportion of gainfully occupied males in non-agricultural pursuits. The correlation was .84 when per capita income was taken as the measure of industrialization. The relationship between literacy and industrialization is mutual. Literacy facilitates industrialization which in its turn creates the necessary conditions for an accelerated growth of mass literacy. The two have to be carefully balanced. If industrialization lags behind there is frustration. If literacy lags behind the pace of industrialization is itself slowed. Some social scientists have expressed the view that India is already more industrialized than literate and therefore needs an acceleration of effort directed towards elimination of illiteracy.

* Paper, read at the Adult Education Conference, held at Mount Abu from April 7 to 11, 1965.

Lerner has made an outstanding contribution to the analysis of the relationship between literacy and modernization. In a longitudinal study of several communities in the Middle East he calculated multiple correlation coefficients between four important indicators of modernization, namely, urbanization, literacy, media participation and political participation. He found the correlations to be of the order of .61, .91, .84, and .82 respectively. The high figures of correlations were interpreted by him to imply that the four indicators had to go together.

Lerner worked out critical ratios between urbanization and literacy and found that the critical minimum is somewhere between 7 and 17 per cent, say 10 per cent. As urbanization exceeds this critical minimum the literacy rate begins to increase in a direct monotonic relationship until urbanization reaches 25 per cent, which limit Lerner regards as the critical optimum, beyond which the rate of literacy increases without any reference to the growth of urbanization.

Lerner arrived at a historical model of the sequence of stages of modernization. He claims that his model is global in relevance. According to him urbanization leads to literacy, which tends to increase media exposure, which in its turn increases economic and political participation. Thus Lerner's study brings into limelight the great significance of literacy in modernization.

Faith in literacy and the note of caution

The studies of the type stated above give an impetus to mass literacy. There is a new faith in literacy as a powerful means by which rapid improvements may be brought about in socio-economic status.

However there have also been warnings that indiscriminate expansion of facilities for literacy without any regard to the contents and quality of education may not contribute to the processes of development. Though literacy is necessary for development, it is not a sufficient cause thereof.

Literacy can contribute to socio-economic development only when it builds the base for an educational structure which in its turn is functionally related to the processes of social change.

Processes of change in developing societies

During the last two decades many social scientists have analysed the processes of change in developing societies. Although such social scientists are chiefly influenced by the concepts of their own individual disciplines, the analyses clearly bring out the inter-related nature of the economic, political, social and cultural factors.

Rostow divides the process of modernization into five stages, namely, the traditional society, the pre-condition for take-off, the take-off, the drive to maturity, and the stage of high mass consumption.

The stage of pre-conditions for take-off is the one which has particular relevance for India today. It is marked by heavy savings and investment, increased entrepreneurial activity, training in accordance with man-power requirements, increased agricultural productivity and heavier investment in transport and communication. Rostow points out how social factors are intertwined with the economic phenomena. Some of the important hurdles to economic development are: the lack of high material aspirations; poor telescopic faculty of looking at the future; a social order which does not lead to equality and fair play and a political system which does not engender feelings of intense nationalism and patriotism.

Buchanan and Ellis list several non-economic factors which obstruct the process of economic development. The important non-economic factors are: family and clan-oriented relationships (instead of individualism); hierarchical stratified status system based on ascription; immobility; education unrelated to problems of daily living; lack of ambition and ingenuity; group loyalties; law and order, tradition in government, and cumbersome legal system.

In his analysis of political processes in developing societies, Almond refers to the five functions of the political sub-system, namely, political socialization and recruitment, interest articulation; aggregation; political communication; and the governmental functions, that is, rule-making, rule-application, and rule adjudication.

In a developing society the political institutions have to discharge the functions in such a manner that the problems like public apathy; susceptibility to unsocial influence; concentration of power in the hands of some sections; excessive dogmatism and doctrinaire approach; multiplicity of political parties with very little inter-communication and coordination; administrative inefficiency, nepotism and graft etc., are dealt with properly and the society makes progress along the various indicators of modernization.

Sociologically the difference between traditionalism and modernization is well explained by Parsons four pattern variables: particularism—universalism; diffuseness—specificity; ascription—achievement; and affectivity—rationality. A developing society has to make progress along all the four continuums. The status of the social institutions and the nature of the social relationships, however, depends to a very large extent upon the economic, political, and cultural factors.

It may well be said that under-development is a complex in which several social, economic, political, and cultural aspects of life are mutually interdependent. Further, the success of modernization depends upon concerted action on the part of the various societal institutions.

Education has a great role to play in dealing
(Continued on page 13)

Objectives of Adult Literacy Teaching and Some Allied Problems*

Mushtaq Ahmed

METHODS of literacy teaching and training of teachers, in my opinion largely depend upon the objectives of literacy education. I would, therefore, like the conference to discuss the objectives and the goals which are of crucial importance today because of the prevailing misconceptions about adult Literacy both among the practitioners and planners. The following are the points to be considered :

1. Since recently some economists including, Professor Harbison, Dr. Galbraith and Dr. Rao have begun to emphasise that literacy is essential for the economic growth and building the manpower. Its social values were already accepted. Lerner's study of the Middle Eastern countries showed a high correlation between education and modernization. It is also a common experience that a literate person is more aware of the world around him, has opinion about public affairs and is prone to the adoption of innovation. Are these our goals? Is this why we wish the people of India to become literate? If so what amount of literacy teaching, what level of attainment or in simpler words what is the standard after reaching which an adult can be accepted to use his literacy as a tool of self-improvement?

2. There is some evidence to show, including the U.S. Army literacy teaching experiment in world war II, Gray's study sponsored by UNESCO, and Gadgil's study of the Satara District that a person can seldom use his literacy for self improvement or even retain it over a long period of time unless he has

attained sufficiently high standards of reading and writing. This standard is not less than that of our V standard of the primary. This standard to my mind is the minimum. What can a III or IV Grade passed child do? Can he read a newspaper fluently and understand the content within his experience? Those of us who have experience of the condensed course know that the standard of even the V passed girls is so low that they cannot express themselves correctly even in their own mother tongue.

We generally consider VIII standard education as the minimum for entry to any government service or for technical training where educational qualifications are required. Does this not mean that education below this standard is not of much use?

3. If this is so, how is it that when it comes to teaching illiterate adults, we generally accept a magical approach like that of the Maharashtra Gram Sikshan Mohim. What is the ability which adults generally acquire after 4-6 months of teaching? Apart from Anecdotal evidence do we have reliable data to show what happens? Have we ever tried to find out what are the consequences of such short term literacy campaigns? Are the graduates of these campaigns in a position to read, understand and follow the instructions in materials issued by the agriculture, health, cooperative and Panchayat Raj departments? Can they read the newspaper and intelligently discuss the news items? Can they read and understand the entries in the patvaris register, the Revenue receipts, the sale deeds of land? If injustice has been done to them by the public servants can they lodge a complaint in writing?

If not what good is the literacy received, to them or the society?

Campaign

Perhaps the reasons for the short term campaigns are as follows :

(a) Lack of clear objectives and subsequent scientific evaluation.

(b) The belief that what is required is the ability of letter cognition (incidentally 'literacy' is often called in Hindi 'Akshar Gyan') and the life experiences and the maturity of the adults will do the rest. Is this true? Can an adult who recognises the letters read and understand a passage on the powers of the adalti panchayat, democracy, 5 year plans, the constitution and so on? I wish the members of the conference will go out to a village, find about 10 products of some literacy class, give them an instructional passage and asses their comprehension of it, (but please don't forget to delve deep to find out the total education they received and do not let anybody pick them for you). I do not deny that life experience is a help in understanding a similar experience expressed in writing. But let us not forget that we do not want them to read only the Ramayana and the Mahabharata stories. We also want them to read and understand the different systems of government, the value of votes, new methods of health and farming of which they had little experience.

(c) The concept of 'follow-up', i.e., after the basic (?) literacy stage, we will establish libraries and the 'new literates' will use them to become pucca literates is fallacious. First of all it is almost impossible to

* Paper, presented at the Adult Education Conference, held at Abu April 7-11, 1965.

establish a library in all the villages with a literacy class and replenish it with fresh stock. Secondly, we know that we do not repeat a response unless it is rewarded. There is hardly any reward in continued reading if the so called 'literate' cannot understand and enjoy what they read. They will not use the library even if established and they generally do not. This is why we continuously complain that the follow-up programmes do not work and discuss it in seminars after seminars.

(d) The feeling that adults will not stay long in the classes so let us give them a quick dose of education. This is true in many cases and areas. This largely depends upon the motivation of the adults and the ability of the organisers to arouse and sustain it. Every illiterate adult does not feel that he stands to gain economically and socially by becoming literate. This limits the launching of a mass campaign and when one is launched effort is made to rope in everybody irrespective of his motivation; thank our stars if he stays in the class even for a short period, declare him 'literate' by conducting some sort of an examination designed to pass everybody, and feel gratified by claiming that 'we made so many millions or thousands literate....'

My experience shows that those who are interested, continue for a long time in the class provided the teaching is good. The data of a yet unwritten study also indicate this.

Recently we tried to isolate the probable factors which might have affected the motivation of rural adults to stay in the class for different durations. Out of 47 classes 17 were selected at random for the purposes of the study. During the first three months of the class 526 adults joined these 17 classes. Out of these 211 attended between 1-100 days (about 3 months), 91 between 101-199 (3-6 months) and 224 over 200 days (over 6 months). As a matter of fact

200+ days was our cutting point otherwise these 224 students joined in March, 1963 and all of them continued upto November 1964 i.e., for 20 months. This means that about 40% were motivated enough to continue for as long as 20 months.

Problems

The Conference should discuss: should we plan to impart seemingly ineffective literacy skills to a large number of adults or go for quality? Should we launch a countrywide campaign and turn out half-baked literates or follow the selective approach of giving functional literacy to those who are motivated enough to make the necessary effort?

In my opinion we should go for quality and follow a selective approach to begin with. We may progressively move in areas and communities whose conditions of life demand literacy.

Teaching Method and Training

Once we set the objectives, perhaps the methods of instruction and training of teachers are not serious problems. If what is required is the 'Akshar Gyan' or the ability to read and write a few lines then perhaps short term campaigns will do using every literate as a teacher. There is perhaps no need to train him as he has just to help in the recognition of letters and words and correct mistakes.

There is also perhaps no need to use educational methods to arouse and sustain motivation if the people can only be persuaded to swear before the diety as they apparently did in Maharashtra and 'the village became hundred per cent literate.' On the other hand if the objective is functional literacy, a tool for self-improvement, then the class room approach is the tried method. Cuba uses in sparsely populated areas one teacher-one school, and in thickly populated areas two teachers in a school and systematically teaches all the primary school subjects plus agriculture and technology. Thus grade by grade the student is taken to the

sixth grade level. Russia usually took them upto the 8th grade level. We can also pay extra to school teachers and the students in higher grades and they may teach all the subjects in the night. St. Xavier's College of Calcutta follows this approach and though it charges nominal fee it has as many as 500 students on roll from class I to X.

An eighth grade passed village person can also be trained to become a night school teacher. We follow this approach at Literacy House.

A trained teacher perhaps does not require additional training to teach adult, more than a day or two to orient him with the problems of teaching adults. Others will need about a fortnight's training. In addition to this initial training periodical in-service training will be essential as teaching requires much more than helping the students to recognise letters and write a few words.

The seminar may like to discuss.

1. What do we want? 'Akshar gyanis' or functionally literate persons?
2. What are the consequences of the short term campaigns we had in the past? Do we have any evidence? Is it reliable?
3. If the objective is a serious type of literacy education what approach should we follow (a) selective approach or (b) mass campaign. Why should we have a mass campaign when we know that everybody is not likely to be motivated? Will mass campaign not lower the standard?
4. How far the schools can be used for literacy teaching?
5. The expenses of making a person functionally literate (broadly defined as the ability to read and understand the daily newspaper in ones language) does not come to less than Rs. 25/- per person. Are we willing to vote for this money?

Voluntary Organisations for Adult Education

S. C. Dutta

IN this short paper on the voluntary agencies and organisations working in the field of Adult Education, I would first like to give brief reports about some of the voluntary agencies and later deal with the question of the role of voluntary agencies in the promotion of adult education.

Among the private agencies, one can count schools, colleges, and universities. Much of our literacy work, in rural areas is being carried on by primary school teachers. In some places, the schools are being used as community centres for adults. In many places, universities are conducting evening classes for employed adults; some have arranged series of talks on specific subjects while others have programmes of extension lectures. The University of Delhi is running Correspondence Course for B.A. Degree. The University of Rajasthan has a full-fledged Department of Adult Education.

I

There are many voluntary organisations working in the field of literacy, health education, civic education, craft training and rural leadership training. Some of these have comprehensive programmes while others confine themselves to some one or the other aspects of adult education. The most important and notable among the voluntary agencies is the Indian Adult Education Association. It is the only national organisation of adult education agencies and workers in the country. All the important voluntary agencies and leading adult educators are its members. Official agencies at State level concerned with Social Education, S.E.O.T.C.'s and Coal Mines Welfare Organisation are its members.

The main functions of the Association, since Independence, have been (i) to help government formulate policy and programme of adult education, (ii) to coordinate the activities of agencies and workers—official and non-official, (iii) to act as a Clearing House of ideas and information and (iv) to undertake pilot projects of pioneering nature in the field of adult education.

Clearing House Activities

In pursuance of these objectives, the Association brings out an English monthly, the *Indian Journal of Adult Education* a Hindi two-monthly, *Proudh Shiksha*, holds seminars and Conferences, conducts abstract and reference services.

To help field workers, the Association has published books in English and Hindi. Ten of the UNESCO publications were translated in Hindi and one in Bengali to make available to field workers the result of studies made by experts. So far seventy books have been published by the Association.

The Association has organised to date 19 Con-

ferences, 13 National Seminars and a number of regional Seminars, to bring together field workers and administrators for an exchange of ideas and information and pooling of experiences. These Conferences and Seminars helped to clarify ideas and very often their recommendations helped field workers to organise new programmes and experiment on new ideas.

These Conferences provided leadership and new concepts in this ever-developing field of Education. The first Five Year Plan had commended this role of the Association.

Pioneering Projects

The Association has undertaken a number of experimental and pilot projects. Between 1948 and 52, it organised a number of training courses for social education workers in rural as well as urban areas. The syllabus of SEOTC is mostly drawn upon these experiences.

The Association also organised in 1960-61 a training course for Workers' Education. It also held two workshops on "Methods and Techniques of Workers' Education" and "Role of Trade Unions in Workers' Education."

At present, the Association is engaged on another experiment—Correspondence Course for Workers in Hindi, on "Collective Bargaining" and "Trade Unionism."

In 1961, the Association, undertook an experiment in the field of Women's Education. It conducted a condensed course for adult women, preparing them in two years for matriculation examination of the Punjab University.

Workers' Education

The Association on January 26, 1965, brought out a monthly Journal in Hindi for industrial workers. Entitled "Kamgaar Shiksha" the magazine provides workers with necessary knowledge and information about current affairs, civic affairs, labour, national and international developments. A number of tracts and pamphlets in simple Hindi on some of the burning questions relating to the working class are being brought out by the Association, which is also conducting week-end and weekly courses for industrial workers to widen their mental horizon and to acquaint them with the problems that they have to face not only as workers but as citizens of an emerging democracy.

Studies

The Association also conducted a number of research studies, some on its own and a few with the collaboration of other agencies; some were evaluative studies and others were surveys.

Centre for Developing Societies

In order to plan research on an organised basis and feed the adult education movement, the Association has sponsored a research institution, called *Centre for the Study of Developing Societies*, to undertake research on patterns of development and behaviour and problems of social change in a society under the impact of planning.

II

The Association has a number of voluntary agencies as its members, notable among them are :—

Mysore State Adult Education Council ; West Bengal Adult Education Association ; Bombay City Social Education Committee ; Literacy House, Lucknow ; Kasturba Trust, Ahmedabad ; Saroj Nalini Dutt Memorial Association, Calcutta ; Gujarat Vidyapeeth, Ahmedabad ; Mouni Vidyapeeth, Gargoti ; Gangajali Vidyapeeth, Aliabada ; Idara Talim-o-Taraqqi, Jamia Millia ; Adult Education Committee of National Christian Council ; West Bengal Social Service League, Calcutta ; Institute of Social Education and Recreation, Ramakrishna Mission, Narendrapur. Of these, I will take up only two to illustrate the types of programmes undertaken in the field of adult education.

I will take up *Idara Talim-o-Taraqqi* first not merely because Shafiq Saheb, after whom the Association has named its Headquarters building, was associated with it, but because of its pioneering work.

The Jamia Millia, under the leadership of Dr. Zakir Husain, took up in 1925 adult literacy work, by opening night classes. Zakir Saheb was one of the teachers at a night class. In 1939, the piecemeal efforts of the Jamia were knit under a department known as *Idara Talim-o-Taraqqi* and Shafique Saheb was its first Director. The department initially planned (i) to frame a syllabus of literacy education and prepare teaching aids and series of booklets for neo-literates and (ii) to establish centres devoted to *Education and Progress*.

In 1944, the Idara prepared its Second Plan. Between the year 1938 and 1944 several books, pamphlets and charts were published. They included letter cards having Urdu alphabets on one side, a primer, a post-primer book containing ten easy lessons, and wall-letter charts. Two Education Centres were also run during this period.

The 1944 plan laid emphasis on the opening of Education Centres with paid staff, starting of community centres and publication of reading materials for adults.

The Education Centres published daily a large-size wall-newspaper, issued books, arranged radio-listening, lectures, news commentaries and dramas and organized literacy classes.

In March 1945, a Community Centre was established in Karolbagh. The plan of activities

included a reading room, a library around which a literacy circle could be built-up, organisation of educational, literacy and festive functions, short-term course on decorative crafts for leisure hours and games to create interest in recreational activities.

This *Community Centre* was perhaps the first organisation of its kind in the country. The experiment was continued and enlarged in Delhi after 1947. It provided a model to the Delhi Municipal Committee which opened in 1949, a number of Social Education Centres on similar lines.

By 1947, the Idara had prepared 198 books for neo-literates. These books covered a wide variety of subjects such as literature, biography, history, geography, civics, economics, general knowledge. Adult beginners found these books very interesting, useful and readable.

An alphabet chart, followed by a primer with instruction was prepared. Another booklet for post-primary stage was prepared. It consisted of ten lessons. Afterwards, a number of pamphlets—"Stories", "writing Letters", "Learning Numbers" etc., were prepared for giving reading practice to those who had finished the primer. These books were graded.

The Idara began the third phase of its work in 1947 with relief work among the displaced persons, both Muslims and non-Muslims.

The Education Centre Movement was expanded. By March 1948 five Centres were established in various parts of the City of Delhi.

Basti ki Talim

The Idara also brought out a booklet entitled, "*Basti-ki-Talim*", giving a comprehensive plan of work. The plan envisaged setting up of a children's club, a youth club, a parents' association and women's club, attached to each Education Centre. Urdu classes were started at these centres for illiterate adults and Hindi classes for those who knew Urdu or English. Post-Literacy classes were also organised. A Balak Mata Centre was also organised. The reason for opening this type of educational institution was the general failure of the community centre to attract women in spite of lectures on child care. A small-scale nursery class was started for the children in the age range 3-5 years, on moderate charges. It was made compulsory for the mothers to come to the centre for some-time daily and work in company with the teachers. Also, the teachers were enjoined to make frequent visits to the homes of the children with a view to suggesting to the mothers how they could improve conditions of their household with practically no additional expenditure.

A Mothers' Assembly was started. Its membership was made compulsory for all the mothers wishing to get their children admitted in the centre.

Most of the women who came to the centre, either for learning crafts or for taking part in the activities of the mothers' Assembly were illiterate. They realized their drawback and felt the need for learning to read. Therefore literacy classes were opened for them.

The primary object of the MOTHER'S ASSEMBLY being to inculcate among women the spirit of cooperation and community life and to provide them with occasions for getting together, the Assembly organises picnics and outings and celebrates national seasonal festivals.

Recently arrangements have been made to hold tutorial classes for Muslim girls for preparing them for public examinations such as Matric, Intermediate, Adib etc.

This is the story of a pioneering venture in the field of Adult Education. This is an example of what a forward looking voluntary organisation can do by leaving the stereo-type and following boldly new paths.

III

I will give you the story of another pioneering agency and then place before you my main thesis in the background of these reports.

That agency is the *Mysore State Adult Education Council*. It is known for two activities—literacy classes and Vidyapeeths. The Council has functional literacy as its goal. By functional literacy it means that an adult should have a reading vocabulary of 3000 common words in Kannada, with a speed of about 100 words per minute, should comprehend what he reads within this vocabulary range with at least 80% accuracy; and have the ability to communicate his ideas in writing; read news and prepare and maintain day to day accounts of a simple nature.

An expert committee took the goals into consideration and evolved a method and prepared a set of text books to make adults literate within 150 working hours (5 to 6 months).

A teacher's guide was also prepared in addition to a programme of intensive training for literacy teachers.

As a supplementary reading material, a weekly news-sheet called "Belaku" (Light) was started along with a series of follow-up reading materials.

About 1500 literacy classes, with an enrolment of 30,000 adults, are conducted every year. After the primary and post-literacy tests, the successful adults are admitted to the follow-up book club, called Vidya Mandir, wherein graded books specially written for fixing literacy and spreading knowledge are used.

The Vidyapeeths are residential colleges, set-up in rural areas for imparting liberal education to selected youngmen from rural areas. The rural youth gets training in leadership, laying emphasis on cultural, social and physical development with agriculture and handicrafts as the core.

The first Vidyapeeth was started at Nanjangud in 1947 and now there are 8 Vidyapeeths.

IV

I have tried to give an idea of the solid work done by the voluntary organisations in the country. How new experiments have been planned and tried, how attempts have been made to organise adult education programmes, according to the needs and requirements of the people for whom they were meant. The programmes were planned locally for a locality or a Mohalla or a taulqa at the most. There was no attempt to prepare a blue-print to be applicable to the entire city or State. And this brings me to certain basic issues, which I wish to present for your consideration.

In our country, there are diverse communities which have different traditions and culture. Each adult education programme must conform to the traditions and cultures of the people for whom it is meant and must be the outcome of the felt needs or induced needs of the people for whom it is organised.

Each adult education institution must rise on its own soil, should draw its inspiration from the people it seeks to serve and should adjust its programmes according to their needs, circumstances and resources. Naturally such agencies can neither be sponsored nor controlled by outside agency or official machinery.

To my mind, adult education, by its very nature, must be informal. It receives its sustenance and develops only if it is organised informally and on a voluntary basis. Masses can be educated through diverse methods. Any rigidity in programming or in organisation will go against the soul of adult education.

Adult Education to be successful should be based on experimentation and collaboration. New methods of work and new techniques are needed to be discovered. These can be done only by a voluntary agency, for it is unhampered by the requirements of red-tape, has greater desire and appropriate perspective to experiment. Voluntary agency compared to an official machinery has greater flexibility, which makes it easy for it to adjust policies and programmes to local conditions and to effect rapid changes in its working so as to meet the changing need of local situations.

On this question of role of Voluntary Organisations, it might be worthwhile to quote the *Report on Social Education published by the Committee on Plan Projects, Planning Commission (Page 41)*.

"Social Education, in the very nature of things, is informal. It can be conducted in an atmosphere which is devoid of rigid control or dependence. It receives its sustenance and development if it is organised informally. It should reflect the urges of the people and should be conducted with a view to serve the ends visualised by the

people themselves. The best agency for carrying on social education is obviously the organisation of the people. Therefore, voluntary organisations should be promoted in large numbers at the local level. They should be utilised for carrying on various activities in the field of social education. They should be assisted financially and given necessary technical guidance. Wherever necessary, equipment and supplies should be provided to them."

The case for voluntary organisations rests on another very fundamental argument because they help people to get training in social responsibility, so vital for the emergence of democracy in our developing country.

Adult Education depends for its success on the cooperation of the people and their enthusiasm. Unless people are enthused and aroused to improve their lives and develop themselves and their society, adult education can never succeed. A government department with its tradition of authoritarian exclusiveness and red-tape cannot succeed to enthuse the people, nor can it grow out of its narrow groove to experiment with new methods and new ways.

For making Adult Education a success, we require men, who have living contact with the masses, who understand their day to day needs and necessities and have the capacity to act as their guide and friend.

Therefore, to make Adult Education a success, the government must work through non-official

agencies. Apart from being in living contact with the people the non-official agencies have the advantage of elasticity in their methods and working. They are not tied down to copy-book rules and can experiment with new methods and techniques. Wherever non-official agencies have been associated with the work of Adult Education, marked success has been achieved.

In Mysore and Bombay, there are independent adult education councils or committees which have done very good work and achieved substantial results. In other places in India, adult education can also achieve equally brilliant results, only we must be prepared to experiment with a new organisational machinery far removed from the old bureaucratic set-up. The Government, instead of directly undertaking the work of Adult Education, must promote and help non-official agencies. It should only supervise their work and provide them with financial assistance as recommended by the Panel on Social Education appointed by the Planning Commission.

Independent committees, consisting of representatives of welfare departments of the government and leading voluntary agencies should be set up in each state to plan and execute the scheme of social education. If we can thus deofficialise the work of adult education, in all the states, our task of bringing knowledge, light and happiness to each door will be achieved easily and expeditiously.

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LIBERAL EDUCATION

V. V. John,

Director of College Education, Rajasthan, Jaipur.

SOME years ago, the newspapers reported that an alumnus of Columbia University sued the University for the return of 6,000 dollars which he had paid by way of fees while he was at the University. His case was that the University had failed to render him the service for which it had accepted payment, namely, the use of pure reason. How the case was decided was not reported in the press; newspapers have grasshopper minds. The story helps to draw our attention to what used to be acknowledged as the primary function of education. The quip that you can take a young man to college but you cannot make him think, stresses the same point.

Historically, liberal education was so described to distinguish the education of free men from that of slaves. Some of this meaning survived into modern times in prosperous societies, so that the object of liberal education was conceived to be the production of an elite, who would provide leadership and man the liberal professions. An egalitarian society is not likely to enthuse about the production of an elite. Should liberal education, therefore, be identified with privilege and be abandoned like other marks of privilege?

Democratic society has greater need for the pursuit of excellence than other forms of the social order. For democracy is not based on the belief that one man is as good as another. If that were so, there would be no need to go through the agonies of popular elections; we could choose our legislators by lot or by rotation in alphabetical order. Truly, it is monarchy that is based on the belief that one man is as good as another; the system pays to mankind the undeserved compliment of choos-

ing at random. In democracy, we are more particular about the qualities of the men who shall lead.

Our schools and colleges today do not satisfy the requirements of liberal education. Our economic backwardness exercises an oppressive influence on all that we do in the field of education. While speech-makers pay lip service to the need for the humanities, we are never far from an almost unintelligent adulation of technology and the applied sciences. Some ardent advocates of the humanities try to recommend liberal arts programmes by suggesting that the highlights of scientific and technological achievement come out of a general lightening of cultural standards. That scientific advance is a by-product of a high degree of civilisation can be disputed. The most spectacular achievement in modern technology took place a few days ago, when a Russian cosmonaut careering round the globe at a height of 300 miles, stepped out into space and went for a walk for 20 minutes on the firmament. This achievement goes to the credit of a nation that would not whole-heartedly accept a programme of liberal education. When the first sputnik went into orbit, it was acclaimed as a triumph for Russian education. Even President Eisenhower joined those who blamed American educators for having let the Russians get ahead. Great as the inadequacies of American education have been, the Russian triumph in space was not the outcome of any superior philosophy of education, but of concentrated pursuit of specific objectives. The priorities that made it possible were not open to public discussion, however long the bread-lines became. A debate such as is going

on in our country on whether we should manufacture atom bombs, would not take place in China, to hamper its rulers. A liberal education is specifically designed to promote such debate.

For the essence of a liberal education is the acquisition of a trained mind that can perform **Blondin feats on the tight rope stretched between scepticism and reverence.** It resists the blandishments of slogans and catchwords and propaganda generally.

It is easy to see how the liberally educated man would be an inconvenience to any government, including the democratic. But the liberally educated mind is also the bulwark of the democratic way of life. For the spirit of liberal education is not a spirit of negation. It questions everything, but it does not lose its reverence for what is great and good. It does not accept nostrums like the 'socialistic pattern' without question; at the same time, it does not scoff at what is really noble, like the noble objectives set forth in the Preamble to our Constitution.

Just as true religion can be turned into a superstition the way one practises it, similarly, democracy itself can be turned into its opposite by the manner in which we practise it. Our democratic faith must be both tempered and fostered by such considerations as the one urged by E.B. White, who said that democracy is "the recurrent suspicion that more than half of the people are right more than half of the time." This is the utmost that can and should be claimed in regard to democracy's chances of making right decisions; (the odds are less favourable with other forms of government.) To preserve the health and sanity of democracy, one may periodically

have to speak, as Cromwell did on a famous occasion, "I beseech you, in the bowels of Christ, think it possible you may be mistaken."

The right of dissent is now generally recognised, where men are free. But only sound education, and the trained mind that it produces, can make the dissent a meaningful exercise. The rebel who knows what he hates, but is not quite sure what he wants, is a familiar phenomenon in the emerging nations. To fill this void in his vision, is one of the functions of education.

The mission of the educator is therefore a paradoxical one: to make us sceptical and to teach us reverence. How shall we accomplish this? It has been done in the past. The best of Plato's dialogues illustrate the procedure. A critical study of great books and great works of art would be a way to achieve the paradoxical objective. The function of criticism is almost the same as the function of liberal education: 'the correction of taste' as T. S. Eliot puts it, and in Arnoldian phrase, 'a disinterested endeavour to learn and propagate the best that is known and thought in the world'. This is the same as 'the habitual vision of greatness' that Whitehead recommended. The drabness and dullness of much of our school and college curricula are due to the absence of the two ingredients of liberal education: refusal to take anything for granted, and the perpetual quest of the vision of greatness.

If we apply very simple tests, we shall see how inadequate the training of the mind is under our system. In the Carnegie Institute of Technology, they have a simple criterion for decisions on the validity of the curriculum. The curriculum-maker is expected to ask the question, "What use would it be to the student 5 years hence"? Jerome Bruner put it differently when he said that one of the chief objects of learning is to save us from subsequent learn-

ing. In other words, the training that a young man receives in school and college should teach him to be in charge of himself (which is the meaning of freedom), and face exigencies on his own. This is very different from the mere acquisition of information or even scholarship, or what Bruner calls "*sheer, brute learning*".

To the extent that the objectives of liberal education are not being achieved in school or college, they become part of the objectives of continuing education. In earnest and well-meaning systems of education, the child is hustled through voluminous syllabi and as one angry young reader wrote to the *New York Times* a few months ago, "When shall we be allowed to enjoy our childhood?" When God designed the atom, even within that small unit the nucleus had comparatively large spaces around it. Such elbow room is necessary to the human spirit. I recall an observation made by one of my old class-mates whose methods of study were somewhat more casual than those of the rest of us. He said, "I do not let too many facts get into my mind at the same time. I like a few facts to get in and have a lot of living room to move about in". Another wit once remarked that whenever he went to the college library, he felt like Socrates in the market place. Socrates had said, looking at the wares spread out in the market place, "What a lot of things there are in the world that I do not need!" Similarly, my friend would ask himself, looking around the shelves, "What a lot of books there are in the world that I do not have to read!"

Any sound education derives some of its strength from what it leaves out. One does not have to go to school to learn everything. Similarly, every sort of book should not get into the curriculum. Apart from the books that do not deserve to be read, there are many that would find readers on their own, without the

curriculum urging their study. Only a few books deserve to be cherished permanently. I referred a moment ago to the great books of the world; these are often used by study clubs, and some universities elsewhere have based their curricula on them. Such a list of classics is likely to do harm if it becomes a matter of rigid orthodoxy. This attitude has provoked opposition to the classical ideal in education. When John Purdue made over a large endowment to the university that now bears his name, he is reported to have laid down only one condition, namely, that they would never teach Homer or Virgil in that university. I visited the University last autumn, and I saw that while technology and science are prominent, they have got over John Purdue's inhibitions. It is not difficult to see what might have repelled the well-meaning benefactor. Quite possibly, the pedants were mounting guard at the gateway of great literature, while John Purdue passed that way. **The permanent value of great books is not that they are a haven and a goal, or an end in themselves; they are the starting points from where the human spirits sallies forth on its endless quest for truth.**

The use of pure reason, and the use of great books as an aid to the exercise, do not tell the whole story of liberal education. **Education should seek its fulfilment in a serene awareness that education is not enough.** The Greeks, who were the most cultured of ancient peoples, did not have a word for 'culture'. The truly educated man will be completely unself-conscious about his education. Or, as G.K. Chesterton put it, "Without a gentle contempt for education, no gentleman's education is complete." Chesterton added: "The moment men care more for education than for religion they begin to care more for ambition than for education. It is no longer a world in which the souls

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LITERACY AS A MEANS TO CHANGE

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with the problems in a developing society. It can contribute to the solution of the problems which hold up economic development. As an important agency for socialization and communication it can assist the political institutions. Some of the important social processes take place as part of the activities of the educational institutions.

Organization of Adult Literacy Programmes in India

The organization of adult literacy programmes in India has a long history which dates back to the last century. There is considerable experience in the country in relation to the organization of adult literacy. Various types of programmes ranging from signature campaigns to long duration courses have been organized. A variety of methods ranging from simple traditional to the global and eclectic have been used. Several approaches like night schools, summer camps, adult schools, and special condensed courses have been tried.

It would, however, appear that by and large the focus has been primarily on expansion and secondarily on the mechanics of imparting literacy to the masses. Perhaps, adequate emphasis has not been given to the development of curriculum, methods and materials with a view to relate the programme more intimately to the processes of socio-economic development. Perhaps, this neglect partly accounts for the indifference on the part of the illiterate masses, lack of interest on the part of the elite and indecision on the part of the government.

One may challenge the above statement and assert that many adult literacy campaigns in India have attempted to go beyond the mechanics of the three R's and relate themselves to the needs of life in society. It was this departure from mere literacy which, in fact, accounted for the adoption of the term 'social education' in 1948. However, the extent to which literacy instructions have been integrated with liberal, vocational and cultural education to relate the movement to the problems of life in a developing society is an empirical question and can be best answered by an analysis of the contents and methods of the curriculum, which is beyond the scope of this paper.

Enthusiasts of adult literacy may argue that literacy is a basic tool and must be imparted before any socio-economic development is possible. Making all the people literate is a worthwhile achievement in itself.

It is true that no real and enduring progress can be made if the people are illiterate. But bare

mechanics of the three R's have been found by experience to evoke little interest. The economy of a developing country under the strain of heavy expenditure and attendant inflation finds it difficult to support a programme which does not promise almost immediate returns.

A programme which imparts literacy and also simultaneously creates competencies required for the solution of various problems faced by a developing society is more functional than purely academic literacy instructions.

Suggestions for a more functional approach

Systematic analytical thinking, research and experimentation are necessary if the programme of adult literacy is to be more functionally linked to the processes of socio-economic development. Some of the approaches in this direction are stated below :

1. It appears necessary to institute a bold programme for the study of the dynamics of multifaceted change in relation to the institution of education. The mutual cause and effect relationship between Adult literacy and education on the one hand and the economic, political, social, and cultural processes on the other should be carefully analysed, elaborated and explained by identifying, as far as possible, the intervening variables. Social scientists have in most cases used the framework, concepts and indicators of their own specific discipline in analysing the processes of change. While this can be understood and explained, it only brings into bold relief, the fact that technicians in education need to be more alert and active in the area to be bridge between education and social sciences. The practitioner in education must know the processes of change and understand in what way education depends upon them and in turn influences them.

2. The understanding of the processes of change must be utilized for framing the curriculum. Thus in the context of the conditions obtaining in India today the curriculum must take into account the educational needs in respect to the promotion of universalistic attitude, rationalistic behaviour, respect for achieved status and specificity in organization. The curriculum must take notice of the requirements in respect to a higher level of aspirations, vocational skills, increased agricultural and industrial production, family planning, emotional integration, patriotism and nationalism, increased savings, bearing heavier tax burdens, greater risk-taking etc.

3. It is necessary to develop methods by which instructions on subjects of the type stated above may

become effective components of the adult literacy curriculum.

It may be useful to set apart about half an hour every day for discussion on the subjects on which instructions are to be organized. Educational materials must be prepared to train the teachers and guide the discussions.

Units on adult literacy instructions may be developed so as to integrate the mechanics of literacy with the subjects of the type stated above. In addition to social studies as a separate subject appropriate materials may form the content of the readers and even arithmetical calculations.

Desired attitudes may also be developed by proper organization of the class, ideal teacher behaviour, class-room management etc.

There is a great scope for utilizing pre and post literacy work for imparting information, engendering attitudes and promoting skills deemed significant for socio-economic development.

4. Adult literacy may be more intimately related to the processes of socio-economic development by organizing a differentiated programme for groups of people with their varying interests and needs. Thus separate specialized programmes may be developed for adolescents who failed to achieve a satisfactory standard in elementary school, practising agriculturists, craftsman and petty businessmen, industrial workers, domestic servants, housewives etc.

5. Better results may perhaps be achieved if the mass approach is adopted. The Gram Shikshan Mohim of Maharashtra has shown how group processes and community resources may be utilized for a total war against illiteracy. Not only has effective use been made of the bandwagon technique for abolition of illiteracy, but an *esprit de corps* is promoted which, if sustained, could be utilized for further steps in socio-economic development. The fact that the cost to the government of making a person literate has been reduced to Re 1/- as against the estimate of Rs. 20/- by the National Fundamental Education Centre is also very significant in the context of the growing strains on the economy of the country today.

This does not mean that there are no flaws in the mass approach. Experience has shown that the literacy attained in such campaigns usually falls short of the standard at which it may be permanently retained to contribute to continuous self-education for socio-economic development. Further, the enthusiasm generated in the initial stages of the campaign is usually short-lived.

The writer, however, feels that the shortcomings of the mass approach can be largely offset by developing the schools as the base of full-fledged organization reaching from the village to the national level; promoting staff competencies through pro-

vision of supportive services in training, research, extension and production of material, introducing a differentiated though coordinated programme for various categories of people etc.

6. Above all, it is necessary to have an experimental attitude to the question of relating adult literacy to the processes of socio-economic development. Case studies and simple action research projects based on hypotheses developed as a result of surveys, analytical thinking, and experience can go a long way in building solid foundation for the programme of adult literacy.

Conclusion

No concrete guidelines have been presented in this paper. Only an attempt is made to suggest some directions in which analytical thinking, research and experimentation may proceed.

Adult literacy can make a vital contribution to socio-economic development by engendering desired attitudes and imparting required skills. It can put a person on the road to self-education and continuous development. However, attention must be given to the content and the quality of the instructions.

Adult literacy needs today, the services of a large number of thinkers and research workers who require to have in addition to the competencies in making research, the skills of relating themselves as partners and co-workers with social scientists, educationists, experts in curriculum and production of educational materials. Hard work by such people in collaboration with others will lead to an improvement of quality.

Expansion of literacy will then pay rich dividends because it will be functionally linked to the processes of socio-economic development,

LIBERAL EDUCATION

(Continued from page 12)

of all men are equal before heaven, but a world in which the mind of each is bent on achieving unequal advantage over the others. There begins to be a mere vanity in being educated; whether it be self-educated or merely state-educated. Education ought to be a searchlight given to man to explore everything, but very specially the things most distant from himself. Education tends to be a spot-light, which is centred entirely on himself. Some improvement may be made by turning equally vivid and perhaps vulgar spot lights upon a large number of other people as well. But the only final cure is to turn off the limelight and let him realise the stars".

Continuing Adult Education for Professional Men*

By J. C. Mathur

THERE are two points in the basic principles incorporated in the conclusions of the World Conference on Adult education (Montreal August, 1960) that have implications for this issue. The Conference said that no previous generation had faced the extent and rapidity of change which faces and challenges today's world; secondly, that the education of adults may get out of balance by over-emphasising vocational needs and technical skills and that what is really important is that men and women should continue to find in the changing patterns of day-to-day living, full scope for maturing and flowering in an enriched culture.

These two statements may appear to be contradictory to each other. But if we look closer, we shall see that the task before the present generation is not merely to acquire skills (ranging from literacy to technical competence for handling complex machines etc.) but also to throw up from amongst them, managers, leaders, journalists, coordinators and other professional men who are capable of comprehending the deeper trends below technological requirements and realising a fuller expression of personality than is achievable only through vocational education.

Though the ideal situation would be for adults at every level to be so equipped, the first priority, in practical terms, has to be given to the "transforming" of professional men (of the kind mentioned above) through Continuing Education. This would, therefore, be distinct from the programmes of mass literacy and general adult education which in any case have an even higher priority than Continuing adult education.

What is the significance of Continuing Education for professional people in developing societies like India? There is a tendency in some circles of adult educators to regard Continuing Education as a matter of secondary importance for developing societies and to treat it as a concern primarily of developed societies. Actually, the issue is not quite so simple.

In a developing society, the quality of professional leadership has to be as high as, if not higher than, that of similarly placed personnel in developed societies, because planning and production have to cover in a short time stages that were covered over a long period in developed western societies. Moreover, the wide gulf between the intelligentsia and the primary producer and worker calls for a far more detailed planning and anticipatory implementation

programme. Again, co-ordination and contacts between various branches and activities that exist in developed societies have to be specially visualised and promoted in emerging countries by professional people and leaders who should therefore have an over-all view of things. Lastly, the professional classes have to set examples in the art of living, since for various historical reasons, imitation of the urban way is a common phenomenon in developing societies.

Adult education for professional men should aim at the following among other things :

(a) enabling professional adults to be conscious of new developments and methods in their respective fields; (to recall the well-known maxim that "anything being done the same way for past ten years is being done wrongly.")

(b) making the adult aware of the inadequacy of specialisation and the growing inter-relations between various branches of knowledge and professional activities. From this follows the need for acquiring knowledge of different fields and cultivating contacts with people of professions different from one's own;

(c) imparting to the adult a capacity to switch over every now and then from his function as a professional man into his role as a mature and enriched citizen. This indicates a clear need for combating the commonly held notion that "talking shop" everywhere is a natural and un-exceptional behaviour;

(d) equipping professional men with the ability and aptitude for communication with those whom they have to lead and among whom they have to work. In other words, apart from techniques of personnel management and executive efficiency, professional people should be able to achieve that understanding with their team, their clientele and the public which can come from acquaintance with the cultural environments and social set-up and behaviour. The language of communication is not merely one of giving orders and instructions.

Professional adult education is only a recent phenomenon in India. Its existing examples are training academies and institutions, seminars and conferences and the publication and distribution of professional journals and literature.

Among the major inadequacies of the existing arrangements, the following need to be considered :

(a) There is insufficient relationship between professional training programmes and the employment of the persons trained. In the case of techno-

* Paper read at the Abu Conference.

logists persons trained are usually employed on related work but professional men, in general types of jobs do not have much incentive for attending seminars and very little opportunity for applying the results of training to their work.

(b) Most seminars and training programmes are of a narrow specialised nature or in general concerned with management or work. But there is no emphasis upon what may be called liberal education, the search for knowledge in a world which is getting more and more complex and the appreciation of the finer things of life that could reduce the monotony of professional duties. The employers do not regard it an asset among their officers and staff that they should be men of culture and taste.

(c) Training institutions still follow the lecture system in some cases. Lately, the "syndicate" technique has been adopted with success. Discussion groups and project teams as well as informal clubs should be popularised as effective means of adult education.

(d) Universities and colleges are playing very little role in the education of professional men. This is partly because the sort of educational programme that the Universities can offer, is not regarded as being of practical value. It is also true that Indian Universities have generally been un-concerned with current problems and it is only recently that the concept of extension education has gained some ground.

(e) The demands on professional men in high posts are so pressing and their number at this particular time is still so small that they cannot be spared willingly or find time on their own for continuing education. So acute is the shortage of men with experience and ability that even without the equipment of continuing education they are able to go ahead in their professional career. In other words, Continuing education is not much of an incentive in view of the want of competition in the higher ranks. It is so in the lower ranks to some extent but only at the stage of initial recruitment.

In countries where adult education among professional people has succeeded, three kinds of motivation have been noticed: prospects of betterment in service, status symbol in being knowledgeable and possessing books etc., and a desire to play an active role in the community or neighbourhood. These motives are often mixed, but as an adult advances in age, the emphasis shifts from the first to the last motive. How can these motives appear in underdeveloped societies? There is no magic formula. The necessity and urge for Continuing education increase with the rise in the level of general education in society. A higher level initial education

among workers and primary producers compels the professional people to aspire for higher mental equipment in order to maintain the distinction of "superiority". Until this basis for upward mobility is available, it is largely by establishing a close relationship of the process of promotions and rise in careers with the acquisition of more knowledge, better skills and wider awareness of progress and change, that developing societies can force its leadership to seek quality.

Of the skills that may improve performance in professional work, the following seem more urgent in developing societies: (a) The technique of effective implementation of programmes even when unlike in commercial undertakings, the profit motive is absent. Implementation calls for working out of details, step-by-step division of tasks, distribution and localizing of responsibility. Planning is not enough, nor is supervision. Developing societies are not always wanting in these, but their service classes have to give greater attention to implementation and details. (b) Team-work and coordination. A common-weakness of bureaucracy is its reluctance to share responsibility, credits and enterprise. (c) Sensitiveness to the wider implications of one's decisions and action. The routine of professional work often raises a wall that can be penetrated by Continuing education.

All this comprises the art of management. But Continuing Education should be much more than the imparting of these skills, important though they are in the existing situation in these countries. Throughout history there has been a class which has set the pattern of living. In ancient India (as in ancient Greece) the *Nagarik*—or the "complete citizen had to be a man of parts, accomplished in various arts, discriminating in taste and having a comprehensive vision. With the vanishing of the aristocracy, this mantle has fallen on the shoulders of the professional classes who have to be worthy to receive it.

Please Remember

NEHRU LITERACY FUND

Send Your Contribution

ADULT EDUCATION

Vol. XXVI June 1965 No. 6

Nehru's Fight for Reason and Enlightenment Still Inspires Us

Orissa Govt. Contributes Five Thousand to Nehru Literacy Fund

May 27, is one of the darkest days in the history of mankind, for on that day last year, we lost Jawaharlal Nehru, one of the architects of modern India.

BBROADCASTING on the eve of the first death anniversary of Jawaharlal Nehru, President Radhakrishnan said, "Mr. Nehru spent lavishly his rich and varied gifts for the cause of human freedom. He was involved in the major events of his time, national and international. He participated in them all, while maintaining the highest standard of public conduct."

The President said "though he is no more with us, the qualities he possessed and the ideals he cherished remain with us."

Dr. Radhakrishnan told the nation that the best way to honour the memory of Jawaharlal Nehru was to get on with the work which he left unfinished—his work for peace, justice and freedom at home and abroad.

The President added : Nehru was a student of science and looked upon it as the means for the liberation of man. Science and the understanding it brings are the enemies of prejudice and of inert traditional ideals. Science liberates us from past institutions, from past assumptions, from past binding customs. Science and technology help to establish a free society based on economic justice and opportunities for all, a society which aims at the cultivation of spiritual values, of the spirit of service, of unselfishness.

The spread of the scientific outlook and the industrialization of the country are due, to no small

extent, to the influence of Nehru, who strove to free the common people from the shackles of poverty, disease, illiteracy and discrimination.

Nehru Literacy Fund

As an humble tribute to the distinguished service of Nehru to the cause of reason and enlightenment, the Indian Adult Education Association has instituted the All India Nehru Literacy Fund.

The Orissa Government has contributed Rs. 5000/- to the Fund. Fellow workers in the cause of adult education are sending in their contributions. The following friends sent their donations in March and April :—

Shri J.P. Naik, Member-Secretary, Education Commission	Rs. 10/-
Dr. (Mrs.) Joan Allsopp of Sydney	50/-
Shri Probodh Chandra, Education Minister, Punjab	40/-
Workers of the Mysore State, Adult Education Council	25/-
Mrs. Hugh Cameron, Victoria	105-68
Sardar Pratap Singh, New Delhi	101-00
Collection made by Asstt. Social Education officer, Nangloi	12-25
Collection made by A.S.E.O. Mehrauli	11.50

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International Federation of Workers' Educational Associations

Seventh General Conference

The Seventh General Conference of the International Federation of Workers' Education Conference will be held in Milan from September 6 to 10 this year.

The Conference will discuss the problem of workers' Education and will chalk out a suitable programme for its development.

International Conference on Adult Education

The fifth International Conference on Adult Education will be held at Addis Ababa in Ethiopia from August 6 to 9. The theme of the Conference is "The Teaching Profession and World Literacy".

The Chairman of the WCOTP Adult Education Committee Kwa O. Hagan will preside.

Secretary of the Committee, Bob Luke will present the Report on the opening day, which will be followed by Special Reports on "involvement of the teaching profession in literacy education", Community School demonstration project and extension education project for reducing adult illiteracy.

Educational Television at Dakar

An experimental educational television station, created jointly by Senegal and Unesco, will soon begin operating at Dakar. It will broadcast literacy programmes, languages and vocational training courses and information on social, agricultural and health problems.

This station is part of a Unesco pilot project to study the introduction of a new methods and techniques for teaching adults. Planned for a six-year period, the project is intended to help in the evaluation of various media—such as television, radio, films, film strips, posters, and printed matter.

It should provide answers to certain questions facing specialists: how best to apply audio-visual media—and television in particular—to the social and educational needs of Africa and how to overcome technical difficulties such as unfavourable climatic conditions, the lack of electricity and the shortage of trained personnel.

The television station will serve both as a laboratory for testing new techniques in adult education and a centre for training specialists from Senegal and other African countries in the production and the use of audio-visual materials.

University and Adult Education Conference in Hyderabad

A Conference to consider the "Role of University in Adult Education" will be held from July 4 to 7 at Hyderabad.

The Conference has been organised jointly by the Indian Adult Education Association and the Rajasthan University. It is expected Vice-Chancellors of Universities or their representatives will attend it.

The Conference has been convened in pursuance of the recommendations of the Mount Abu Conference.

Prof. D.W. Crowley of Sydney University, Prof. Ieuen Hughes of Hong Kong University and Prof. H.C. Wiltshire of Nottingham University are likely to attend the Conference.

Dr. John Friesen and Shri S.C. Dutta will be joint Rapporteur.

Dutta Invited to Attend Experts Committee Meeting on Workers' Exchange

The Committee of Experts on Workers' Exchange set up by UNESCO met in Copenhagen from May 20. The Hon. General Secretary of the Association, Shri S. C. Dutta was invited by the Director General to be a number of the Committee and attend the Copenhagen meeting.

Koshy Visits France and Yugoslavia

Dr. T.A. Koshy, Director, National Fundamental Education Centre and Associate Secretary of the Indian Adult Education Association, was invited by the French National Commission of UNESCO for a meeting at Saint-Cere (Lot) France from May 17 to 21, to work out details of a report on the experience of various countries in promoting international understanding through Adult Education and Out-Of-School activities of Youth.

Dr. Koshy was one of the five experts who had prepared national reports on such activities and had been invited to this meeting. The others were Prof. Frank Jessap (U.K.), Prof. Cyril Houle (USA), Madaur Korbotova (U.S.S.R.) and Mr. J. Rovon (Franch).

Dr. Koshy also visited Yugoslavia on the invitation of the Workers' Council of the Worker's University Belgrade and later visited the Workers' University in Zagoob. At both the places, Dr. Koshy studied the Workers' University movement.

In an interview with our Correspondent on his return to New Delhi on May 29, Dr. Koshy stated, "If collaboration with Yugoslavia in adult education could be arranged. I have no doubt that adult education movement in India would be enriched."

Concept and Philosophy of Adult Education*

Dr. Mohan Sinha Mehta

THIS gathering is at once the symbol as well as the realization of a long cherished aspiration.

It is somewhat like a dream coming true. During the last three years some of my colleagues and I have been thinking of such a Camp. Unluckily distractions of one kind or the other obliged us to put it off two or three times. At last we have come together. This plan has a purpose as it is also a method—though a modest one—of pouring thought and effort into the Indian Adult Education Movement. You may, therefore, be able to gauge the depth of the pleasure with which I welcome you all to this informal Camp-Conference.

The exchange of ideas and experience and our discussions during these four days of fellowship can produce rich results. Much will depend first upon the standard of our labours and then on the impact which our ideas and conclusions make on the minds of the leaders and policy makers of the country. It is too wild an optimism on our part, I wonder, to expect to evolve some sort of order out of the prevailing adult educational chaos in the land! If your efforts succeed in this direction, they will be indeed invaluable and this meeting might turn out to be of historic significance to society.

Adult Education implies the process of mental, cultural and professional development of individual persons through voluntary but organised effort, beyond the regular School stage. But by its very nature the expression defies attempts at a logical definition. The best one, given by Professor Lyman Bryson thirty years ago, defines Adult Education as: "all activities with an educational purpose that are carried on by people engaged in the ordinary business of life." Adult Education programmes thus may cover a wide range indeed—in terms of the individuals and groups served, the agencies and institutions offering such educational programmes, in the variety of the methods used, the range of subject matter, skills, functions and proficiencies learnt, etc. The concept comprises mainly these characteristics, namely, it is (i) voluntary on the part of learner, (ii) part-time work, (iii) purposeful (iv) conducted under organised auspices and (v) for persons who have entered life after their formal instruction at School or College, or for those who had no schooling at all.

Thus we have gathered together to apply our minds to "adult education" in shape of "organised activities for modern men and women carried on by wide varieties of institutions for the accomplishment of specific educational purposes." In this sense it encompasses evening classes, literacy centres, study

groups, lecture series, film forums, workshops, specialised training, professional courses and centres of liberal education.

Adult Education in its broad sense is as old as human society. Paradoxical as it may appear, adult education is the oldest and yet the newest field of education. For obtaining historical perspective of adult education, it should be appreciated that while men were innocent of letters, they had established their character as learners and discovered the advantages and at least some of the basic techniques of transmitting knowledge. The accomplishments of preliterate men are often overlooked. Education in the real sense preceded literacy and it is good to know that even now it transcends literacy. In the primitive tribes an individual was accepted as a member of the community after he had acquired the knowledge of the custom, laws, and the lore of the tribe and also probably the skill of the hereditary craft. This was adult education in a real sense. We find the same phenomenon is seen at work in a different form in ancient and medieval society—Indian or Egyptian, Greek or Roman. Socrates imparted knowledge of higher science to young adults and he correlated it to their life. The functions of a Brahman in the Indian tradition consisted of educating adults in the knowledge of individual's life and his duty in society. Adult Education has deep roots in history and in human civilization.

It is obvious that the need and usefulness of Adult Education in its vague but comprehensive sense have been recognised in all societies at all stages of their evolution, although, quite evidently this has not always been a conscious and organised activity as it is felt now. In fact, "the most active periods in the history of Adult Education have been those in which there has been the greatest rapidity of change" (Peers). The industrial revolution which came over Europe in the 18th century amply supports this statement. With the advent of the power driven machine and the resultant technique of large-scale production of commodities in big factories, new situations arose which deeply affected human lives and human relationship.

The changed living conditions of labour and the general consequences of industrialisation provided the impetus for work and programme of Adult Education. The concept had its birth in the early years of the nineteenth century beginning in an organised form with the Mechanics' Institutes. Great names are associated with the early stages of the movement in England—Lord Brougham, Sir Robert Peel, Birkbeck and Bentham. Even Cardinal Newman who bitterly attacked their secular approach

* Welcome speech delivered at the Mount Abu Conference.

admitted that "the problem for the Statesman is how to educate the masses."

The W.E.A. (Workers' Education Association) is a fine and successful instance of Adult Education work carried on for over half a century in England and Wales. That country also raised Working Men's Colleges (Ruskin College at Oxford is a famous example) and University Settlements which began in the East End of London. Toynbee Hall, the first among them has been known as the "mother of Settlements." This movement spread in other countries of Europe. Although they were primarily designed to be remedies of social evil, the Settlements undertook an extensive and admirable programme of Adult Education for the industrial worker.

Post-War Europe has shown keen awareness of the need and social importance of Adult Education. Although this activity has taken a variety of forms, all have this in common—of enlarging the mental horizon of people with the knowledge of the roots and values of civilization by learning History, Philosophy, Economics, Psychology—subjects related to current society. In Austria, Italy, Switzerland and Sweden one finds positive evidence of this tendency.

In Denmark, then predominantly an agricultural country, Adult Education imparted in their famous Folk High School became a powerful instrument of social, cultural and material reform in the last century. Grundwig, a Church Minister of vision and high ideals, was the father of the idea. The German scene presents a different picture. Tradition of authoritarianism did not allow the growth of Adult Education on the lines of other west European countries. The German educationists and powerful Trade Union leaders felt that their vital need was of democratisation. The Adult Education movement began in Germany in 1871 with the formation of the People's Educational Society. After the Second World War the occupying powers supported the movement.

In the United States the Adult Education Movement has had a very different story. In relation to that country, one does not speak of the philosophy but of philosophies of Adult Education since its programme has been carried in several camps. Both in approach and contents they have had a wide variance. Many of them were identical in part to, and even overlapped, each other to a certain extent, and yet were distinct in others. In spite of some common ground, these different Schools of Adult Education in the States have, both in their method and central purpose, laid stress on different objectives. "They are the philosophies that now obtain within the blooming, buzzing, confusion, that is Adult Education in the United States," (Powell) and are, therefore not those of mankind at large. In spite of vital differences in emphasis and methods, there has been in the United States a remarkable earnestness of purpose and growth of thought and

literature on Adult Education during the last forty to fifty years. Settlements led by Hull House in Chicago and other social reform movements made a fine contribution to this development. The variety of courses provided for adult learning in the United States is something astounding for the Indian educators. Their number will run into hundreds. Even the London County Council has a prolific programme of Adult Education in different spheres and disciplines of knowledge. We, in this country, are far behind in such matters.

In the new countries of Australia and Canada, with their extensive territories, the Adult Education Movement has acquired unique strength and objectives. These two countries have their own special conditions and problems. But they furnish excellent examples for the older countries of Asia. The Universities have played an important role in this field both in Canada and Australia. In neither of them nor in the United States, nor even in Japan and Europe, is the educated public so aloof and ignorant about this important need of the community as in ours. In these countries Radio and even television are widely utilised for adult teaching programmes. The use of Radio and television has been particularly effective in the development of extension services for rural areas, specially in the interest of agricultural industry which characterise adult education work in the U.S. and Australia.

Along with the spread of industrial conditions, European thought and influence reached Asian and African countries. Thus in modern times the concept of fundamental education and literacy is a western export to these regions. The appetite for the rudiments of knowledge—knowledge not only for its own sake but as a means of material well-being,—began to be felt among urban people. The great achievements in Adult Education registered in Communist China and the U.S.S.R. may also be largely attributed to Western influence although Soviet Russia's own achievement in literacy has been phenomenal. In "trying to leap-frog the whole population over the centuries between the middle ages and modern times this effort requires massive central controls." So Adult Education in their terms has been both a tool and an extension of national control. In many respects, different countries naturally had different character and history of their Adult Education Movement.

As has been stated already, the concept of Adult Education in eighteenth and nineteenth century England grew around the life of the industrial worker and was mainly aimed at bringing the benefit of knowledge to his door. In modern India this concept came into vogue during the British administration; it acquired a different meaning in the popular mind. Adult Education was taken to imply Adult Literacy. To give to the people the knowledge of the three R's was, more or less, the purpose of Adult Educa-

tion. Apart from the fact that this concept was narrow, it lacked in vigour and purposefulness. The result is that this country still courses along carrying the dead-weight of the illiteracy of three quarters of its large adult population. This terrific problem in its vast dimension is a sharp challenge to our leadership. And it has to be squarely faced. It is of crucial importance, indeed it occupies a central place in the nation's educational programme. No public leader or Adult Educationist can remain complacent about it. The seriousness of this problem as also its urgency, must be recognised, and what is more, the old connotation of literacy, that is, capacity to sign one's name or to know the alphabet of one's language has to be discarded as completely outworn. It is no longer considered to be of practical use. **We have now to aim at and work for functional literacy!**

This concept of Adult Education, its scope, character and contents should be accepted. At the same time we, in this country, have to share the basic philosophy of Adult Education with other countries and communities. Our creed and programme should not be different in scope, quality and general purposes from what has been adopted in the more advanced countries.

An enormous volume of valuable literature has been produced on the **theme and philosophy of Adult Education**, and indeed much thought and effort have been expended in building up this pluralistic concept in the contemporary world. Moreover, the result of a comprehensive learning programme is now visible in the intellectual, material and cultural life of the individual and the general progress and prosperity of the communities benefited by it. We can no longer afford to remain ignorant about it. In truth it is suicidal to be content with literacy or to let the mass of our adult population, whatever their social status or economic condition, remain high and dry, cut off from the main stream of change, the currents of political ideas, scientific knowledge or international relationship. Such a situation would be tragic from every point of view. Education is recognised now as a life-long process which begins at birth and ends with death. This is now accepted universally and is beyond dispute or controversy. **Every adult is entitled to demand an opportunity to be acquainted with new knowledge, the changes which affect economic conditions, political behaviour, international relations and the scientific revolution taking place in the world, so that the adult is able to play his or her own role in the society of which he or she is a member.** This lies at the heart of the concept of Adult Education.

But this is not the whole truth. While following his own vocation in life, a free citizen should have the opportunity of acquiring skills and knowledge which would enable him to improve his professional competence or even to transfer himself to a better and more attractive situation, by which he improves the prospects of life for himself and his dependants.

An individual should have within his reach such knowledge as helps his spiritual development and broadens his mental horizon. A society cannot remain really free for long if its members do not find easy facilities for such education. Similarly in a civilised society educated people and specialists would be eager to keep themselves informed of the latest advances in their field through adequate and well organised instruction, reading material or courses of study. It is self-evident that in an era in which science and technology are registering such rapid progress, the way to prevent an educated man from becoming half-educated or even completely uneducated, is to give him the opportunities of refreshing his knowledge and keeping it upto date. Unless this is done, even a University graduate runs the risk of forgetting almost all the knowledge that he acquired at College. For modern conditions of life this problem has serious and potent implications for the individual and for the society. It can be tackled by Adult Education Programmes alone. It should be understood that the highly educated persons are also a good clientele of the Adult Education programme.

Then there is the **problem of leisure**, a by-product of an industrialised society. For a different reason the Industrial workers (and the rural people also) often do not have any satisfying occupation for their free time. It would be a colossal national waste not to utilise their leisure and energy for creative, purposive or profitable pursuits. This is another rational support for the Adult Education structure.

A **psychological factor** has some relevance in this discussion. It generally escapes popular notice. Even educationists seldom show awareness of it. Some subjects of study, for example, art, music, language, even Mathematics, can be best learnt in childhood, but the capacity of understanding others, such as, Civics, History, Religion, Literature, Philosophy is acquired better and properly by persons of a mature age for the simple reason that the subject of all these disciplines is life itself. Few people have seen much of it while at School and even at the University. Winston Churchill expressed this truth in his well-known remark, "it was not till my 22nd year that the desire of education came upon me." Nobody will consider Churchill as an unintelligent person and he was sent to a famous School. Moreover, every civilised country and community has its own culture, heritage and tradition treasured in its classics with its own ethics, philosophy and metaphysics. These are and can be studied only by adults and through some form of adult education. Denial or disregard of this factor would be a blow to the culture and progress of human society. It is obvious, therefore, to recognise that **the benefits of true education and its deeper purpose in some subjects can be more profitably acquired at the adult stage.**

Another social and important significance of Adult Education also claims consideration. It is an accepted aim and policy to provide universal education to society and we are rightly prepared to invest huge

amounts of money in that essential and excellent enterprise—the scheme of universal primary education. It is well-known that never would there be hundred per cent response on the part of the children to this effort. But the children of the homes where parents are educated or even literate are never likely to remain out of School. A legitimate inference, therefore, follows that by educating the parents, you more or less ensure the education of the children. Adult Education is instrumental in this direction of preventing a colossal waste of public funds.

A similar situation arises in a different way. The statistician and the administrator should examine this factor of considerable national importance and financial significance. The amount of the outlay earmarked for Primary Education in the country should be put alongside the figures of the number of persons who relapse into illiteracy after leaving School. The result will be a terrible revelation to our leaders and administrators. In Europe—though it may not be widely known—there are about one hundred million illiterate people in spite of the fact that universal primary education was introduced by legislation in most European countries over a hundred years ago. This has an object lesson for us—the late comers in the field! How can this huge waste of national resources be avoided? The answer lies in the provision of “Continuing” Schools, even on a voluntary basis, for persons leaving primary Schools. This scheme deserves to be given high priority and special importance. It is by no means the least important aspect of Adult Education, not only from the angle of educational standards in the country but also equally strongly from the more practical financial point of view.

What to speak of the benefits of Adult Education in general, the extent of illiteracy in our industrial workers (including miners and tea-plantation labour) is very high. The number of illiterate persons among them may be anything between 20 to 25 millions. It requires no powerful argument to show that our industrial productivity will considerably increase if illiteracy could be eradicated in our labour population, both skilled and unskilled. They will produce more, they will be able to look after their interest better, their children will not be kept out of school and above all the relations between the employer and the worker would be happier. A panel of the Planning Commission recently went into this question and submitted its report to the Planning Commission in November, 1964. It presents a grim picture of the educational backwardness of this section of our people.

In the present day world in almost every country (including our own) a number of industrial or business organisations of one type or another arrange training of their workers in their own professional skill without any pretence or even conscious intention of raising their educational level or advancing their knowledge. They do it in the interest of their own business. It should, however, be recognised

that much useful result is undoubtedly accomplished by this, even though there is no educational motive and the purpose is narrow, thousands and thousands of people are affected and the benefit to the society is clear.

The finest example of this educational work—and yet the least noticed in the public—is the activity of the educational wing of the Defence Services. Their programme is not really different from those of the voluntary or other State Educational agencies. The motive and the purpose in this case is obvious, and is an example for the rest of the society. In modern warfare an illiterate soldier—even a Private—can be a risk to his unit and the quality of his service in the fighting force is, on an average, bound to be poor. This record of one of the Departments of the State has a high standard of efficiency indeed.

The Universities have played and are playing a very important part in developing Adult Education service in many countries, such as Australia, Europe, Japan and North America. They have lifted up the whole concept of Adult Education in the context of national needs. And further they have related it to the progress in science and technology to the studies in humanities and social sciences as they affect the current scene, national as well as international. Beside, the universities in those countries are well on the way of putting Adult Education by the side of normal University studies as a discipline, at the same time providing scope for research in this subject. Even more creditable than all this is the large volume of literature which has been produced on this subject by eminent Professors. This development is now about 150 years old but during this period the movement has received such a powerful stimulus from the centres of higher education as they alone were capable of giving.

The Universities and the theme of Adult Education is a subject fit enough and large enough to be taken up in a separate conference like this. It is my hope and desire to make a proposal that another conference of the representatives of Indian Universities, with two or three prominent representatives of the Universities of other countries, get together and devote three to four days in discussing this vital issue. Its dimensions and potentialities do justify our calling such a conference. For this reason, I would refrain from going further into this part of my theme at this time.

In the course of my observations I have referred to Liberal Education as forming an important plank in the Adult Education platform. I wish to return to this point once again, largely because the great value and importance of this facet of Adult Education receives little recognition in our country. The citizens of a free and cultured society should remain close to the thought-currents which shape human destiny and which mould the history, politics, economics and creative life of the community. This object can be realised largely through a well organis-

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VILLAGE COLLEGES

A British example for India to examine

W. E. Styler, *Director of Adult Education in the University of Hull.*

IN his book, *New Dimensions in Social Education*, S. C. Dutta has an essay on *The Community School*. In it he argues that 'If the school is to fulfil the expectation people have of it and if it is to be restored to a position of importance in the community it will have to project itself into the life of the community and implement programmes which will meet its needs and respond to its aspirations.' He points out that the resources of India will not permit an agency in every village charged with social education responsibilities. He proposes, therefore, that village schools should become centres of social action and that teachers should receive special training to undertake the additional duties involved.

As far as I know in writing in this way Shri Dutta was concerned solely with Indian needs and possibilities and had no foreign example in mind. In Britain, however, there is an example at which India might look.

It owes its existence to the social idealism and planning of Henry Morris*, who was Secretary for Education in Cambridgeshire for many years. In 1929 he published a pamphlet called *The Village College*, which he called 'a Memorandum on the Provision of Educational and Social Facilities for the Countryside with special reference to Cambridgeshire.'

In this he argued that developments in education favoured the towns and neglected the countryside and that the provisions made for agricultural education were not radical and comprehensive enough to bring about the reconstruction of the countryside. He went on: 'The need of the countryside will not be met until, by a recasting of the rural elementary school system, the villages are provided with an education primary and secondary, which will fit boys and girls for life in its widest sense as countrymen and countrywomen; until the countryside is provided with an institution in which the wide provisions of the great consolidated Education Act of 1921, especially in regard to higher and technical education, can be applied to and expressed in terms of rural life and industry; until the population of the countryside has guaranteed to it a social and recreational life based on stable foundations.'

He proposed therefore that all the activities and facilities for children, young people and adults should be brought together in and around one institution. This he called the Village College. He proposed that each college should consist of both a school for children and a college for adults, this latter he described as 'accommodation specially set aside for adult activities.' He said the village hall, the centre of community life, should lie between

these two wings, and he envisaged all this accommodation being provided in one building. He wrote: 'The village college would change the face of rural education. The isolated and insulated school, which has no organic connection with higher education, would form part of an institution in which the ultimate goal of education would be realised. As the community centre of the neighbourhood the village college would provide for the whole man, and abolish the duality of education and ordinary life.' In a footnote, which shows his concern that the college should be a major instrument of adult education, he remarked that 'in all seriousness it might be said that the "school leaving age" would be lifted to 90.'

Henry Morris built his village colleges—the first was opened at Sawston in 1930 and seven more followed in the next thirty years—and built them so well that he inaugurated a new era of school building in Britain. Since Shri Dutta, in his essay, refers to the new functions which teachers will have to fill in the Community School, something should be said about the staffing of the Village Colleges. The headmaster is called the Warden and is responsible for all the activities that go on in the College. Thus he must be a man who is both a schoolmaster and interested in adult education and general community activities. A deputy headmistress assists in the school and one or more adult education tutors to organize and administer the work for adults.

Recognition for the Village Colleges at a national level was achieved with the publication of the report of the (Scott) Committee on Land Utilisation in Rural Areas in 1942. This recommended the establishment of colleges throughout the country saying 'Such village colleges do in fact set out to provide the needs of people, from birth (or even before in the ante-natal clinic) to old age, in the club and canteen (which are actually well used by old age pensioners).' On the wardens of colleges the report said: 'Evidence presented to us suggests that in the early stages a carefully trained and carefully selected leader is essential, but that, given a good start, organization and leadership may be found in the village itself.'

More than twenty years after this report was issued it is still far from the case that Village Colleges have been provided throughout the country. But a number of counties have followed the example given by Cambridgeshire and this movement appears to be accelerating at the present time. One of them in the part of England where I work describes itself as existing to promote 'the educational, cultural, spiritual and recreational life of the area'.

In giving this information to Indian readers I am
(Continued on page 9)

* Henry Morris died at the end of 1961.

ADULT EDUCATION AND DRAFT WORKING PAPER

Introduction

THE term adult education refers to the various purposely planned efforts directed primarily to those who shoulder responsibilities as adults. The objective of the adult education programme is to impart information; promote attitudes and opinions; and develop skills and competencies which adults need to be able to solve the problems faced in life. In brief, adult education furnishes an educational base for problem-solving.

Problems in life emerge in the context of the environment. Not only do they differ from area to area but also from time to time. If adult education is to be functional its structure needs to be raised on the firm base of the study of problems faced in man-environment relationships at a particular stage in the history of the country.

The organization of the programme of adult education in India must depend largely upon the efforts now being made in the country to bring about a substantial increase in the level of the living of the people. In view of the abject poverty of the people the programme of economic development assumes the highest significance. Experience has, however, shown that the processes of economic development are closely linked with the social and cultural aspects of life and removal of poverty is not possible solely through economic measures, which can be strengthened and made more effective if the human factor is taken into account. Adult education can make a notable contribution in raising the level of working efficiency of the human factor.

The main objective of the Seminar is to study the relationship between adult education and the processes of economic development. It is hoped that the discussions may bring about clearer understanding about the contribution which adult education can make to the foremost need of India today, namely, the release of the common man from the grinding poverty of which he is the victim.

This Working Paper presents a list of questions for discussion. Brief notes are furnished below each question to guide discussions. The questions and the notes thereon are divided into three main parts.

Questions for Discussion

I. Significant aspects of economic development in India.

1. What are the overall objectives of economic development in India?

Notes: The objectives of economic development have been laid down in the Five Year Plans published by the Planning Commission. While there may be

The Association is organising a National Seminar. It was planned to be held in Pachmarhi in June this year but it is not possible to hold it in Pachmarhi. About the new scheme made. Meanwhile a Draft Working Paper of the Association of adult educators and agencies—Editor.

a difference of opinion in regard to the pattern of priorities, policies, methods, organizational patterns etc., there is not much likelihood of competitive contentions in respect to the broad objectives. The following statement is suggested for consideration.

“The overall objective of economic development in India today is to utilise the growing body of scientific knowledge and technology for raising the level of living of the people, and providing them with full employment so that they may find opportunities for creative self-expression in accordance with human values and the cherished principles of Indian culture.”

2. What are the main segments of the economic system in India today?

Notes: The main activities related to economic development in India today may be categorised in various ways. One meaningful way of classifying them into segments whose number is neither too large nor too small is furnished below. A classification scheme of the type given below may help in focusing attention on significant factors involved in the different segments.

(i) Rural Development (including agriculture, animal husbandry, extension, community development, package programmes, village industries, rural cooperatives etc.)

(ii) Industrial Development (including heavy industries, small scale industries, handicrafts, urban cooperatives etc.)

(iii) Economic Development of underprivileged sections of society (including schemes for scheduled tribes, scheduled castes, unemployed people etc.), and

(iv) Public Health and Family Planning.

3. What are the stages involved in economic development?

Notes: The entire process of economic development may be viewed as comprising of certain analytical stages e.g. planning, implementation, and utilization of experience. The Seminar may identify the stages and elaborate the characteristics and inter-relationships, in a manner which may be helpful in understanding the contribution of adult education.

ECONOMIC DEVELOPMENT

OF NATIONAL SEMINAR

"Adult Education and Economic Development". Because of unavoidable reasons, it will not be possible to announce the dates further announcement will be made. The Seminar is being published here for comments by

4. Which factors impede economic development ?

Notes : India has been facing many problems in accelerating the pace of economic development. The progress has not been as fast as many would like it to be. The Seminar may discuss problems related to organisational failures, resource deficiencies, non-availability of inputs and the human factor. The difficulties may be studied against the hardship of realistic conditions obtaining in the different sectors of the economic system.

Since the number of problems may be numerous it will be desirable to limit discussions to those in the solution of which adult education can be reasonably expected to make a useful contribution.

H. Adult Education and the human factor in Economic Development.

5. What is the connotation of the term 'the human factor' ?

Notes : The term human factor refers to psychological traits related to aspirations, work habits, interactional pattern etc., adequacy of manpower, and training. The Seminar may identify and discuss the main aspects of the human factor in economic development.

6. What contribution adult education can make towards the efficiency of the human factor ?

Notes : The contribution which adult education can make may be studied under the following heads :

- (i) Increasing the *information* of participants in the development process.
- (ii) fostering the right *attitudes* among the participants and,
- (iii) Improving their *skills* for the jobs they are doing.

The Seminar may assess the significance of the contribution under each of the above heads.

III. Organisation and the methods of adult education in the field of economic development.

(a) What changes need to be made in the programme of adult education so that they may be more functional for economic development ?

(b) What are the major difficulties in organising a programme of adult education that may make a

massive contribution to economic development ?

(c) What steps may be taken to deal with these difficulties ?

Notes : Adult Education has, to be brought within the 'hard core' of agricultural and industrial production. The Seminar may discuss the changes that need to be made in the content, approaches, methods, techniques, organisational patterns, financial support etc., in respect to the programme of adult education.

The Seminar may spell out the organisational, administrative, financial and any other difficulties anticipated in adapting adult education to the requirements of economic development.

If the difficulties are to be solved it is necessary that action steps be clearly laid down. Action may have to be taken by the Government, Voluntary organisations like the Indian Adult Education Association, field workers at various levels, and the many types of people engaged in adult education work. The Seminar may discuss the nature of action to be taken, the persons or agencies concerned with initiation and the follow-up of the action steps, and the strategies for bringing about desired changes.

The Seminar may like to analyse in particular the pilot projects which were developed at the Workshop held in September 1964 at New Delhi under the joint auspices of UNESCO and the Union Ministry of Education.

Village Colleges

(Continued from page 7)

not suggesting that the Village College in Britain is an institution for India to imitate. Britain is a wealthier country and has better communications. Village or Community Colleges in India would necessarily be considerably different from those in Britain. India has shown, however, that she can take models from other countries, given them specific Indian characteristics and even relate them to her own traditions. In Mysore this has been shown by the *Vidyapeeth*, inspired by the example of the Danish Folk High School.

Above all, however, the British Village College and the ideas associated with it might be studied by those Indians who agree with Shri Dutta that the Community School is one of India's needs. Every type of institution needs to be rooted firmly in a sound ideological basis, and this can be helped into existence by the study of appropriate examples from other countries. In the Village College Britain certainly has an example which is worth careful examination.

Concept and Philosophy of Adult Education

(Continued from page 6)

ed system of adult education. It is easier to work it in the urban areas. But now with the help of radio even rural parts can be reached. It is my earnest hope that our discussion will stimulate thinking on this part of the problem. One whole session has been allotted to this subject and friends with academic background and considerable experience will open the discussion.

I do not propose to discuss the methods of Adult Education. They are, properly speaking, outside the concern of my paper. At best they lie on its periphery. It is not my claim that this address will draw a complete map of Adult Education's extensive territory. I am only inviting you to the capital of its vast-empire, which is the core and concept of Adult Education. In the words of Hartley Gratton, "Adult Education is normally a highly fluid, flexible, multi-faceted operation in all its aspects." Just as the domain of adult education is as extensive as the range of human life and activity, in the same way the methods of adult education are too many and varied to be countable in a list. Subject to this qualification I would, with your indulgence, just mention two methods which have special importance, and are, therefore, worthy of notice. I refer to audio-visual aids and the library system. Both of them are powerful means of promoting adult education and in constantly improving its quality. There is no limit to which, resources permitting, audio-visual apparatus could not be extended in the service of adult education. Secondly, the workers in the field of Adult Education should keep up an effort for a nation-wide net work of public libraries, not only at the University centres, district and Tehsil headquarters or larger towns but also for fair sized villages and mohallas of big cities. Library facilities should be available to as large a number of persons, families, clubs, associations and other groups of people, and also their replenishment and management should be efficiently maintained. This view is beyond any controversy.

With the proper development of adult education in content as well as the range of its learning programme, we should foresee the need for research in this field by intelligent and resourceful scholars. This would be the natural and desirable direction of its progress. It should be welcomed. Constant study of the educational requirements of the people in different sections, places, professions and ways of life, will be the index and also the measure of the success of the movement. Our Universities would provide these opportunities and expert guidance for such research. It is not, however, necessary to prescribe this as the only and exclusive avenue. Some national or State level organisations might also be

in a position to conduct or encourage a high standard of research.

It would be fair even proper to devote a minute or two over another delicate subject. In all honesty I should not shirk this duty. It relates to the terminology. The two phrases, "Adult Education" and "Social Education" are current in the country and they are now being treated as synonyms, with a superficial stamp of official recognition. Very few among us stop to think of the difference between the two and what meaning they themselves intend to convey. Should this confusion go on or be cleared up? Can it be easily done? Should we address ourselves to this question? This may be regarded by some of us as a fruitless effort and an unnecessary waste of time, even a case of hair-splitting! Some time ago I too had the same feeling until I noticed that the confusion was getting worse confounded day by day. One can confidently say that even if the contents of the terms are indicated in two separate circles, they certainly cross each other and there is an area in a common sector which is truly "educational" under both of them. This much is beyond dispute. What about the remaining parts of the two circles! In the case of Adult Education, as the name applies, its scope and the purpose is first and last educational, (even though in a broad sense)—that is of providing knowledge, developing thinking power and broadening the mental horizon. Surely social education would include other things which can not strictly, at any rate directly, come under the title of education, although their purpose is of great value in the civic sphere and for community life. It seems that each of the two circles has a sector of appreciable size which is not common. An open-minded and thoughtful discussion is needed to clear up ambiguities and misunderstandings before vested interests develop and vitiate the effort. This can be best left in the hands of the professional educationist and the administrator. I see that some persons are present even in this room, who are playing this double role.

As has been already explained, it is not at all easy to draw the boundaries of adult education. Nor is it necessary or even desirable. We live in an age of discovery and thought. The frequent explosion of powerful ideas and challenging situations, whether in art or human relations, natural science or social adjustment, shoot up extraordinary problems. The adult educator has to take stock of these conditions. He has to be alert all the time that the adult members of the community do not become stale or lethargic, socially, mentally and emotionally. Their appetite for knowledge and the zest to face the change and complexity of life do not diminish. It can be understood why Livingstone asserts in one

of his books that the problem of education is the problem of Adult Education.

This country has adopted the ambitious policy of development through our Five Years Plans. Now at the close of the Third Five Year Plan, the leaders of society have come to accept education as a profitable investment. Without developing the physical, intellectual and social stamina of the people we are bound to lag behind in the race of progress. Our survival as a great country is at stake. Professor V.K.R.V. Rao said in a speech last year that "unfortunately adult education programmes have not received priority in our educational policy. In my view, this is one of the reasons for the failures of many of our development schemes, as for example, those aimed at increasing agricultural production. It is also responsible for the failure of our cooperative organisation, and for the comparative passivity, if not negligence, of our self-government institutions like Panchayats." The truth of this opinion is, to my mind, axiomatic and does not need the support of logic or statistics.

Similarly, we have launched on a thorough-going system of local Government Panchayats in the rural regions and of Municipal Councils in the urban areas. A country with a universal suffrage should feel intensely impatient for a thorough going and extensive system of adult education on a comprehensive scale. Whether it is the Panchayati Raj, the Co-operative Movement or Community Development schemes, it is futile to expect these institutions to strike deep roots in the soil or to build up immunity against social microbes, until they are supported by a programme of public enlightenment through adult education. The sooner this is realised, the better.

The same will apply to our liberal Constitution. Freedom, democracy and equality of opportunity are enshrined in that historic document which became our Magna Carta on 26th January 1950. The Rule of Law and the concept of parliamentary Self-Government are its outstanding features. The ultimate responsibility of working this Constitution is shared by nearly 300 million men and women, 75 per cent of whom are unable to sign their own name, read a newspaper or understand the implications of a broad national issue. A majority of them live under sub-human conditions and meekly tolerate them. Millions of them do not possess a weather-proof shelter for their bodies. And in the cities they drag on their existence in appalling insanitary slums. A theoretic Equality before the Law exists side by side a gruesome inequality in real life. Our Constitution and our leaders alike plead for the removal of these inhuman contradictions. How can this great purpose be fulfilled without a big plan for making the mass of the people aware of their need and their rights enshrined in the Constitution! What will be the verdict of history in comparing our professions with our performance. For a country of the size of India it would, of course, take a long time to get over the present state of social and

economic backwardness. But what is the reason why a sound, comprehensive countrywide scheme is not conceived and put into implementation in pursuance of this purpose! On the evidence of Professor Rao and many other eminent thinkers, this is not being done.

I shall not tax your patience by calling in detailed statistics. That might put you to sleep. Only a few figures will convince you how, in spite of high ideals and noble intentions, adult education does not get a fair deal. In the First Five Year Plan, an allotment of Rs. five crores against a total outlay of Rupees two thousand crores was made to adult education. It may shock some of you that in the second Five Year Plan the amount still remained at five crores when the total outlay as a whole was raised to forty-six hundred (Rs. 4,600/-) crores. In the Third Five Year Plan Adult Education was given a sop of Rupee Twentyfive crores when the total outlay was Rs. 8,000/-crores. I shall tell you why I call it a sop! It is indeed distressing to know—and this is the tragedy of the whole situation—that even out of this paltry amount of Rs. 25 crores provided in the Third Plan, no less than Rs. 15 crores were diverted into other channels! One would be less than human if one did not complain how adult education (or Social Education) has been literally starved by our planners. Their shortsightedness is so patent and passes understanding!

Success of the democratic process, the pace of economic advancement and the proper functioning of local self Government, have indeed a close relation with the educational system of the country. Through a substantial and national system of informal education, the adults—both men and women who are below 45 years in age—should be made capable of contributing to these developments. A widespread anxiety finds expression in the country in favour of national integration and for the maintenance of national unity in the country. The danger of foreign aggression looms large on the horizon. Does it need a prophet to convince us that for strengthening these ideals and preparing to meet these dangers—internal and external—the one sure reliable remedy lies in awakening the mass of the people by drawing out their latent powers of mind and emotion both for themselves and for the nation!

Am I a victim of self deception in connecting a proper programme of Adult Education with the pace of progress of the country? For me it is an act of simple faith but I humbly invite you to examine the logic of this view with care and critical faculty. Keeping this end in view the programme of our talks and discussions for the next four days has been framed. Whatever may be your conclusions, I hope those of you who have come here from far and near, would take back from this Camp a clear view of what is right, and what needs to be done within the sphere of your own influence. This imperative brings us all, men and women of all the professional service of education in this country, to

(Continued on page 14)

The University's Role in Promoting Education for Adults *

Dr. J. A. Draper, Project Adviser, Department of Adult Education, University of Rajasthan, Jaipur.

ONE starry night a few weeks ago a student and I were walking and talking and I asked him if he could identify the North Star. "Oh, certainly. There are seven stars grouped together in the sky." "Yes, but where are they? Show me where the North Star is." With honesty he replied in low tones, "I do not know. My teacher only told me about the North Star. He never showed me how to find it."

It would seem that the University is as remote as the quasars if its knowledge does not direct its members toward the discovery of realities.

Realities can be brought forth through the educational programmes of the University. Educational programmes for adults are sponsored and conducted by numerous organizations and agencies in India. Each of these has a role to play and each serves a particular clientele. In relation to adult education, each institution may be broadly classified into three groups. First, there are the institutions in which adult education is the primary function. Second, there are the institutions in which adult education is an extension of the primary function. (The University is an example of this group.) Third, there are institutions in which adult education is a means of achieving a primary function.* In discussing the role which the University is capable of playing in helping with the continuing education of the adult community, let me suggest that the mature University or College is one that successfully achieves three inter-related functions: education, research and extension.

Why is extension equated with education and research? What characteristics does the University possess that particularly lend itself to extension work? In attempting to answer these questions I would like to treat the situation by discussing three aspects of the University's role. Let me first state the premises from which an educational institution must begin; secondly, look carefully at the way in which the University can most effectively play its role as an extension education institution; thirdly, suggest one way in which the University might be organized in order to perform its extension duties.

The premise from which the educator must work can be briefly summarized: 1. Education is more than the acquisition of knowledge; 2. Education is an enterprise where other human resources are related to, not excluded by, intelligence; 3. Education is an attempt to re-arrange and re-direct energies, both within the individual and within society. Assuming these premises to be valid and significant, Education is a selective, methodical and purposeful process. But it has to be more than that too. In Sartre's philosophical novel, *Nausea*, a

character referred to as the Self-Taught man is exposed to the discerning light of the reader. Each day and every day the man enters the public library when it opens in the morning and remains until it closes in the evening. He is ushered from the library each day only to drift homeward and repeat the procedure on the following day. Now, if one watches this person carefully over a number of days it is obvious that he is quite systematic in choosing his reading material. What is his system of selection? One month he is found reading books that are classified in the 'E' Section of the library. The next month he progresses to the 'F' section, and so he goes on to the 'G' and other sections. The man is teaching himself alphabetically, systematically, and mechanically, but absolutely without purpose. This was a literate man, a well informed man, but not an educated one. He was not disciplining his thoughts or energies to emerge in the world as a beneficial member to humanity. He was submerging himself in the wastelands of intellectual self indulgence. It is the responsibility and privilege of the University to guide such individuals who aim their intellect nowhere to a place where it can perform.

One advantage in favour of the University assuming the responsibility of educating adults is that this institution is basically free to pursue its own academic interests. In keeping with this privilege of academic freedom the scientist carries on his research and draws conclusions from it, but he often fails to go one step further, that is, to communicate his findings to others—his professional colleagues as well as the layman. He is expected to extend his discoveries beyond his own self-interest and if the researcher is a staff member of a University this means interpreting and extending the material in a selective manner to the academic and non-academic communities alike. If we look at the role the University plays then we are also evaluating it by judging the image which it has created. Are its roots shallow or are they dug deeply into the community?

Perhaps the one part the University, in its extension role, can play more successfully than most other institutions is that of **satisfying the unfulfilled needs within the community**. This of course must be done selectively but the University by its very nature is an experimental institution and should not be afraid to extend experimentalism beyond the campus boundaries. Because of its security, the University has the advantage of being able to tread where others would not dare to walk. Combine this kind of leadership with a real honest belief in the pursuit of excellence and the University immediately begins to flower.

Extension is a two-way process between the theorist and the practitioner; between the academician

* Paper read at the Mount Abu Conference.

and the man in the street ; between the enlightened and the ignorant mind. University Extension has been said to have a humanizing effect because of the interaction of contrasts.

The above mentioned effect may come about quite apart from the paradoxical **purpose of the University to extend the traditions of the society and to lead in bringing about change.** In its leadership position the University can ably play a catalytic role. That is, it can increase the rate of interaction between groups and individuals, between opinions and ideas. The only difference is that a catalyst in a chemical reaction often remains unchanged. This cannot happen to the University in such a role. The University, if it is at all sensitive, must continue to grow and change. Further more, it must attempt to understand the people that it serves within the social structure within which it works.

In order that my thesis be clearly understood, permit me to re-state briefly the three points of my position. My **first** point is that the University has a responsibility in extending its resources to the community. My **second** point is that the University has a unique role to play in extension and that ignoring this role is a gross neglect of its responsibilities. My **third** and last point is that the University can do extension work effectively only if there is a separate Department of University Extension. Perhaps a simple analogy will help in illustrating how I view a working department of University Extension. All of you have seen or know of a sand clock or hour glass. You will recall that the V-shaped top is filled with sand and that this sand filters slowly through a small opening into the inverted V-shaped bottom of the hour glass. To press my analogy, imagine that the top part of the hour glass represents the University and all of its resources. Let us also imagine that the bottom of the hour glass represents the community at large. University Extension is represented by the narrow part between the top and bottom, that is, where the resources of the University flow continuously into the community. Of course, where my analogy fails is that in the case of the hour glass the sharing is only a one way process. In actual fact the process works simultaneously in both directions.

Keeping this illustration in mind let me suggest one way in which an Extension Organization might be set up. I do this only to point out the functions of such an organization.

Quite apart from the **Extension Department's** administrative staff, there are three interrelated aspects of the extension organization. First, there are the academic departments. Only in few cases would these academic departments be solely a part of the Extension Department itself. It is more practical to think of each department of the University as a contributing resource to the Extension idea.

The remaining two aspects of the extension idea

fall within the Extension Department itself. First, there should be a division of instruction and evaluation. The emphasis within this division is on methods. The trend should be to break away from the traditional classroom education approach. Subject matter or activity must not be encased in vagueness or generalizations. There must be intellectual honesty, which the academician understands, and it must be action oriented and appropriately presented. These latter factors the adult student needs and if the approach is not oriented toward the realization of existing needs, he will not benefit from it or even tolerate it. The main task of this division is to work closely with the academic departments in developing action programmes which meet carefully assessed needs and also work to create needs. The division of instruction and evaluation might therefore include an office for audio-visual materials, a correspondence and programmed instruction office, a public relations office utilizing aspects of mass media such as radio; a library; and research facilities.

The **second division** of the Department of University Extension might be referred to as field services and clientele relations division. This would include a public information section; a section for women's education and special education; and adult counselling section; a coordinating office for the performing arts and a field services office. By the latter point I mean a central office to which numerous University representatives report ideas and evaluate the local situation. These people attempt to keep their hand on the pulse of the state and they are headquartered in many parts of the State. Some will also be full-time University extension staff whose main work is to travel, contact persons, and programme at a local level, using the resources of the home University and working closely in cooperation with other groups in the area. The resources of all three sections of the Extension Organization : the academic departments; the division of evaluation and instruction; and the division of field services and clientele relations, will be used fully in training persons for the professional work of Extension or Adult Education.

It has been pointed out here that the **great investment that India has in the University** calls for maximum usage of the University in all respects. The approach is always beyond the monetary reasons for usage. The concern is, as well, oriented toward the goals of equality of opportunity. Let me emphatically point out that by this I do not mean that everyone need necessarily come to the University in pursuit of a degree. No doubt that within a democratic community the privilege of education increasingly tends to become a right to be expected of each citizen. In Extension Education one must adopt a philosophy that it is never too late either to begin or to continue to learn.

The University in being extension conscious admits

that it is concerned with both subject and method. Supplying factual information is only a beginning. Extension admits its leadership in the wise use of leisure time and in the coordination of activities. Furthermore, it has prepared itself to do what few other institutions can do successfully and that is to train leaders and to develop a discipline in University and extension education.

There is an increasing need for the Universities to take an interest in an individual's education beyond his formal schooling, if indeed he has had any formal schooling at all. Robert Peers, the British adult educator, states; "Adult Education is not a substitute for education missed at an earlier stage, but is itself an essential stage in the whole education of the citizen." In putting this idea into practice the University focuses on man not just as a potential learner or as someone who attends a course. The University through its Extension role reaches maturity when it extends itself to others and in doing so helps them in no small way to discover a greater depth of living.

Like many other organizations, the University must commit itself to the education of adults. It can achieve greatness only by realizing its enormous potential for action. The catalytic and leadership roles alone contain possibilities for extension of the University beyond imagination. Unless the University wishes to fail the people to whom it belongs it must awake from its long slumber and realize its potentials as an institution that dares to keep up with the changing times.

Concept and Philosophy

(Continued from page 11)

the immediate and perennial significance of Thomas Jefferson's words, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." The words of another American thinker, David Henry, are also apt here, that "freedom alone is not enough for personal and national fulfilment, and pre-occupation with it in isolation can distort our understanding of the complex of values inherent in meaningful existence. Freedom must be put into context with other values, values that encompass the 'good life' and the outcomes of civilized living. Primitive people may have a high degree of freedom; a desert tribe may have freedom, a backwoodsman may have freedom. We obviously do not emulate any of these situations."

Those who sit around this table, it is fair to say, are the elite in society. We are the haves, enjoy the privileges, not only by way of physical comfort and other material things but—and this is far more important and disturbing of education and learning. We adore our Constitution which offers equality in the eye of Law and the full civic rights and freedom to the masses of people. Compared to us what fraction of these benefits do they enjoy in reality? This is a big question mark. How do we answer it? This conference should not end merely as a pleasant get-together, or as an intellectual exercise of the elite! That is my humble submission.

Therefore, Friends, I shall conclude my observations with the words uttered in the House of Commons by a nineteenth century statesman on the occasion of the passing of the Reform Bill of 1867: "We must educate our Masters'."

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COMMUNICATION MEDIA

By Shri U. S. Gour

SINCE adult education operates as much outside, may be more, as within a school situation, one has to recognise that forms or processes of education are bound to differ from those that traditionally characterize formal schooling. Moreover, adult education not being tied up with any single methodological concept has a much larger freedom in selecting, perfecting and utilising processes of teaching and learning.

It seems logical to begin with the statement of the general principle which underlies the techniques that are being invented and developed in the field of teaching adults. The principle is "to involve the active rather than the passive participation of adult students." Albert Mansbridge said as early as in 1913 that the relation of tutor and student in a university tutorial class, (as indeed in any class of adults), is entirely different from the ordinary relationship of these two in normal class-room setting. The teacher, for effective results, has every now and then to assume the role of a fellow student; and even in his role as a teacher, he has, in a spirit of humility, to show appreciation of the experience of the members of the adult group. "For unless they gain recognition they will not persist in studying with interest." On the basis of this realisation the trend today in adult training seems to point clearly in the direction of creating self-motivated learning situations, in fact choosing and perfecting techniques of which self-motivation is a built-in component. The strongest motivation to and a very gratifying experience for an adult participant in the learning process is to see his own contribution integrated in the end-product of the process. The present day trend, in other

words, is to move away from teacher or leader centered to group or participant centred teaching.

A large number of techniques have been evolved around the principle of learner-participation, many of them overlapping in their basic design and having only a broadly distinct functional identity. Conferences, group and panel discussions, seminars, symposia, workshops, institutes, role-playing, with numerous variations of each, are some of those commonly employed. While it may not be a profitable exercise to bring out the descriptive details of these tools, it appears relevant, however, very briefly to reiterate some outstandingly peculiar characteristics of some of these and examine the scope and limitations of their application to the teaching of adults.

Conferences

Not till very lately were conferences considered as tools of education, and not too often, the distinction between them and conventions was overlooked. But today they are recognised as very effective means of "exchanging thoughts and pooling ideas and of establishing a sense of identity among the participants," the last one being an important achievement for better human relations. In spite of a lot of pooled experience, too many conferences, even today fail in their role as a technique of adult education (and opinion-making) because of lack of clarity in the statement of purpose or of good planning. Since a conference brings together people with varied experience, and, may be, with dissimilar attitudes and views, gaps in planning left for oratory or anecdotes may ruin it altogether as an educational activity.

To summarise, a good conference is one where the topic

has been clearly stated, background material wisely chosen, study-group leaders correctly picked out and only such speakers as fit in the business frame-work of the conference invited to talk. And a purposive conference should not end on a general note of recommendation; who of the participants will do what and how communication among them could be maintained should be included in the decisions.

Discussion groups are a newer concept in instructional methodology and have captured the general imagination of adult educators. To classify and rate any particular technique or method as the best, without adequate research to support the view, is nothing short of academic fanaticism. It may, however, be accepted that discussion in groups, as Verner says, "provides a learning situation which conforms to the characteristics and societal process of a group so that learning is achieved in the group as a unit as well as by the individual members. Discussion group is an effective method where the educational objective involves alterations in socially-based behaviour, attitude changes or group decision-making. It is also effective for developing depth in understanding concepts, for recognising relationships and for integrating learning with experience. It is not found useful for content acquisition. Discussion is a sophisticated method and requires participant with higher educational level and higher social participation scores." Utilisation of this technique in situations of all sorts, as is becoming the fashion, will be both embarrassing and wasteful.

Workshops or Institutes

This is another variation of group-learning. Its main

characteristics are "fuller opportunities of expressing individual experience, concentration of activity within a limited time" and wise directive control by the resource person or the leader. Normally the learning experience is confined to only a small area, usually to a single problem and deliberations thus can be deeper and the results of group-thinking of greater value to the individual participant.

Panel Discussions

In groups, with heterogeneous levels of learning and experience, it may be more useful to provide a mixed fare of short lectures and discussions by panels of carefully selected speakers. The normal patterns of discussion among members of the panel alone could be modified to include opportunities of discussion by participants also. This is a good technique for content learning and for understanding the conceptual basis of social or economic happenings, philosophies or policies.

Seminars

This is also a very popularly used technique, although not often used with dissection or as a deliberate choice. Under certain conditions they certainly are a highly rewarding technique of teaching as they involve a very high degree of self-learning. Both the areas of formal and informal adult education have a place of prestige for these as an educational activity. But the prerequisites of success as an educational tool are that :

- (a) the participants possess a fairly good theoretical knowledge and practical experience of the problems;
- (b) clear statements of the problems to be studied are made;
- (c) an adequate bibliography and a collection of at least core literature is made available to the participants;
- (d) a well chosen panel of resource persons and of resourceful Chairmen of plenary sessions is at hand;
- (e) a very deliberate and

thoughtful formation of discussion-groups and picking up of group-leaders has been made.

These are conditions not always easy to fulfil, but if adequate resources can be pooled to make the right headway, seminars should prove a very effective method of teaching.

Role-playing

This is a good device to stimulate discussion and engage in problem-solving. As a training technique it may be used to learn a specific skill or get right into one's own or another's feelings. Its effective use, to my mind, is limited to situations containing controversies or conflicts, a problem or an obstacle to overcome. It may be really useful method where the purpose is "to awaken members of the group to the errors of their ways." But the requirement that the group should be concerned with the problem and the group should have enough time puts limitations on its application to various situations.

Lectures

Not going any further into the nomenclature of further variations of the group-centered educational techniques, I would like to make an observation that notwithstanding the efficiency of the activities catalogued here, there is still nothing to prove that the lecture-method is useless as a training device. There are situations, in both formal and informal education, where lecture sessions are highly remunerative and it would be a disastrous decision if the enthusiasm for innovation and zeal for acceptance of methods because of their newness, compelled the educational leaders to throw over-board approaches to teaching merely because they are traditional and time-honoured. Even where discussions are deemed to be more suitable, lectures alone can serve the "primary purpose of setting a common frame of reference for learning." Short well-prepared lectures, with enough opportunities for questions and clarifica-

tion at the end, are a powerful medium of communication. Where authoritative opinion, born of deep study and experience is needed, lectures remain unequalled as the tool of the trainers' trade. Research, although meagre and of a limited nature proves that in innumerable situations they are at least as efficacious as the best of other techniques.

The adoption of a technique, will depend on the objective. Where the objective of Adult Education is not scholarship and not primarily entertainment or propaganda, but to help adults to cultivate intelligent attitudes towards events that tend to emotionalize them, the process of sharing experiences in a group is most profitable. Where the desire of the adult is to learn to overcome obsessions and predicaments and to solve problems and not merely to acquire knowledge for its own sake, the group-centered activities remain unequalled.

I may before I close refer to a method which has been tried successfully with some adult groups in other countries. The textual contents of outstanding books are summarised in a manner to make statements which are debatable and open to discussion. The group is confronted with the problems, and discussion follows a well planned lecture. This affords the learners the opportunity to benefit by their own as well as the teachers' experiences. It may be in the interest of all of us to constantly keep in mind the danger of over-emphasis on any of these techniques. Teachers' contribution should not always be rated as of no consequence. In our passion for securing students' involvement and over-emphasising this element, we might get into this danger. Such an over-emphasis might result "in a concern with the technique rather than with the content or the subject-matter" which would be unfortunate indeed. "What is needed is a balanced approach."

Role of University in Adult Education

The Indian Adult Education Association and the University of Rajasthan is holding a Conference of the representatives of Universities in India, from July 5 to 8 in Bhopal. The Conference will consider the role of university in the promotion of adult education in the country.

Dr. Mohan Sinha Mehta, President, Indian Adult Education Association and Vice-Chancellor, University of Rajasthan will be the General Chairman of the Conference. He will also deliver the key-note address on the opening day. Among others who are likely to read papers in the Conference are Shri K.G. Saiyidain, Member, Education Commission, Shri J.P. Naik, Vice-President of the Association, Shri Sohan Singh, Shri J.C. Mathur, Shri N.K. Pant and Dr. John Friesen.

It is expected that Dr. C.D. Deshmukh, Vice-Chancellor, University of Delhi and Shri Samuel Mathai, Vice-Chancellor, Kerala University will attend the Conference.

The Education Commission is actively collaborating with the sponsors in the organisation of the Conference, and the University Grants Commission is giving financial assistance.

University and Village Development

A "Village Adoption Scheme" under which universities will be asked to "adopt" nearby villages to help push their economic and social development is to be introduced shortly.

University students will compulsorily work in the adopted villages for six to eight weeks and help build roads, canal embankments, rail tracks and other similar projects.

Social and labour service camps will also be set up in the area served by the adopted village.

Students will receive "credit" for the time spent in the village.

The idea is to give some purpose to students so as to wean them away from strikes or other instances of indiscipline.

Another scheme under consideration is to create a "vikas dal" under which 250 boys will pledge themselves to devote at least 30 years of their lives to community service. The boys will be assigned to different fields.

The Government has also embarked upon rural development which means not only increased agricultural output but progress related to improve and expanded education, public health, local industries, rural electrification, com-munications and the like.

It is hoped the Conference will be able to prepare an action-programme and give the needed lead to the Universities in this field which is crying for their foster care and attention. The deliberations of the Conference are also likely to be of much use and significance to the Education Commission, which is shortly to submit an interim report.

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STUDENTS ON THE MOVE

IN February this year, a significant movement emerged among members of the student unions in Calcutta University. As a result of a conviction that students should be making a sizeable contribution to the eradication of illiteracy, they decided to join hands and do something about it together.

About forty college student unions expressed their interest and support and sent representatives to a conference on February 22 and 23. Shri R.L. Sinha, State Education Minister, Shri B. Malik, Vice-Chancellor of Calcutta University, and other eminent educationists attended. The Group named themselves the "West Bengal Students' Council for Eradication of Illiteracy." A working committee was appointed and officers selected, including Shri Malik as President, Shri Sinha as Patron-in-chief, and Shri S.N. Maitra, Secretary of the Bengal Social Service League, as one of the Vice-Presidents. The Committee drew up a scheme which provided for enrollment of volunteers, raising of funds, training of teachers, and sending of teams into selected villages to teach literacy. Shri S.N. Maitra offered to organise special literacy teachers' courses for the students. Shri N. Roy, Chief Inspector of Social Education, Government of West Bengal, volunteered to help select the sites where teams could be sent and to give some books for use in the new classes.

An enrollment drive enlisted about 200 students. This was followed by a fund-raising campaign. Many students donated blood and deposited the money received in the treasury. There was a street collection. The amount raised by the students was about Rs. 800/-. Donations are expected from universities and government also.

Between April 20 and 30 twenty-one student leaders, both men and women, received literacy teacher training at the Bengal Social Service League. They in turn undertook the training of about 80 more students, with the help of the League. The Girls' Section of the Council organised a girls' course at the League building. In Burdwan University and Kalyani University, Student Unions organised teachers' courses which were conducted by formerly trained students and the League. Students of Government Arts College prepared teaching aids for use of the teams, (jute graphs, khadar graphs, etc.)

After the preliminary preparations were over, the teams began their work. Between June 1 and June 5 all the teams went to the selected sites to spend the rest of their summer holidays until the end of June. Housing was provided by the Block Development Officers or by local school authorities. The object of the students was to organise and teach literacy classes and train local teachers to continue after they leave. They taught simple rules of health and helped to improve the villages. It is hoped as a result of activities of the students, many of the centres will develop into vital educational institutions.

No one who has seen these groups of enthusiastic students eager to do their part to alleviate the ills of their country can doubt that this movement so well begun will continue to grow and spread and find its most effective channels of service. The idea was born among the students, and with encouragement and understanding assistance will continue to flourish. Students of other parts of the country, it is hoped will follow the example of Calcutta students and soon there will be a country-wide movement for the eradication of illiteracy.

Association Expands Workers' Education Project

IAEA has extended its Workers' Education Project to Calcutta. Four centres has been opened at various working class areas of Calcutta. These centres are being run under the supervision of Shri Bhajan Das Gupta.

Four more centres are to be shortly started in Uttar Pradesh.

The Workers' Education Project is being run by a Standing Committee set-up by the Association. The Committee consists of Shri V.S. Mathur (Convenor), Shri Kashinath Pandey, M.P., Shri Bagaram Tulpule, Shri S.N. Ranade, Principal, Delhi School of Social Work and Shri S.C. Dutta.

Under this project, a monthly Hindi Magazine in simple language is brought out. It is called "Kamgar Shiksha". Pamphlets for the benefit of industrial workers are also being brought out. A pamphlet on "Collective Bargaining" has been published. Another on "Trade Union Laws" is in the Press. An English pamphlet on "Workers' Education Abroad" is also in the Press.

Vidya Bhawan Celebrates International Cooperation Year

The world of International Cooperation swung into action in Udaipur (Rajasthan) from June 12 to 14, in observance of the Celebration of the International Cooperation Year 1965 under the auspices of Vidya Bhawan Social Education Organisers' Training Centre. An exhibition was organised on the occasion and a wide publicity was given to the multifold activities of the United Nations Agencies its aims and objectives. Japan, West Germany, Netherland, U.K. and U.S.A. sent their exhibits to the exhibition. Though exhibition the aims and objectives of the United Nations were brought close to the public eye who come in large number to see the exhibition. The above observance was a part of the programme outlined by the Indian Adult Education Association to observe International Cooperation Year and a specific programme was prepared for Social Education Centres throughout India to be observed in the month of June.

Correspondence Instruction And Educational Planning*

N.K. Pant and Asit Banerji

Introduction

THE introduction of Correspondence Courses by the University of Delhi in July 1962 is a novel experiment in the field of University education in India. One of the most fundamental problems that faces the Indian planners today is to choose those lines of human investments which, with the given investible resources, yield the maximum possible returns consistent with the development plans in other sectors. It would be both interesting and important to study the socio-economic implications of this new scheme on the basis of this criterion in the context of perspective planning.

India is a developing economy faced with the usual problems associated with economic development. Economic growth is fundamentally a function of the rate of capital accumulation, the rate of technical progress and the growth of population. However, the nature and the rate of growth experienced by each factor has to be commensurate with the nature and the rate of growth of the other two factors if the best results are to be achieved. Here we shall be concerned mainly with the *qualitative adjustments* of the third factor with reference to the changes in the first two. Economic development is usually accompanied by increasing capital accumulation and technical progress, and this usually requires corresponding modifications in the skill and quantity of the manpower of the country. If the changes in the latter are not in keeping with the changes in other two factors, there will develop an

inevitable shortage of manpower of the *required types*. This may prove to be a very serious bottleneck in the whole process of development.* Kaldor, while explaining the mutual interaction of the three fundamental forces observes that** "the speed with which a society can "absorb" capital depends on its technical dynamism, its ability to invent and introduce new techniques of production. A society where technical change and *adaptation* proceeds slowly.... is necessarily one where the rate of capital accumulation is small. The converse of this proposition is also true....." Thus 'labour' which has to be co-ordinated with 'capital' to produce the final product has not only to be adequate in quantity but also in quality. The solution of the latter part of the problem predominantly pertains to the field of educational planning. Contradictions between the progressive changes in the mode of production and the inherently sluggish character of the super-structure of organisation and management of the economy, of political organisation, of moral and psychological attitudes, of conservative habits, etc., can be visualised to be culminating into socio-political upheavals. However, whether such contradictions can be avoided or at least deferred by an attempt to change the 'super-structure' with reference to the changes in the productive forces and modes of production is an important issue. In the context of economic development, which inevitably accompanies most fundamental social transformations, education has to satisfy both the qualitative

as well as the quantitative requirements of training the manpower not only to accelerate the pace of economic growth but also to smoothen out the process as a whole. What promise does the scheme of correspondence instruction hold in this configuration of socio-economic circumstances? An answer to this question must involve an analysis of the various aspects of this scheme.

Let us start with the **cost-aspect of the correspondence instruction** first. Assuming everything else remaining the same, any investment project that shows some cost-advantages over the other alternative lines of investment of the same kind deserves to be commended. It is reasonable to argue that the cost incurred per student is much less in the case of correspondence instruction as compared to the formal type of college education. It is mainly so because in this case the whole establishment with its administrative and academic staff and other equipment can be viewed as mainly an investment in fixed capital. More or less, it remains constant in magnitude even when the number of students and thence the particular type of educational output, is increasing. For example, in this case once a lesson has been prepared and duly edited, it can be sent to as many students as there are on the rolls. The increasing number of students only involves printing of a large number of lessons and more persons for correcting the response-sheets of the same. None of these operations would require any significant proportional increase in the total expenditure relative to the increase in the number of students. At the same time with a more intensive use of the fixed

* Shri Pant and Shri Banerji are Associate Director, Directorate of Correspondence Courses, University of Delhi.

** Economic Journal: A Model of Economic growth by Kaldor; December 1957.

equipment, the costs per student are likely to show a gradual downward trend till the exploitation of the fixed equipment reaches the optimum level. This tendency of falling costs would become even more spectacular as the scheme expands towards its final shape with even heavier investments in fixed capital (e.g. a post office, a library, a printing press, a broadcasting unit and so on). On the other hand the cost per student in case of college education are much higher and tend to remain almost at the same level when the system expands. A regular college has to grow in all its aspects—building, administrative staff, academic staff, furniture etc.—with an increase in the number of students so that costs grow almost proportionately to the number of students. At the same time, in a similar situation, we can think of some sort of increasing returns to scale coming into play in the case of correspondence instruction. The greater economies can be effected through better and more efficient administration of the courses and by working in closer cooperation with the universities and various other industrial and academic institutes resulting in the sharing and fuller economic utilisation of the available resources (like laboratories, staff, etc.) to the mutual benefit of the both. This will lead to further reductions in the cost per student.

An important kind of economy resulting from correspondence study is the avoiding of the loss of earnings during the period of study which is inevitable in case of college education. Sir Roy Harrod, in his presidential address to the Royal Economic Society (1963) pointed out that the most inhibiting factor in the progress of the underdeveloped countries is the maximum rate at which cadres of efficient qualified personnel can be increased. A very important aspect of the problem is that of increasing cost of training labour eating into the savings of the economy and thus making an unaided take-off

almost impossible. It is easy to see in this context the wide socio-economic implications of the cheapening of education which results from correspondence education. Further it takes us a long way in making us reach our avowed goal of universalisation of education, which is rightly a social imperative.

A rather interesting economic implication seems to follow this tendency of falling costs per student. A well-known criticism against investments in non-material projects like, health, education is that such investments while immediately generate incomes, do not engender a corresponding increases in material output and hence result in aggravating the inflationary tendencies which are usually present in a developing economy. In our case, however, the falling total costs per student automatically go to increase the ability of a student to defray a large portion of the total cost per student assuming that he does not reduce his payment of educational due with the fall in costs. (More than 80% of students of the correspondence courses of Delhi University are employed persons and pay for their education from their earnings.) To the extent this really happens we can look at it as a sort of machinism that makes for the generation of increasing amounts of "savings" to match "investments" to a very substantial extent. What is more, this would be a case of the 'labour' of the country ploughing back a part of its earnings in self-improvement and thus adding qualitatively to the human resources of the country! However, this type of analysis would further suggest that measures should be taken to reduce the total cost per student to the minimum and at the same time increase the portion of the unit-cost defrayed by the individual to the maximum within the feasible limits. This policy, if at all adopted, should be implemented without countering the aims of universalisation of education.

As is evident from the cost structure of the scheme, **correspondence courses are most suitable for undertaking education on a mass scale.** For this method of instruction is economical only when undertaken on a mass scale. In a country like India where the gap between the demand for and supply of suitable educated personnel is incredibly large, this method of mass-education is of tremendous value. This gap, it is evident, will increase rather than decrease in the near future. (It is estimated that if the number of university students in India continues to increase at the existing rate (i.e., over 50,000 per year), university enrolment will increase from 9,00,000 in 1959-60 to about 1300,000 in 1965-66.) In such contexts "quantity" becomes the first necessity—and if the need arises, it may have to be achieved even at the cost of a slight deterioration in quality. Somewhat similar had been the attitude of the Soviet planners when they were facing almost a parallel situation in the immediate post-revolution period. To meet the acute shortage of educated personnel of various categories, education was undertaken on a mass-scale with significant fall in the standards, to begin with. It is significant to note that the Soviet Union has been producing a very substantial number of its technical manpower through correspondence instruction. With increasing industrialization there is bound to arise an acute scarcity of middle technicians who are to handle the machines. At this level, the quality of the technicians who are to do some simple type of repetitive work is not very important. It would be advisable, therefore, to produce five technicians of somewhat poorer quality than to produce only one perfect technician within the limits provided by time, investible resources etc. For it is always better to have all machines at your command not-so-well managed than to have one of them perfectly managed with the others lying idle. Thus, we

can definitely mark out certain levels of education where a little deterioration in standards is more than made up by corresponding increase in quantity and the consequent economies in costs. It may be emphasized however, that what has been said above basically pertains to a situation of expediency and it should not be taken to be an argument disparaging improvements in the quality of education.

A section of the intelligentsia has expressed the feeling that **education through correspondence will lead to a fall in the standards of education** as this would enable students of a very low calibre to enter university. No doubt this argument may have some validity. But does not this argument apply to other lines of expansion, say, the opening of new colleges? Is it not a fact that these expansions inevitably allow students of a very low calibre to enter the University? Would not this lead to an acute shortage of teachers in the colleges which will be manifesting itself in a gradual deterioration in the standards of the teaching staff? Do not these factors lead to a fall in education standards? An analysis of the students getting admission to the first year would show that a very substantial proportion of the students in the correspondence courses is superior in maturity and responsiveness to those in the colleges. Further a very substantial number in the former group are earning their own money and hence being aware of the worth of the money they are spending are likely to be more careful and less indifferent about their studies. This group of students—as compared with those who enter colleges as a stop-gap arrangement before entering the jobs—are likely to show better results in the examinations. Finally by having the same syllabi and examination as for regular courses it is possible to ensure adequate standards in the correspondence courses.

There are some **disadvantages**

of this method of instruction. The biggest of these is said to be loss of 'campus life' and 'personal contact.' In case of Indian universities and colleges, however, this cannot be an important criticism. An average student of an Indian university hardly enjoys any of the two benefits of the university life. The 'campus life' in many colleges is almost non-existent. The most perceptible loss for the correspondence student is that of class lectures for which written lessons are substituted accompanied by periodical personal contact programmes. How much does a student lose this way is a debatable issue. The correspondence study lacks group motivation and is definitely a hard method which makes certain demands on the student. It is also true that all correspondence students do not develop equally and some fall by the wayside because they cannot or will not exert the necessary effort. But those who complete a correspondence study course in a satisfactory way can be said to have made some gain in developing the qualities of self-reliance, resourcefulness, initiative, persistence, concentration and thoroughness as well as in clear presentation and self-expression.

However, much of the 'hardness' can be overcome by effective use of modern tools of communication, like film strips, slides, tape-recording, records, television, radio etc. The personal contact programmes, week-end contacts, resident tutors, etc. are other important devices used very effectively to reduce the defects of the correspondence instruction.

Perhaps no tenet of education is more widely held than that **education must be centred in the individual.** It is apparent that what is needed is an educational device which is sufficiently flexible to provide simultaneously for individualisation in terms of student's ability, a large variety of course offered and adjustments to time and space.

The correspondence study can do so. It can be adjusted to varied levels of ability or background, can present practically an unlimited variety of subject matter and permits study at any hour or at any place. No other educational procedure yet devised begins to approach this degree of flexibility.

This all round flexibility of the scheme has some very important socio-economic implications. For example, a certain young man of seventeen years may be capable of availing himself of a particular educational opportunity but another person could do so only after he is forty years old because of various reasons, like lack of money, absence of opportunity or apathy to learn in his younger days. But even though the latter attains the ability to receive education with a time lag of twenty three years, we can place both the students at par in our scheme even though time separates them rather widely. We are, thus in effect, having a mechanism which equates abilities to avail of an opportunity *over time*. Thus the human resources are being improved whenever they are acquiring the ability to improve. The fact that these did not respond to a particular space-time conjunction, does not hinder the opportunity for improvement. This makes for the recovery of talent which is likely to be wasted in the absence of such an opportunity. In addition to this, the scope for bringing in some of the far-reaching changes in the educational pattern is facilitated on account of the immense flexibility that this method offers.

Keeping in view the fact that the correspondence method of instruction is characterised by flexibility over time and space in multifarious directions (like cost, quality, quantity, individualisation of education etc.), it would be interesting to reflect over some of the policy implications. What organisational and other changes can be brought about such that the educational facilities get

distributed more uniformly and equitably throughout the country? How far would the conversion of this scheme into a National Scheme (and its consequent detachment from the universities) with its units dispersed all over the country in proportion to the emerging needs, go to meet our requirements? Would not such a policy, if accepted, go a long way to rid the universities of the eternal problem of overcrowding and at the same time offering sufficient autonomy to the new scheme to effect some most radical changes, at certain levels of education commensurate with the overall direction of change in the contemporary socio-economic set up? We think, it would be of some use to delve deeper in these directions.

The more important question from the point of view of planning is, however, a different one. Is the particular type of output produced in the said line of production consistent with the present and probable trends of socio-economic development? If not, what modifications are to be made in the present set up and in what way should the future expansion of the scheme be planned such that it answers the social needs adequately?

In the context of planning, the effects of growth of a given line of production on various other branches and economic regions must be investigated most accurately over a long range. The choice of direction of production is decided in a planned economy by the consideration of assuring the optimum economic growth and proportionality of economic development. The *criterion* of choice in such case between the different lines of production should have the relation P:T (P-Social use value of selected line of production. T-the social cost involved). Hence primarily it would be necessary to stimulate the production of those things for which the above relation is the highest. It is not a question here of the

degree of usefulness to individuals which has a subjective character and cannot be measured or compared but of the social utility estimated from the view point of the interests of the society. The choice of direction of production in the long range is to be arrived at on the basis of perspective plans of the national economy. Educational investment has a predominant role in the improvement of the existing stock of manpower in its various aspects and thus helps its co-ordination with the other resources of the country in the process of social-production. From the most pragmatic stand-point, education can be seen to be bringing about two kinds of changes in the existing stock of manpower. Firstly, education brings about suitable modifications in it commensurate with the rates of capital accumulation and technical progress through education of a specialised nature such as technical, vocational, etc. Secondly it makes for a national awakening resulting in a better understanding and appreciation of the outstanding problems and achievements of the growing national economy through mass education of a more general and simpler type.

At present, we are mainly concerned with the second of the two effects as the course which is conducted through the correspondence method in our country is first degree course. The University of Delhi has instituted, as a pilot project, Correspondence Courses for B.A. only. It falls in the category of the generalised and simple type. However, one has to observe rather disappointingly that this type of education does not go very far in satisfying social needs and, therefore, calls for some radical changes in it. The B.A. (Pass) course is essentially an elementary university course and is not thought to be a preparation for any specialised study at higher stages. Therefore, it is desirable that at such levels education should acquire a predominantly practical bias and

that all unnecessary theoretical and other details be weeded out. In a state of transition, education has to answer the needs of the society by making its members understand and appreciate the changing world around them. To be useful, therefore, the whole educational set up must respond to the emerging situation by changing itself both in form and content. Would it not be better, for example, to devise some compact outline courses with a predominant practical bias in say, sociology, history, or economics so as to bring home to the student the basic facts and principles of social change to enable him to understand the aetiology of the present events in the correct perspective rather than to stuff his brain with some obscure, unassimilated pieces of theoretical details of remote significance. Such changes in the curriculum are necessary in all directions and they can be easily achieved through correspondence courses which, on account of its flexibility in various aspects, can be more easily moulded in the desired way and can more easily be pulled out of the usual beaten track.

As regards the problem of expansion we should be careful enough not to undertake any such course of study which is not easily manageable through our method of instruction and to be sure of expanding in such directions as are socially most desirable within the set limits. Educational facilities available in our country are by and large inconsistent with the needs of our society which is in the state of transition. An idea of this imbalance in the educational system can be had by analysing the seemingly paradoxical situation of the simultaneous existence of both scarcity and unemployment of skilled labour. A study of the unemployment structure would show that though skilled labour is available, its skill is not of the desired type. Thus a sound estimate of the educational needs of the

(Continued on page 13)

Adult Education & Economic Development

Comments on Draft Working Paper

The Indian Adult Education Association will be holding its National Seminar on "Adult Education and Economic Development" in Bhopal in October-November this year. In the June issue of the Journal, the Draft Working Paper was published for comments. We have received a number of comments, some of which we are publishing here.

Dr. C.S. Patel, Vice-Chancellor, M.S. University of Baroda.

Adult Education has been defined in the paper very broadly and inclusively. This is well, for it takes in the whole gamut of knowledge, skills, competencies and values in its stride. It is rightly said that Adult Education furnishes an educational base for problem-solving and economic development—no doubt problem-solving of the biggest magnitude. There is no doubt the process of economic development have social and cultural aspects which are relevant to programme of Adult Education. It is, therefore, welcome that the Seminar would be focusing its attention on this aspect.

The Seminar paper rightly cuts across the different ideological emphases in the matter of economic development and tries to focuss attention on the organisational process in which human factor plays an important part.

The Seminar while discussing the theoretical aspects incisively and objectively should come out with concrete suggestions for a practical and meaningful programme of Adult Education. Many failures in economic endeavour can be traced to failure in planning and organisation where human behaviour matters. Adult Education should be geared to reduce such human failures. It is a happy augury that a realistic relationship is being attempted between Adult Education and Economic Development through the deliberations of the Seminar. This is the best aspect of the Seminar in my opinion.

Shri Hiranmay Banerjee, Vice-Chancellor, Rabindra Bharati University.

The draft rightly places emphasis on economic development. In the present context however, I feel that the programme should include some orientation in our Constitution and the ideals behind it as part of the adult education programme. This will infuse enthusiasm in the activities of the trainees and give them direction and purpose.

Prof. Samuel Mathai, Vice-Chancellor, University of Kerala.

I have nothing specific to say about the Working Paper, although some of the expressions used in the proposed answers to your own questions seem to me somewhat sentimental and that there is n't sufficient recognition of virtually a rebellion on the part of

the workers against the social order as a whole. It seems to me that, under present trade union influences, workers will not contribute significantly to economic development. The recent Ordinances by which all enterprises have to give bonus even if they make no profit seems to me only to indicate that the worker is only concerned with his emoluments and not whether the enterprises in the country are worked on a sound economic basis. I know of a number of industrial establishments whose productivity is well below world standards because of the lack of co-operation by workers. Very naturally, people working in offices, universities and colleges are dissatisfied in a situation where their wages are extremely low and they have very little opportunity to improve their economic condition. When industries which do not make a profit are forced to make payments far beyond what other workers in offices, etc., get, it really means that the taxpayer is being compelled to subsidize industry, and there is a certain amount of social injustice involved in all this.

But all this may not seem very relevant to the Seminar which you are proposing. I have mentioned these because it seems to me that the problem of the education of the adult in India is not merely that of imparting knowledge and skills but of creating a mental discipline in which self-interest can be balanced with concern for the welfare of the country as a whole.

Dr. A.V. Rao, Vice-Chancellor, University of Lucknow.

Recent analysis has brought out the distinctive role of the human factor in the economic development of the industrial countries. India has the advantage of large human potential. However, what counts most for economic development is not the number of men, but their qualities, skills, attitudes and values. The economic value of education is being increasingly realised in this context but the long gestation period that investment in education involve easily provides an excuse for the limited allotment of funds in our Plans. Investment in adult education is more directly and immediately remunerative and deserves priority on this score.

The content and scope of adult education has to be different from those of general education both because the group for which it is meant has somewhat different learning capacity and a more direct

and immediate responsibility for the self, the family and the economy. Where education begins at relatively advanced ages, it should exploit more the intelligence and maturity of the individuals rather than their memory and should be less formal and more practical, geared to the economic and cultural needs of the individual and the community. A study may be also made of psychological factors concerning work and economic development etc.

The need for vocational bias of adult education has already been emphasized. This is generally taken to imply relatively greater attention to technical training in arts and crafts which would increase the working efficiency and earnings of individuals. What is however, not so commonly recognised is the more complicated nature of business responsibility of workers in a developing economy compared with their counterparts in industrialised countries. Over three-fourths of workers in the former group are self employed while 80% or more in the latter are employees. The latter are just responsible for routine jobs, to be performed according to given specifications and directions issued by the managers and directors; the former, on the other hand, are themselves responsible for all major business decisions. This requires vocational education in India to be more broad-based than in advanced countries.

Firstly, it should, as is commonly recognised, provide for technical training in the particular professions of the individuals. This would require for the vast mass of agriculturists, facilities for elementary education in soil chemistry, crop rotations, balanced inputs, techniques of cultivation, crop protection devices etc. Similarly, training facilities would have to be organised for persons engaged in various crafts and professions.

Secondly, there should be facilities for adequate information and training in methods of business organisation, finance and marketing. In so far as cooperative methods are likely to be more efficient than individual ownership and management, there is need for education in the principles and practice of cooperation.

Thirdly, since individual or cooperative business units have to function as parts of planning machinery, there is need to inform them about the objectives, problems and methods of planning in the country. This would require apprising them of the major problems both in the national and the international setting.

Fourthly, there is also the need for social education on a mass scale initiating the people into the value and attitudes considered the most desirable for the country and telling them of their responsibilities in such important fields as health and hygiene, family planning and community services and cooperation.

Fifthly, it is necessary to realise that audio-visual methods can be but imperfect substitutes for educa-

tion through self-reading and writing. Hence, the need for appropriate emphasis on literacy, developing among the people capacity for reading and writing.

Finally, since adult education has to be directly geared to the developmental activity of the nation, there is need to coordinate it with the activities of various development departments. This is necessary to avoid any conflict between the methods learnt in the process of adult education and the instructions imparted by the development officers. In fact, it may be desirable to associate them in the planning and implementation of some of the adult education programmes. For the regular literacy work we may mobilise the services of fresh graduates and matriculates by making their participation in adult literacy programmes a necessary condition of their eligibility for diplomas.

In view of this close relationship between adult education and economic development a seminar on the subject would be very welcome. The issues raised in the working paper are quite comprehensive and laid down systematically.

The statement under question number 1 does not require any comment. The classifications given in question 2 is only illustrative. But it can serve well the purpose of focussing attention on the various requirements. In question 3 the point may be emphasized that there is a lag in the implementation of our plans which can be bridged to considerable extent by adult education, which may release forces making for people's participation in implementing various projects, particularly in regard to community development. A specific point that may be discussed under question number 4 is the poor quality of the human factor and the extent to which adult education may help in removing this bottleneck. In question 5, another way of looking at the human factor from the viewpoint of input is the 'stock' i.e., years of training and education behind a worker. Hence steps and measures may be considered under question number 6 for increasing the 'stock' together with its grade. Programmes beginning with children take a long period for such 'stock' to be available. Programme for adults to increase the 'stock' of required grade would reduce the gestation period as their input will be available directly and in many cases without withdrawing them from the labour force. It would therefore, be very pertinent to discuss the methods as envisaged in question number 7 for achieving this result. Just as the programmes under T.W.I. have to be strengthened in the organised industrial sector, similar programmes have to be envisaged on a broader basis for the other sectors as well. In these latter, the worker organised his own business. Hence he has to be educated not only in regard to the skills in narrow sense that may improve his efficiency but even more with regard to the marketing and organisation of his business together with its economics and with particular emphasis on the cooperative way. An important

issue under this would be that if programme of adult education have to be launched on a larger scale for speedy economic development how these can be financed and organised. The specific role of the central, state and local governments (as well as of private agencies and education institutions including universities and colleges should be spelled out so that blue prints for action could be prepared.

Shri S.B. Adaval, Head of the Department of Education, University of Allahabad.

I. With the adoption of a varied programme under the heading of Social Education, Adult Education should imply a broader concept and hence reject the narrow idea of educating illiterate adults only; rather, it should connote an education meant for both literate and illiterate adults. In this sense the 'human factor' will have the real significance, as today we want to educate a whole man, to humanize an individual.

II. Among the objectives it should also be added, "to raise economic efficiency" of the adults.

III. In fact like other types of education adult education should be in consonance with the necessities and requirements of the changing society and the persons constituting that society. Hence a varied programme is essential to meet the challenges of the time and the individual as well.

IV. For this purpose the environment will have to be changed so as to make people realise the need of making progress themselves. Before any programme of improving the level of living can be successful, it is necessary that ample means and resources are made available easily to the people to make such an increase. Hence the measures adopted should be such that yield economic gain. For this purpose a programme of extra work on leave days, holidays and spare time should be provided. This can be done easily by employing people, by giving industrial training with remuneration, by imparting polytechnical knowledge with good stipends and further by starting workshops, industrial centres, and other fruitful undertakings by the community without depending on the governmental help. In doing so humanitarian dealings should be kept in view otherwise it shall be money-making business and not education.

V. Poverty is really a great hurdle. Besides, in the rural areas and in the backward areas of the cities also, there is a need to provide means of entertainment, recreation, and other such activities that give opportunities of social interaction and familiarisation between people. It can be done in two ways by industrialisation and provision of facilities by the industrial concerns. The change in attitude is also necessary to make adult education progressive.

VI. This programme seems to have an industrial, agricultural and vocational bias. It seems Adult Education is identical with work-education, which I think is not the reality.

VII. Q. 5 and Q. 6 deal with psychological

aspects of the adults. If 'Apptitude' study of the adults be made, it will be more helpful in finding out suitable jobs for the adults. Some moral education should be imparted together with human factor. Morality has an influence on economic development. Study of 'feeling aspect' is to be made along with the human factor.

Dr. M. M. Sinha, Professor and Head of the Department of Psychology, Banaras Hindu University.

Kindly include the following within the NOTES given under Q. 6, II, page 4 of the said paper:

"The problems relating to ensuring of optimum mental health of the adult should receive adequate consideration. For, in any programme of adult education, an essential pre-requisite should be to train the individuals effectively so as to provide emotional stability, intellectual sharing and professional efficiency of the members of society.

A well-adjusted personality is an emergent phenomenon and therefore the determinants that tend to regulate its development should be studied with greater detail. These determinants are: (i) Physical, (ii) Developmental and motivational, (iii) Psychological, (iv) Environmental, and (v) Cultural, including religion.

To know what these determinants are and how they function in ensuring good mental health is a pre-condition for understanding the process by which the adult leaders are enabled to shoulder responsibilities in an well-adjusted fashion, since adjustment emerges out of the relations between these determinants and the demands of the requirement imposed of the individual."

Social Education Officer, Bombay City Social Education Committee.

So far as the draft working paper of the Seminar is concerned, we have no comments to offer except that, if time permits, a suggestion may be included in the draft working paper to enable the Seminar to consider the question of setting up a National Council of Adult Education for the whole country to plan and execute successfully Pilot Project Schemes to be taken up in various rural and urban areas in order to implement intensive programme of Adult Education. Such a council may consist of members representing the Planning Commission, Finance Ministry, State Adult Education Councils, State Education Ministers, Industrialists and prominent social parties in the country. It should guide the agencies in the country engaged in the field of Adult Education, co-ordinate their efforts and help them to enhance their activities.

Shri Ravindra Kumar, Principal, Panchayati Raj Training Centre, Faizabad.

The Human factor, as it is called has to play a vital role in production. A progressive farmer can turn even a bad land into a fertile land while an ignorant farmer can make a mess of the best

resources at his disposal. You have therefore concluded that the man behind the plough or machine has to be prepared and Adult Education has to do this job.

But then other factors effect production. These can be classified as psychological and are :

- (1) Cultural content.
- (2) A climate of hope and dogged determination.
- (3) Sociological factors.

Adult Education should therefore play its role in creating the above conditions. How can Adult Education fulfil its job, should form the basis of discussions in Seminar. Human factor, can not be taken in isolation. It has to be determined by the three above conditions to a very great extent.

Adult Education and Economic Development

It is upto certain limit that we can direct the Educational process towards economic end. It has other goals which can not be lost sight of, while pressing for economic achievements. Man does not live by bread alone. He has higher objectives in life which he cares to pursue. Adult Education has to help the adult in his striving to achieve his social, cultural and spritual aims. Adult Education or any other Education devoid of such ideals would be no education at all.

Adult Education : Meaning & Scope

Adult Education should be properly distinguished from adult literacy, professional education etc. It is wrong to say that Adult Education is more akin to Professional Education. Adult Education is much broader in its scope. Adult Education has to take in its scope all the aspirations and inspirations of adult life. It has to train adults in proper use of leisure. It has to start as soon as one enters the adult life and continues till he reaches the grave. Thus it cannot be confined to education in class room. It has to be spread over the entire life of man while walking, talking, working, reading, sleeping or doing any other job.

Principal, Panchayati Raj Training Centre, Gulbarga (C. Rly.).

In my opinion the draft working paper is analytical, and very carefully and systemetically prepared, keeping in view the various aspects of the subject.

I hope this working paper will go a long way in guiding the discussions of the Seminar on right lines and also in arriving at proper solutions to the practical problems in raising the economic level of the common man, who is the ultimate goal of our Five Year Plans.

Workshops, Refresher Courses, Summer schools etc., for various job workers may help them to raise efficiency and skill in their work, and thus ultimately result in improving their economic status.

Shri Ganpati Singh, Principal, Panchayati Raj Training Centre, Lachman Bagh, Faridabad (Gurgaon).

The whole approach seems academic. It should

be made as realistic as possible based on statistical data and supported by experience in both the fields of Adult Education and Economic Development. To deal with this most significant subject in a stereotyped and vague way, is only waste of time and money.

Adult means not only an ignorant, illiterate or semi-literate, unskilled person, but should cover all the adults in the country. The whole adult population needs orientation. 'Man' must remain the ultimate goal, and removal of poverty the immediate objective. So-called educated adults are money minded and they need more orientation towards democratic socialism than ignorant adults who are unsophisticated.

Five Year Plans may be discussed in a general way. Adult Education should be related to each process of Economic Development. All classes of adult such as peasants, labourers, teachers and Government employees may be educated in democratic socialism and secularism. Generally Indian adult is individualistic by nature. Cooperative spirit and collective approach to economic problems are our basic necessities. It should be emphasised that every adult however underprivileged poor and ignorant he/she may be should feel confident that he/she can contribute something positive in his/her humble way according to his/her capacity towards economic development. Philosophy of prosperity through cooperation should be given.

The problems of underprivileged and weaker sections such as Scheduled Castes and women be discussed separately. Family planning is also a delicate subject to be dealt with keeping the cultural and religious traditions into view.

Planning must take felt-needs of common people into consideration. Plan should come from below and not be imposed from above. Adult Education's greatest achievement is in creating plan consciousness among adults who will be enlightened to plan for their better future both individually and collectively. They can be organised for planning round the principle of self-help. To look too much to Government is suicidal.

The biggest bottle-neck in economic development is the *paper approach* of the planners. People should be fully consulted and all problems thoroughly discussed with them. Economic development in a planned way is only possible when people accept the plan as their own. Let the people commit to planning voluntarily and willingly. Other things will follow. The Seminar must discuss this psychological approach to economic development through adult education.

It may be made quite clear as to which are the agencies to take this baffling task of adult education i.e. how far and in what proportion the Government and other agencies will take up the responsibilities and in what are the areas in which the voluntary

organisations should operate? Whose responsibility will it be to mobilise and to train social workers and instructors for this task? Panchayati Raj Training Centres, Universities, Government servants during holidays, mobile Government Cinema and exhibition vans and libraries can contribute much towards this end.

The Seminar has the deepest significance in the context of economic development which is making rich richer and is disintegrating our basic cultural and social values which have been our richest heritage. *Poverty must go but man must remain.* In the mad race of money-making one forgets human relations based on mutual love and mutual respect. Adult Education should enlighten man to fight against poverty and for true happiness.

Shri Mansoor Ali, Lecturer, University of Roorkee, Roorkee.

In my humble opinion we can also discuss "Significance of Adult Education in Democratic Planning."

Principal, Refresher Training Centre, Ollukkara.

I may suggest that since Rural Industries and Agriculture constitute the mainstay of rural economy it may be worthwhile including a question relating to adult education and these two items especially in the cooperative sector which in the long run should replace private sector in our mixed economy. Adult Education and Capital formation may also come in for discussion. The role of Community Develop-

ment Programme in the economic development may also be underlined.

Shri Mahesh Chand, 378/163, Mumfordgunj, Allahabad-2.

It is the adults who play the role of worker, white-collar staff, organiser and entrepreneur.

Adults in these fields should be educated about Planning, objectives of development, sectoral activities, plan formulation and execution. They must be made aware of limitations and impediments as also about the best examples of adults in different walks of economic life—preferably from among agriculturists, cooperators, workers, ministerial staff and teachers. Adults must be made aware of new developments.

And I should think that Q. No. 4, 5, 6 & 7 are the 4 questions on which discussion may be confined.

As a background event you may arrange a talk on topic mentioned under Q. Nos. 1, 2 and 3. There is little to *discuss* there by adult education participants. Alternatively you may circulate handy copies of the Fourth Five Year Plan to inform participants on Q. Nos. 1, 2, and 3. It should also be possible to get from Planning Commission some book or publication indicating how plans are *made*, conceived, formulated and executed.

If you have to retain Q. No. 3, let the title be "Stages of Planning" or "Planning and Execution of Plan" or "Formulation and execution of Plans."

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Training for Adult Education and Rural Development in Southern Italy

Mariella Tabellini*

SPECIALISTS in adult education and community development have long been familiar with the work of UNLA—Italy's National Union for the Struggle Against Illiteracy—and its Cultural Centres in the rural areas of southern Italy, but its activities are less well-known among the general public. UNLA has always considered literacy teaching a stepping stone to broader action in continuing education, embracing the cultural, professional and social fields. This calls for long term and increasingly complex programmes adapted to the changing needs of rural communities.

These needs are material, technical and social. In the effort to meet them the human factor is most important—in fact, it is basic. UNLA therefore devotes much of its endeavours to the training of potential leaders, especially educators, who offer their services to the Cultural Centres, mostly on a voluntary basis.

To prepare these leaders for the tasks of community development, education and training among the villagers, UNLA has sponsored a number of seminars and courses. And since 1963 it has had a very useful adjunct in the form of a residential training centre in Calabria, one of the areas where UNLA has been active for a long time. The centre was established with financial assistance from the Cassa per il Mezzogiorno—a government

agency created to assist in the development of southern Italy.

The Roggiano Centre

The residential centre is located at Roggiano Gravina, a fair-sized village in the interior of Calabria, which also serves as headquarters for one of UNLA's oldest cultural centres, for a vocational training school and an agricultural school.

Conditions in Roggiano reflect those of thousands of other villages in southern Italy. Illiteracy has practically disappeared from communities where cultural centres have been created, and a new educated class is growing up in these places. However, many social and economic problems remain and emigration deprives certain communities of some of their bright young citizens.

Trainees at the Roggiano centre are therefore ideally placed to study the problems common to southern rural communities, and to observe the results of a long term educational campaign.

Between May 1963, when the centre started operating, and November 1964, 36 courses of varying length have been held at Roggiano. These included 16 training sessions for group leaders in adult education; 12 courses for qualified teachers; 6 briefing sessions for officials from local councils or rural development agencies; and two special courses for foreigners.

In all, 730 people attended. The Italian participants—443 men and 239 women—came from 155 villages in southern regions—Calabria, Lucania, Apulia, the Abruzzi, Sicily and also Sardinia—while the 48 trainees from abroad were representatives of countries on all five continents.

Programmes varied according

to the nature of the tasks involved. The group leaders' course took up the basic tasks of adult education, teaching techniques (such as group instruction, audio-visual aids, artistic training and social and leisure time activities). Trainees also studied the problems facing rural youth in southern Italy—family relations, the status of women, related social and economic questions—and reviewed programmes and aims of the U.N. and its Specialized Agencies, and those of the European Economic Community.

Refresher courses or specialized sessions for qualified teachers included various aspects of adult education—literature, art and music instruction, community development, social research, foreign affairs and international understanding.

Briefing sessions for local officials emphasized problems involved in the economic and social development of southern Italy seen in the national, European and world context.

Finally, the courses for foreign trainees provided an opportunity for a group of Tunisian educators, and students from Asia, Africa and the Caribbean (who had been taking a course in social administration at the University of Swansea), to study the life of a rural community in the process of development.

All these programmes called for active participation on the part of the trainees, who were encouraged to organize group discussions and various social and educational activities involving initiative and responsibility.

Future Prospects

The long term effects of these
(Continued on page 14 Col. 3)

* While vice principal of the Residential Training Centre in Roggiano Gravina, Mariella Tabellini played an active part in UNLA's campaign in southern Italy. A former member of the Unesco Secretariat, she has carried out missions for the Organization in Cambodia and the Congo (Leopoldville). She is now in Haiti on an FAO mission.

Correspondence Instruction and Educational Planning

(Continued from page 6)

society can only be had by means of a thorough study of both the structure of unemployment and the demand for skilled labour emerging out of the various sectors of the economy. However, one rather obvious and very important need of our society is that of technical personnel to support the growing trends of industrialisation. The number of engineers and technicians in India in 1954 was 9 per million as contrasted to 260 per million in case of U.S.S.R. It has been estimated that in 1960-61 in our country the shortage has been of the order of 1800 engineering graduates and 8000 diploma-holders. One can safely assume, therefore, that any investment directed towards this is going to be of immense value to the society.

It has to be noted, however, that we cannot handle all kinds of technical education effectively. We will have to choose only those levels of technical education which pertain to students of sufficient maturity to be able to absorb instructions through correspondence and which require practical work of such nature and magnitude that can be managed by the available means with reasonable effectiveness.

The predominant characteristic of technical education is what may be called the 'double finality' of educational development for the individual and the acquisition by him of techniques and skill. The emphasis on the one or the other may vary from course to course, thus presenting an array of varieties out of which it should be easy to choose the most manageable ones. Technical education in India, is, broadly speaking, a four-tiered structure comprising post-graduate courses, first degree courses, diploma courses and vocational and industrial training. One has to be careful about

choosing the right course to be conducted through correspondence. Correspondence instruction can play a very significant role in promoting part-time courses in technical education which can go a long way in filling up the gap between the demand for and the supply of technical personnel of various categories. As against the present enrolment of over 100,000 students in full-time courses, the enrolment of part-time courses in recognised technical institution is hardly 1000-somewhat less than one per cent of all the engineering students. On account of the scarcity of middle technicians, industries and other organisations are leaning heavily on university graduates even for routine engineering activity. Graduates, however, should be used for other aspects of work, like design, research, management, etc. The chances of advancement for workers within an organisation are limited in spite of their actual practical experience. Their need is therefore, of adequate theoretical knowledge. The correspondence instruction may be of great use in filling up this gap. The inclusion of a certain kind of technical education within the compass of the correspondence courses will have two main advantages. Firstly, if these courses are run effectively, one can expect some significant savings in the cost of technical education without lowering standards. For if we can impart the theoretical education through correspondence and arrange for practical training in various regional centres in cooperation with various industrial organisation and technical institutes, the costs of land and its development for the establishment of the college, providing essential services, hostels, and other recurring expenditures will be avoided. There would be significant reductions in per

capita expenditure. Secondly, the potentiality of the correspondence instruction for mass education answers the acute scarcity of the middle technicians. In any plan for technical education one has to be very careful in setting targets so that technical personnel of varying skills are produced in the right proportions. It is an accepted fact that the demand for the middle technicians rises much faster than the demand for highly skilled engineers with the growth in industries. In our case the rather sluggish growth in the former kind of technical education has given rise to serious bottlenecks and has engendered an undue demand for university graduates even for the jobs manageable by persons of much lower skill. The correspondence method of instructions should be able to play an important role in training persons of some specified categories and hence will be answering a social need of tremendous value.

It is generally agreed that the education up to the higher secondary level can be taken to be an educational minimum for the society. In view of the fact that free education in the present circumstances might be unmanageable, it is of some value to estimate the possibilities of cheapening such education to the maximum extent.

According to some very rough estimates the average number of students per class at the higher secondary stage is about 9,25,000 whereas the number passing out of the middle stage is about 17,00,000 (assuming 70% success in examination). Thus there are about 7,75,000 who are not being absorbed into the higher stage. Even allowing for the fact that some of them are being absorbed into various occupations, it is obvious that a very substantial number of students

are denied education because of lack of opportunity. On the cost side of the picture it has been estimated that the average expenditure per higher secondary/high school is Rs. 40,000 per annum and the average expenditure per middle school is about Rs. 8600 per annum. Thus for two higher secondary schools we can open nine middle schools. In view of the fact that correspondence instruction are bound to be cheaper one obvious policy implication emerges out of this is to absorb higher school education into the scheme to the maximum possible extent and thereby release resources which can be used to increase the educational facilities at lower levels more than proportionately. The resulting increase in the demand for higher education can again be absorbed more cheaply and effectively through correspondence education.

The problem of 'optimum' expansion has to be understood again in the perspective of long-term educational planning. The optimum economic policy is determined by maximising the welfare function by means of available instruments, subject to the side conditions imposed. It should be our endeavour to constantly keep thinking in terms of a certain balance between the social marginal significance of the output produced and the social (marginal) opportunity cost. So long as the former exceeds the latter there is legitimate reason for expansion. Keeping in view the long term trends of growth in the economy, it can be conceived that at a certain level it might be both possible and desirable to shift over to more normal and better methods of education because of the increasing resourcefulness of the economy. In that case the social marginal significance of this method might fall. Further the type of education manageable through correspondence method might lose social significance relative to some newer needs emerging out of the changed socio-economic situations. This latter is a rather

improbable situation in view of the immense flexibility of this method of instruction which enables it to adapt itself to education of great variation. However, if the social marginal significance does decline, it should not be allowed to fall below the social opportunity cost unless some exceptional necessity is felt in this direction. Thus, the limits to its expansion in variety and size has to be determined with reference to a balance between the two factors.

A sound appraisal of the future of the scheme would necessitate investigations in various directions like (1) problems relating to dropout, non-start-students, responsiveness and such other aspects of the scheme (2) the cost involved per student and its comparison with costs per student in other forms of education (3) the possibilities of reducing the cost per student and increasing general efficiency (4) the limits of the students' capability of defraying a portion of the cost involved, a study of the income groups, elasticity of demand for particular types of education, etc. (5) a study of the unemployment structure of the educated population, the demand structure of the various sectors of the economy and an assessment of the educational bias needed for particular groups of students (6) a study of the social utility of expanding the scheme towards higher levels of education in comparison with an expansion at the same level but towards differing varieties (7) studying various methods to improve personal contact between teacher and student and provide group motivation by contact between students in one city or region. These are, but a few dimensions of the problem to be viewed in the perspective of long term educational planning. Economic choice and planning of any kind must consider the specific conditions of the socio-economic set up in the perspective of the relevant time horizon without in any way transcending the limits of feasibility.

(Continued from page 12)

courses can only be judged over a period of years. But the immediate results have confirmed the value of a training programme for adult educators in southern Italy. They have blazed a trail and indicated further stages, starting with a detailed study of local conditions.

In almost every case the appeal for initiative, personal action and group solidarity brought tangible results. The attitudes of the trainees evolved considerably during the courses, and this psychological reaction proved an extremely important factor in the success of the undertaking.

The centre has kept in touch with its former students and the positive effects of their work have been noted almost everywhere. Nearly all the graduates from Roggiano are actively engaged in some form of adult education work and are collaborating with the rural cultural centres. They have enlivened village life in many places by organizing local orchestras, sports teams, cultural circles and Unesco clubs.

Many of the younger people have taken up full-time teaching jobs, while others who have chosen different professions are also playing their part in the development of the south. Most of them have kept in touch with one another and these links between young men and women with similar interests and ideals have laid the foundations for broader social relations in village communities.

The Roggiano centre, therefore, has acted as a catalyst for educational and cultural development in the rural south. Educators have a pioneering role to play because the problems of southern Italy cannot be solved solely by land reform, investments and new social and technical institutions. The impetus must come from responsible and qualified citizens whose influence can bring about a will for change.

(Unesco Features)

University's Role In Adult Education

Resources of the University

THE modern university, it has been stressed, is a very special institution of immense value in a developing society. In fact, without the expertise of university trained personnel and faculties, progress in today's world is unthinkable.

In taking stock of the total resources to be found on a University campus, one is impressed by the scope of the studies, the quality of many of the teaching and research staff, and the faculties of libraries, and laboratories. There may be marked differences among universities but their bountiful resources are surely the envy of many expert involved in local and national development. These resources of higher education are—growing year by year with increased resources for teaching and research.

Attitudes to Community Service

A University is beset with many challenges, the primary one being to teach the student body in its under-graduate and graduate classes and to maintain a high standard of research. Today it is further challenged to serve the larger community outside its campus borders.

How does a university react to this new challenge? There may be three ways of looking at this invitation to community service :

- (a) The University ignores it, feeling that it is already fully committed without spreading its resources over a wider plane. It may even regard the alumni in the community as a finished product of the university, and as for the rest of the adult population, these men and women are really beyond the pale of higher education and cannot sufficiently benefit from it.
- (b) A second attitude might hold that the institution should

build a few bridges into the community, as government and private agencies are increasingly requesting assistance from teachers and research specialists. This class of university will even offer an occasional refresher course for professional personnel, and lecture series for the general public. By and large however, it still remains very much of an ivory tower university.

- (c) The third type of university, common in the West, in Australia and New Zealand, and in parts of tropical Africa and South America is one that accepts the challenge of the community to the best of its ability and resources. It argues that the University has the skills and knowledge which the community must have in order to move ahead. Instead of viewing Extension as a threat in diluting higher learning, this university realizes that continuing and adult education can, in fact, often stimulate the faculties through its experimental approach and in providing opportunities to teach classes of adults. Such a university does not draw a fine line between graduates and other sectors of the population who might benefit from higher education; in fact, it becomes increasingly interested in serving those who have not been given the opportunity, but who have the ability for higher education. Again this university is fully aware of its obligations to normal teaching and research but it discovers that, in providing some resources for community service, it is raising its prestige and often its ability to add to its present resources, including that of continuing education. In a developed country this fact has long been accepted; in a developing country

the need for it is in many ways even greater as total resources must be mustered in the tasks of development.

As far back as 1951, the Planning Commission associated itself in purpose with this third type of university. In Chapter VIII of the First Plan, entitled "Public Cooperation in National Development," the Planning Commission speaks of the unique contribution universities can make towards national development, by providing training for professional personnel who should be the "torch-bearers" in assisting with the formulation and carrying out of state and national policies. The Commission further observed that "the Universities can strengthen their position as agencies for public cooperation by establishing Extension Departments and by developing field work programmes as part of their training courses." This would help the nation immeasurably because "a wide spread understanding of the Plan is essential in its fulfilment.....An understanding of the priorities which govern the Plan will enable person to relate his or her role to the larger purposes of the nation as a whole."

Unique Role of Continuing Education in a University

Many agencies, public and private, are involved in the tasks of community betterment. Of these the government services loom largest. Among the various forces and services which influence the community, it is well to ask ourselves at the outset what is the unique role of the university. Is it really different from other institutions of adult education? Is there a danger that the university will duplicate the work of others? We submit that continuing university education differs from other forms and agencies in the following respects:

- (a) Consistent with its purpose,

the University can maintain a high level of teaching and research for men and women in many walks of life who wish to continue their education; hence the university sees itself as an institution that should tackle the *advanced and complex* rather than the elementary. It enjoys the added advantage of bringing more than one discipline to bear on the problems of further education for the community.

- (b) The approach in higher continuing education must be an *experimental* and flexible one. The University is more interested in undertaking, say a pilot study, than in perpetuating programmes which mass agencies are better able to conduct. Experiments can be placed under the educators and the social researcher's "microscope"; they can be carefully planned, executed, and continually evaluated. Such experiments are not only educationally useful to community agencies, but may also save much time and money for the agency benefitting from them.
- (c) The University prides itself on objectivity in enquiry and is regarded in this light by the community. Hence in its adult education activities it is in a unique position to set as a *catalytic agent* in stimulating individuals and agencies, including the university itself, to examine or adopt new approaches and programmes in education. It can do this because the university is an autonomous institution and has not axes of its own to grind. Its outlook is a dispassionate one.
- (d) The *professional leadership* of the country is a product of the university. In a developing society in particular, these are the men and women who to a large extent implement government policy and occupy front ranks in

public and private development. The findings of a village study, selected as a 1961 Census sample, underlines the enormous influence of the professional in rural India. This study describes in some detail what happened to the village of Begampur over a decade and draws this striking, if partly regrettable conclusion: ".....most of the changes in the social, economic and cultural structure of the village that have taken place are primarily due to the efforts of the various public or governmental agencies and the role of public or governmental agencies and the role of the villagers in bringing about these changes has been on that whole insignificant."

The University, having provided the basic or advanced education for professional persons in their earlier year, is now in a unique position to invite these men and women to return to the campus to discuss their problems and generally to broaden their horizons. What applies to the professional leader is equally true for a variety of *Community, state and national leaders*. If such persons confine their meetings to their own little circles only, the result is often a sharing of known experience without reaching for higher goals. This leadership, official and other, on which the nation so greatly depends, is of first importance for the university which can apply specific knowledge to everyday social and economic problems. *This responsibility of providing professional education and community leadership training we regard as the foremost role of the university in continuing education.*

- (e) Adult Education as a university field of teaching and research is a more recent innovation even in countries in the West where this subject of study was first undertaken.

Today we observe a number of North American and some European universities actively engaged in developing *adult education as a body of knowledge*. In doing so higher education draws heavily on the social sciences, and on philosophy, history and education. Here again the university can best teach and undertake research in a field that requires special facilities and an inter-disciplinary approach. Through these studies universities are producing what may be termed a new profession of adult educators who are applying themselves to the philosophy and methods of adult education and utilize many fields of university education in preparation for careers in teaching, research, and administration.

(From Draft plan for the
Rajasthan University)

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ADULT EDUCATION

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Adult Education Department in Varsities

Bhopal Conference's Appeal To Vice-Chancellors

The All India Conference on University Adult Education which ended its four-day session in Bhopal on July 8, called upon the universities in India to establish departments of adult education "with a comprehensive purpose in order that their services might reach as large a section of the adult population as possible."

THE Conference of Vice-Chancellors and their representatives was convened jointly by the Indian Adult Education Association and the Rajasthan University with financial assistance from the University Grants Commission. The Education Commission also cooperated in the organisation of this epoch-making Conference.

The President of the Association, Dr. M.S. Mehta, Vice-Chancellor, Rajasthan University presided.

The Conference decided to set up an organisation to be known as "the Indian Conference on University Adult Education" with the objective of "arousing the universities of India to the need of undertaking adult education work" and to persuade them to set up separate departments for the purpose.

The proposed organisation would also provide a "clearing House" for discussion and exchange of ideas and experience by universities at present con-

ducting extension programmes and would cooperate with the Inter-University Board and University Grants Commission for the promotion of university adult education.

A seven-man organising committee was set up for the purpose with Dr. M.S. Mehta as Chairman. Members of the Committee include Dr. C.D. Deshmukh, Shri H.M. Patel, Shri S.S. Bhandarkar and Shri J. P. Naik and Dr. Amrik Singh and Shri S.C. Dutta as its secretaries.

Another resolution urged the universities in India to assume an increasing role in adult education by making a determined effort to inspire the students and teachers to undertake adult education work, to eradicate illiteracy in the country within a specified period not exceeding ten years and to ensure conditions in which literacy thus gained would be sustained and profitably utilized.

Statement

The Conference also adopted a statement, incorporating the discussions that took place in the Conference on various aspects of the problems of the University Adult Education. (Please see Page 3 for the statement)

Concluding Function

The closing function of the Conference was addressed by the Madhya Pradesh Governor Mr. K.C. Reddy, who asked universities to chalk out programmes associating students and teachers with a countrywide campaign for wiping out illiteracy.

Dr. V.K.R.V. Rao, member of the Planning Commission, emphasised in his speech (read out on his behalf) that universities had a vital role to play in educating the masses.

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The Planning Commission, he said, had sought to give an important place to adult education in the fourth Plan.

Inauguration

The Conference was inaugurated on July 5 by the Chief Minister of Madhya Pradesh, Shri D.P. Mishra. Shri Mishra suggested that universities should exhort every new graduate to see that he took the responsibility for making at least 10 persons literate.

The Chief Minister estimated that if his proposal was accepted it would provide every year a force of nearly half a million graduates for the task of spreading adult education.

Mr Mishra said to foster civic knowledge among the people, not having formal education, was one of the main functions of adult education.

He said those passing out of universities should consider themselves indebted to society and discharge their debt by communicating the advantages of education to those who had been denied the opportunity.

Recalling the enthusiasm which existed in the 40's among graduates and undergraduates for carrying on the work of adult education, the Chief Minister made a fervent plea for fresh enthusiasm.

Dr. Mehta

In his presidential speech, Dr. Mohan Sinha Mehta stressed the need for a sound and wide-spread system of university adult education.

Dr. Mehta said the urgency for evolving such a system had become all the more necessary with a view to sustaining democracy which had been adopted by the country and also to accentuate the process of planned development.

Quoting Dr. Livingstone, he said that the problem of education "is a problem of adult education" and added that the major role of education was to assist in the growth of a civilisation of mature persons.

Dr. Mehta advocated an 11-point programme to make adult education cover an extensive area of human and educational requirements.

Dr. Gadgil

Earlier, Dr. N. V. Gadgil, Vice-Chancellor of Poona University welcoming the Chief Guest, Mr. D. P. Mishra, said that no democracy could function effectively unless education became an inheritance and made available at the door of the citizen. In the changed context, education had now

RURAL ADULT EDUCATION ADVISORY SERVICE IAEA'S NEW PROJECT

The Indian Adult Education Association has decided to organise Rural Adult Education Advisory Service to assist adult education agencies and workers in rural areas in their day to day field work. This work will be looked after by a committee with Shri R.R. Diwakar as Chairman. Shri Diwakar, former Minister of Information and Broadcasting is the Vice President of the Association and President of the Gandhi Smarak Nidhi.

This decision was taken at a meeting of the Executive Committee of the Association held on July 29, under the presidentship of Dr. Mohan Sinha Mehta.

NEHRU LITERACY FUND

The Executive Committee also decided to launch the collection drive of NEHRU LITERACY FUND on November 14, 1965. A special Souvenir will be brought out on the occasion. A committee consisting of Sarvshri J.C. Mathur, Sohan Singh and S.C. Dutta has been appointed to draft the appeal to be issued for the purpose.

UNIVERSITY ADULT EDUCATION

The Committee welcomed the formation of the Indian Conference on University Adult Education and authorised the use of Association's premises to locate the office of the ICUAE and also to provide secretarial assistance to it as requested by the Bhopal Conference.

Earlier the Executive Committee voted the Budget for the year 1965-66, amounting to Rs. 9,45,500/-.

Among those who attended the meeting were Shrimati Durgabai Deshmukh, Sarvshri A.R. Deshpande, Sohan Singh, J.C. Mathur, Saligram Pathik, Nikiram Gupta, and S.C. Dutta.

become a means for the progress of community and the advancement of the individual and therefore it was a national problem.

The Conference was attended by about a dozen Vice-Chancellors and 40 representatives of universities, U.G.C., Inter-University Board and the Education Commission. Prominent among them were Dr. N.V. Gadgil, Shri H.M. Patel, Shri K.G. Saiyidain, Dr. V.S. Jha, Dr. A.C. Joshi, Dr. Ram Behari, Dr. G.L. Datta, Sarvshri S.S. Bhandarkar, H.S. Kamath, P.P. Deo, M.P. Sharma, A.G. Pawar and Dr. B.D. Laroia.

ROLE OF UNIVERSITIES IN ADULT EDUCATION

The Conference on University Adult Education, adopted the following statement after four days deliberations :—

THE 20th century has brought out the significance of knowledge as the vital element to sustain, nourish and enforce the civilization of man. It has also put into relief the fact that an individual's capacity for knowledge lasts as long as his health and vigour last. In the first quarter of the century we learnt that learning can be life long. In the second quarter we realised that it must be life long. In this third quarter we see that our very survival depends on making learning life long.

The realisation of the close connection of knowledge with civilization and survival has opened up a new perspective to the institutions in society concerned with knowledge. Among these the universities are pre-eminent. The creation of knowledge and the dissemination of advanced knowledge have for centuries been the function of universities. The present time has only added a note of urgency to this function and has provoked a rethinking of the ways in which the university discharges its function. One result of the re-thinking has been to abolish the exclusive concern of universities with adolescence and youth. **If the times demand that learning has to be life-long the universities must reach out to the adults in the numerous roles they play in society to help them to perform them with greater knowledge i.e. with greater competence and vision.** After the world war II this new concept of the university has been accepted all the world over. *We call on the Indian Universities to acknowledge this with enthusiasm.*

If the modern age has brought out the new importance of knowledge, it has also added to its meaning. We see knowledge not as the esoteric possession of a scholar. We see it equally in the skill of the worker, in the competence of the manager, in the dream of the dreamer. And it is this knowledge in the fulness of its dimensions that modern universities have to purvey to men and women occupying various stations in life.

For a closer understanding of the *new tasks of our universities* we may examine their responsibilities for the education of adults in the context of a four-fold scheme of education—academic education, occupational education, education for social responsibility and liberal education.

Modern industrial society has come to accept academic adult education, mostly leading to a degree or diploma as in the academic education of youth, as a matter both of social justice and public interest. Evening classes and correspondence courses are ways of serving this purpose. And while it is desir-

able that young people, not already engaged in earning a livelihood, should attend regular colleges, it is also necessary to expand evening colleges and correspondence facilities to many times their present proportions. In fact we look forward to a time when Universities and Colleges will serve their communities round the clock and, because of the variegated needs of adults, explore new courses and new methods in the discharge of their functions.

What we have said with regard to academic education, applies to occupational education as well. In this area, the Universities will concern themselves mostly with the professions, including the new ones proliferated by industrial society. In this field, Universities have a threefold responsibility—to give men and women with lower qualifications in their professions an opportunity to achieve higher qualifications, to impart new competencies to them, and to keep them abreast of advancing knowledge and technology. Apart from evening classes and supervised correspondence study, the universities could avail themselves of other devices too, such as condensed courses, residential or non-residential week-end and short courses, summer institutes, conferences, seminars and workshops. We may, in this connection, remind the universities of their special obligation to the teaching profession.

Modern Society is a pluralistic society and men and women in such a society have no choice but to live with politics—politics at the local, regional and national levels. Added to this is our One World's imperative need for international understanding. If men have to live with politics, it is better they do it with understanding. For various reasons this task of educating men and groups to their social responsibility can not be left to the politician or political parties. The universities have here a responsibility which they cannot abdicate without peril to society and to themselves. Also, men and women in the universities, both teachers and students, should realise their personal obligation to the community which gives them their position, which is in some ways a privileged one, and must require the obligation by giving a part of their time to the amelioration of the lot of the less privileged sections of the community. They can do this in many ways—in carrying out surveys, training local leadership and taking up specific projects like the formation of cooperatives or running literacy classes.

Increasing specialisation, ever swelling organisations, are inherent characteristics of the present society. Unfortunately, these characteristics tend to uproot men physically and mentally and divide them

into groups kept apart by spaces of solitude. To restore the sense of wholeness to men and their groups, at least some of them should rise to heights from where they can see mankind as one species with a common destiny. This can best be achieved through liberal education which gives to men a picture of themselves and the world they live in, which has emerged through centuries of man's scientific and artistic endeavour. This endeavour is by and large the cherished possession of universities and it is the universities that have the primary responsibility to impart liberal education to at least the leaders in a society, where leadership is diffused and widespread. In both liberal education and the education for social responsibility, universities should promote and work through groups of congenial associates led by men whom they choose for the purpose. The university's responsibility is to catalyse the formation of groups, to train their leaders, to produce literature, films and other learning aids on subjects the groups choose to discuss.

In all the adult educational work of the university, which we have outlined above, it will work in close association with other organizations and institutions. Particularly is this true in vocational education, where it must create links of cooperation with business, industry and government. These links may even include the exchange of personnel to the mutual advantage of the universities.

Among the institutions with which the universities must cooperate, especially in such subjects as liberal and citizenship education, we should mention public

libraries, agencies of mass communication, the publishing trade, voluntary organisations and associations of their own alumni.

A university should create within itself an organisation which will not only possess competence in preparing educational programmes, but also have the skill and the resources for building bridges between the university and the various organisations mentioned above. This organisation within the university will be its Department of Adult Education or Extension.

In its turn it is the obligation of society to assist the universities in the discharge of their adult education responsibilities. We particularly mention government and industry and the educational authorities, such as the **University Grants Commission**. Not only must they place at the disposal of the universities the financial resources necessary for the work, but they must provide the needed facilities, study leave, loans etc.—to their personnel to enable them to avail themselves of the services the universities can render them. The Universities, meanwhile, owe it to themselves to develop the political skill to secure the necessary assistance of government and industry.

The opportunities of our universities in the present age to irrigate their communities with waters of life-giving knowledge are vast and exciting. We also dare to hope that society will not grudge them the resources they need for the task. If then, the Universities fail to take the opportunities as they come, it will amount to grave moral failure.

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LIBERAL EDUCATION AND THE UNIVERSITIES*

By
Sohan Singh

THIS paper seeks to answer the following three questions:

- a. What is Liberal Education?
- b. Why is it needed, and by whom?
- c. What is the role of universities in disseminating liberal education?

In answering the question, what is liberal education? we will first say what it is not.

The whole field of education may be divided into five areas.

- (i) The infra-structure of education, that is to say, basic knowledge and skills, such as education in self-direction and health, in methods of work and study, in working with others etc.
- (ii) Education for an occupation, i. e. for a role in society.
- (iii) Education in social responsibility—i.e. in family life, in professional responsibility and citizenship.
- (iv) Education in delight, especially in delight in art and literature.
- (v) Liberal education.

Liberal education is none of the first four types of education. It is necessary to say this, because statements are often made which would put it in one or the other of the four areas especially in the education for social responsibility. There is no doubt that liberal education gives a meaning to social responsibility which it otherwise does not have. But this is more or less true of other three areas as well—all of

them are illumined by liberal education. That only means that education is really one single whole. It does not mean that it is not a whole of parts and that the parts cannot be clearly distinguished.

If we were to define liberal education in a few words, we can say that it is the education leading to **understanding of the human situation**—whence, where and whither man?—that is, mankind as a species. To understand the human situation we have to understand the world in which man lives. The world spread over in space and time is the creation in its cosmic sense. Liberal education is thus the creation of a cosmic vision in the mind of men, a vision that man can share between themselves.

Just as the whole of education can be divided into parts, so can the whole of liberal education be divided into parts. The **parts of liberal education** are:

- understanding the inanimate world, as it has been explained by physics, chemistry, astronomy, geology and mathematics.
- understanding the world of life, as it has been explained by the biological sciences in the wide sense of the word, which, e.g., would include biochemistry,
- understanding man, that is his history, his culture, and his vision—man as explained by anthropology, history, sociology, literature, philosophy and religion.

We will now attempt to answer our second question: **Liberal education, why is needed and who should have it?**

In the first place, it is in the very nature of man, the owner of a multibillion-celled brain, to seek the answers to the deeper questions of his existence. He cannot help doing that. The insistent demands of his body and his ego keep him tied down to earth, but once, through the advance of his social organization and technology, the pressure of these insistent demands is lifted he begins to ask questions like, Who am I? What is this all? Why man at all and the very attempt to answer these questions is to launch on the road to science and philosophy and liberal education.

In the second place, **the advancing technology**, which has on the one hand divided society into specialised pieces and, on the other hand, brought men into juxtaposition with one another as never before, has brought about conditions where the very survival of man demands, widespread liberal education. The extreme division of functions has created innumerable separate castes, almost, of men with so much inter-communication within castes, but so little between castes. And yet because the castes are so interdependent, the occasions of misunderstandings increase. If I do not know what are the tools and theories which a physicist uses in his work and how physics contributed to the work of all men, the physicist will be a stranger and an outsider for me, and we know well how a stranger is to be treated. Thus complexity, confusion and conflict will be the fate of modern society, unless men who mould the thinking and behaviour of their fellowmen break open the doors closing the minds of one group against

* Paper read at the Bhopal Conference on University Adult Education

those of the others. To rise above single groups to the heights where we can discuss their inter-locking pattern, is to see where man as a species is going. To see where mankind is going is to imbibe liberal education. High specialisation, as it were, cuts up mankind into different species. It is the function of liberal education to restore to men the sense of a single species.

In the third place, and also because of man's advancing technology, ours is in an age of rapid change. Gone for ever are the days when men in small groups spent their lives in an atmosphere of intimacy and mental security. Now individual men and women are lost in big organisation and from one day to another a man may find himself amidst new and strange men. His occupational environment changes. The place of residence change. His employment is insecure, his kaliedoscopic relationships with others are not secure. Habitations of men are becoming crowded, but neighbours are becoming fewer. In such a society men are mentally uprooted. They come to have a sense of homelessness, they see life as meaningless.

The sense of homelessness, of a rootless state, can be overcome only in two ways—the way of religion and the way of liberal, that is, liberating education. Religion, somehow or other, is seen as concerned with the other world. In no way do I wish to decry the value or place of religion in interpreting or resolving the present human predicament. But the spirit of the times is not religious atleast, not so in its conventional sense, and the only thing left to modern man is to create in his mind that cosmic vision, which we said is the aim of liberal education. Religious experience, further, cannot be shared, but the vision that comes through liberal education can be shared and the very difficulties which beset the modern man require a widespread sharing of a vision about

the whence and the whither of man.

The three reasons we have given for liberal education indicate that it is an education which, at least in the present state of man, can neither be universal like primary education nor it need to be so. What is needed is that men who lead their groups, men who are in a position to mould the thought and behaviour of their fellowmen and who can help them retain their mental security in the midst of change and conflict—at least these men should be introduced to the spirit and substance of liberal education. The leadership in modern society is fairly diffuse and widespread. Liberal education should, therefore, be fairly widespread, without being universal. This need of liberal education is not merely an outcome of ratiocination. It is now becoming the felt need of societies which are more complex than ours and where the rate of change is greater. It is for nothing—for example, that in America adult educators are involving business executives in liberal education and business bosses are responding favourably to their invitations.

We can now attempt an answer to our third question: What is the role of universities in providing liberal education to men and women who, in the interest of society, should have it?

The answer is that no other agency in society is so equipped to disseminate liberal education as the university. To have liberal education one has to catch knowledge at its highest water-mark, which normally obtains only in the university. Further, liberal education is not merely the sum of departmental knowledges, but a synthesis. The possibility of synthesis is higher at a university than at any other place. Lastly, the university is already an institution for the creation and dissemination of advanced knowledge, and the innovations needed to make it an institution

to disseminate knowledge in the way it becomes liberal education to the recipients will come easier to a university than to any other agency in society.

The question arises, **How shall a university organise the dissemination of liberal education?** Also, how shall society help the university in this task?

From what I have said of liberal education, it is clear that it is meant for men and women in responsible positions distributed all over the various occupations in society. It is, therefore, in its very nature a form of adult education. A university which wishes to disseminate liberal education should, therefore, **organise a department for the purpose of providing education to adults in a community, or let us say, an adult education department.** There are other reasons why a university conscious of its role in modern society should have an adult education department, but not the least important reason is that only an adult education department can purvey liberal education among the people who should have it.

The adult education department of a university should create neat and attractive parcels of knowledge—that is courses—out of the field of liberal education and prepare learning material kits to help adults acquire the knowledge. Some of the courses can be indicated as follows:

- The Epic of Man (History of mankind)
- The Ways of Mankind
- The Story of our Planet
- The World of Astronomy
- The World of Life
- Science & Civilization
- The Best of World's Literature
- The Religions of Man
- The Competing Patterns of Social Organisation.

The department can experiment with various approaches to

(Continued on page 13)

EVENING COLLEGES*

By
V.V. John

THE attitude to evening colleges in our country has undergone a change in the last six years. In 1959, on the abolition of Punjab University's Camp College in Delhi, the University Grants Commission accepted the starting of evening classes under Delhi University. The Commission, while grudgingly agreeing to the starting of undergraduate classes in the evening shift in five colleges, firmly opposed formal post-graduate studies in the classroom after sunset. The Ministry of Education was, however, unable to resist the pressures created by the disappearance of the Camp College and got Delhi University to start the Institute of Post-graduate (Evening) Studies. This Institute was nearly closed down two years later, owing to idealistic objections from the University Grants Commission. But the Institute survived, and the Chairman of the University Grants Commission was himself requested by the Ministry of Education to head a committee which made a study of the whole question of evening colleges. The findings of this committee acknowledged that the evening colleges performed a useful function, and the recommendations were intended to give it a higher purpose and a better programme than hitherto.

Even earlier, evening classes existed all over the country, for professional studies in law.

Evening colleges, of which there are by now 79 in the country with an enrolment of 32,000 subsist on the vulgar

yearnings for university degrees. Unless these colleges have more meaningful programmes, there is no case for increasing their number.

The evening colleges were at present duplicating the programmes of day colleges. In this they have served no other purpose than to show that our day colleges cannot boast of any superiority over them or even over the "teaching shops." In order to justify their existence as educational institutions in their own right, the evening colleges should take up new subjects not taught in the day colleges, introduce flexibility in their courses and examinations and in other ways satisfy people's desire for education for its own sake.

Besides the normal curricula set by the University for its various degrees, evening colleges could arrange programmes of study and teaching in a vast number of fields, with a view to raising the professional competence of people and enriching their lives. The Kothari Committee suggested the teaching of new subjects and skills such as Shorthand and Type-writing and the Fine Arts of Music, Paintings, Drama and Dance. To these may be added other subjects such as the following: History and Civics, Arts and Crafts, Recreation and Physical Education, Industrial Arts and Technical courses, Health Education, Home and Family Relationship, Foreign Languages, Leadership Training, Agriculture, Home Economics, Teacher In-Service Training, Radio and other forms of communications.

The evening college, by its slick performance in the examinations, has already demonstrat-

ed the inadequacies of our curricula and the absence of an adequate challenge in our examination system. There are people who, dismayed by this discovery, would blame the decline in academic standards partly on the evening college. This is like blaming the thermometer when you have a fever. All hours of the day and night are hours for learning, and there is nothing unacademic about the idea of an evening college. But it should, instead of being content to do the day college's work in less time, innovate, experiment and go in for bold improvements. The day colleges will resist change and improvement; for what goes on in most of them is a vast conspiracy of the incompetent against the more capable elements among the students. Change could therefore begin in the evening classes, in the areas of curricula, teaching procedures and methods of evaluation; and gradually, the day colleges may be expected to follow. It should be a flexible system where the student could be allowed to proceed at his own pace. We may even find a solution this way to the disheartening wastage in our schools and colleges.

The evening college I have in mind is not the self-supporting and even profit-making tacket that we are familiar with in some places in the country. The task I have outlined is not a task for the racketeer, and not for tired men who after a full day's teaching in some day college, agree to teach again in the evening for an hour or so, for a pittance. It is a task for brave spirits who would not only teach, but also create in the community the urge to seek learning.

* Paper was read at the Bhopal Conference.

Professional Adult Education As A Discipline*

By

J.K. Friesen

I wish there were more money to buy books; this would have solved my task of delivering this paper for I would promptly supplied each of you with a copy of "Adult Education—Outlines of an Emerging Field of University Study" by Jensen, Liveright and Hallenbeck. As we have but one copy on hand, I sincerely hope that my author friends will grant me licence to refer liberally to their volume. It is the only one of its kind, and browsing through it is, at least for an adult educator, a stimulating experience.

Reading the book took me back to my first days in adult education 35 years ago, and more particularly immediately after World War II when I sat at the feet of men like Dewey, Brunner, Lorge who was Thorndike's protege, Bryson, Toynbee for a short series and others. The Columbia University programme in those days was already well established, offering masters and doctoral programmes in adult education. Columbia was the pioneer in the field some 40 years ago. It was succeeded by Ohio State, Chicago, Florida State, Boston, New York University, Michigan, Wisconsin, California, Indiana, Cornell, Syracuse, Buffalo and Michigan State. In Canada, the only university offering a full graduate programme is our University of British Columbia. What kind of persons are attracted to such a graduate programme. My classmates at Columbia include public school teachers and administrators, personnel from adult education, university agricultural extension, health, welfare, libraries and the mass-media and lesser numbers from business, labour and voluntary agencies.

Our discussion bears on adult education as a discipline. What is a discipline? Webster defines it as "a subject that is taught, a field of study." It is the latter half of the definition that comes to an academic mind when he judges what is or is not considered worthy of the term discipline. In his survey of the field in which he is eminently known, Dr. Cyril O. Houle of Chicago points to the threats that face an emerging discipline in a university, where conservatism may be a virtue and at other times a weakness. As a rule, in the end the doubters are routed and the new discipline, whether it is public administration or social psychology or business management, ultimately gains respectability.

Is adult education a profession ? More discussion on this subject will take place in another session of

this conference. Some will argue that adult education graduates are already members of this profession or that. The question that needs answering is whether this has an identity of its own, whether it truly regards itself as such. I incline to the view that it is an emerging profession which will grow and strengthen in developing countries as it is already doing in North America. To quote from my standard volume, Gale Jensen maintains that "adult education should be looked upon as a practical discipline concerned with factual and descriptive elements and with normative elements; it should be looked on as an art, a practice, and an engineering."

What kinds of graduate students should be attracted to an adult education programme? Dr. Martin Chamberlain asked a large number of his colleagues what competencies they would look for in the graduate student. Among those rated highest were the following: a belief that most people have potentialities for growth; imagination in programme development; understanding of conditions under which adults learn best; effectiveness as a group leader; open mindedness, i.e. willingness to accept others ideas; and a strong commitment to adult education, including continuing education for himself.

If you called on a professor of adult education to inform you of the field of studies, he would probably also invite a sociologist, a psychologist, a philosopher, an administrator and a historian and then proceed to discuss the content of his graduate programme. **Adult education is thoroughly interdisciplinary;** it is an essential borrower from other fields of study because as we have observed it is a practical subject like the applied sciences. To quote Jensen again: "Though the adult educator does indirectly test a theoretical system, his main purpose is to deal with problems that continuously arise, and to gain more effective control of them. In brief, he is more pragmatic-minded than the social scientist. He first thinks of a system of ideas in terms of its usefulness for dealing with problems of practice and only secondly of its empirical and logical validity. The social scientist, on the other hand, tends to state his objectives in the reverse order, and at times is not concerned with whether his theories or empirical findings have any implications or usefulness for practice. This has important implications for the form into which knowledge must be organized if it is to be useful to the adult educator."

* Paper read at the Bhopal Conference.

Let us examine briefly the relevance of certain

other disciplines to adult education practice. What about sociology? This is of significant interest to adult learning because the educator moves and works in a sphere society. What can be as important to producing more "blossoms in the dust" as a sensitive awareness and knowledge of the cultural aspect in education, who knows to what extent development plans are "bedevilled by, or fail due to the extension worker's ignorance of the cultural factor in his pre-occupation with utilitarian goals? I recall seeing an inspiring film of the Tennessee Valley Authority in which an old farmer, who must have taken much persuading to change his ways of farming, philosophically concluded: "A man, in cooperating with his neighbours, becomes a more important man." I am tempted to substitute "University" for "man" but will leave it to you to read the revised sentence. Let me simply add that a knowledge of sociology is most significant if the educator is to understand how people live, how they socialise over their life span and how they can be moved to improve relationships. In any graduate programme of Adult education, I would like my office to be located close to the department of sociology.

Let us turn to another discipline, psychology. Robert Peers, in his comparative study of adult education, reviews in a fascinating chapter the plasticity theory of a generation ago. It held that when an individual reaches the age of 25, the "fruitfully plastic period ends" and "there are no more revolutions, but only consolidation and humdrum progress along lines already fixed". It required a Thorndike, a Lorge and a Wechsler to disprove such long-held myths and to study adult learning scientifically.

When airlines can retain pilots at the age of 50 to convert from propeller craft to huge and complex jet planes, we realise what faith an industry places in the ability of people past middle age to learn difficult tasks. When we learn that the peak age of jurists is beyond the age of 60, or that Tagore took up painting as an old man and became expert in the art, we are forced to discard old assumptions of adult learning. Psychology is another discipline that has much to offer adult education; its applications in both academic and community spheres are of immense significance. I should like to add many other examples from history, administration, and all of the social sciences, but time does not permit.

Let me make a few other observations. The first relates to what strikes me as a rigid pattern of curriculum organisation in Indian universities. Graduate students in adult education may be majors in sociology but would like to choose adult education for a minor. In universities of Canada or the United States, the syllabus is drawn up to permit this practice. One of the best examples is that of the agricultural student who, with a bachelors' degree for scientific agricul-

ture may assume a post in extension. He knows a good deal about science but is woefully ignorant of extension practices. I am not advocating a large offering in adult education in the under graduate programme; in fact one or two subjects in the three or four years is all that should be allowed. But I am suggesting that in the graduate programme consideration should be given to more flexibility if the student about to enter work concerned with adult education is to prepare himself in terms of practical as well as scientific knowledge.

Finally, I wish to add a word on the need for such studies and research in your developing nation. The investment in all forms of adult education—many at the community development level—is substantial and this will increase here as it has in developed countries. Adult education is not optional but essential for a B.D.O. whose duties in directing staff call for a thorough understanding of this field, as it is for his Education Extension Officer or senior school administrator or health worker. The field will grow in importance for the industrial supervision seeking to establish healthy industrial relations. The success of national, state and village programmes, as research is revealing, depends more and more on the educational and human, rather than solely the financial factor. Ignorance of extension methods and evaluation can result in appalling waste. I submit that **only universities can best perform the interdisciplinary role of teaching and research in adult education.** They have the resources. **Have they the will?**

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UNIVERSITIES AND SOCIAL RESPONSIBILITY*

By

Shri K.G. Saiyidain

I crave your indulgence to raise for consideration some fundamental questions which many of our Universities have not given sufficient attention. Our students spend several years within their four walls sometimes usefully, sometimes trivially, engaged without 'having been forced to exercise their minds upon the issues which are really important.' What is even more lamentable is that many university teachers spend the whole of their life in teaching and yet lack a sense of direction, a search for meanings and an understanding of social purpose. This has been so for long period of time—except in the case of a few universities and socially sensitive and gifted individuals—and my fear is that if this attitude of indifference and self-centredness persists, Universities will fail to play any useful or creative role in national life.

What has been the most commonly understood function of the University in India? I think it will be conceded that, while there are many objectives that they cherish in a greater or less degree, most of them have been largely concerned with training functionaries and technicians for the state and other likely employees. This has been their main function ever since their establishment, though incidentally other things were also achieved—teaching of knowledge and skills, cultivating social graces, giving professional competence in fields like engineering and medicine and organising research to increase knowledge and power. While these are undoubtedly important in their own place, they cannot be regarded as adequate *raison d'être* of a university which is, if I may so put it, to cultivate in its alumni sensitivity to the total human condition. An education which is only

concerned with making the individual better fitted to earn his livelihood and improve his material condition, without giving him a social conscience, is intellectually sterile and morally reprehensive. It is true that some of the educated people did devote themselves to social service but they were too few to make a big impact. It was one of the Mahatma Gandhi's great miracles that he drew in for the first time much larger numbers of educated people into movements of social reconstruction and national freedom. But before and after that magnificent period of upsurge—and even during that period—there were many whom education failed to inspire with the vision of a more just social order. They found themselves caught up in power-politics or engaged in amassing big fortunes or in translating freedom, not into opportunities of service, but for winning questionable personal advantages. While this unsavoury state of affairs persisted, unchecked, most of the Universities were at best content to play their academic fiddle. At the worst they were also caught up in the same petty intrigues, pull for power and insensitiveness to values which characterised life outside. No doubt there are many fine individual exceptions, but let us frankly recognise that they represent a small minority. The majority were serenely indifferent to the state of things around them and did not even realise that it was part of their social obligation to point out, dissect and seek to remedy the diseased spots in society. Let me give a few examples to illustrate the point.

There are many Universities and colleges in different parts of the country which are situated in unhealthy, unhygienic, unattractive surroundings and yet they have done nothing to improve them,

either in their own interest or in the interest of the local community. They have allowed slums to grow in the area around and even failed to draw the attention of the civic authorities to them, let alone organizing any programme of improvement.

The economic condition of the people living in their vicinity has often failed to attract their attention—they are not seriously concerned about it. Their Department of Economics and Sociology have not carried out surveys of the position or applied their expertise towards solving the problems which harass their neighbours. If Universities had aroused the sensitiveness of their staff and alumni, they would have found it impossible to rest or sleep or enjoy their academic pursuits.

Universities with departments and colleges of Agriculture have usually not played any effective part in raising the efficiency of agricultural operations in their neighbourhood. It is only recently that some Extension Service activities have been started but there is no acute, compelling sense of the poverty and hunger that stalks the land and no dedicated attempt to beat down this most heart-rending of problems.

Medical colleges have likewise had little impact on the health situation. It is not contended that, during the period of their training, the students can devote a great deal of their time to providing medical services to the people. But the College, as a whole, with its staff and students, forms a powerful unit for carrying on the medical education of the neighbouring community and it can thus render useful service.

Ignorance and illiteracy have merrily thrived within the walls of the university and the colleges, even when they have been functioning in a particular locality for

* Paper read at the Bhopal Conference

decades. There have been sporadic attempts at starting literacy campaigns but they have petered out after some half-hearted attempts. There is, to my knowledge, no University or College which can claim that it has even fully eradicated illiteracy from its campus.

One of the most important functions of a University is to organise extension services, to conduct continuation classes, to offer part-time education of varying kinds and to conduct correspondence courses for adult members of the community. Many of the European, American and Russian universities have recognised this as an essential part of their duty and have extended their facilities enormously in this direction. In India, a few Universities have made a somewhat apologetic beginning. But there is no general recognition of their importance and consequently no well-organised schemes are being implemented.

This is a sobering state of affairs. If there are no creative and lively centres of thought in a society or civilisation which would reflect on such fundamental issues and compel members of the larger community outside to do so, the whole quality of collective life will be lowered and men and women will not find the right answers to new or—old questions. Nor will new ideas and institutions come into being in response to emerging needs and aspirations and people will be content to live unreflecting, unexamined lives. To escape this disaster, the University must assume leadership in the training of better, more integrated, more sensitive individuals, inspired by the concept of a more just and rational social order and concerned with selling it to a sceptical or indifferent world.

How can we set about this programme? Let me indicate a few of its facets:

I feel that every University should have an Extension Department, adequately staffed and financed, which will be responsible

for all the instructional work to be attempted by the University. As more resources become available, the scope of the work can be increased but Universities should immediately make a beginning depending on their local situation. The various Departments of the University should give their closest cooperation to the Extension Department in this work.

Students of the various Departments should be closely involved in various activities organised for the good of the community. The type of activities selected will depend on the aptitudes of the students, the leadership of the staff and the opportunities offered by the local situation. Some of them will be determined naturally by the special training received by the students. There will be others in which all types of students will participate with the object of organising projects of value to the community as a whole.

The University should regard itself as an agency to which community problems can be referred for solution. These will be of various kinds, economic, technical, sociological, and one of the purposes of the University should be to find effective ways of tackling them. It should carry on surveys of various kinds, take some of the problems to the laboratories and apply its techniques of study and research to them. While the University concerns itself, on the one hand, with issues which are of universal significance, it is also involved with the special problems of the region in which it is situated. A study of these problems should, therefore, be regarded as a particular responsibility of each University.

Social service camps should be organised regularly to enable the students to come into educational contact with the rural (or urban) population and their problems and they should be given the opportunity to serve the locality in various ways. There are other possible variations of the idea, e.g. the 'adoption' of a

neighbouring village or some particular mohalla in the city to which groups of students may go regularly in order to carry on campaigns of literacy, sanitation, reform of social customs or to suggest possible ways of improving the economic position. Experience of this kind is of far greater value than, say, the training given by the N.C.C.

In fact, it may be stated as a general principle that every student should give back in the form of service the debt which he owes to society for providing him with the benefits of higher education. This should be built into the traditions of all institutions so that he may come to accept it as a part of his normal duty.

Such an approach by the university has become more imperative in the world of today than it ever was in the past. Changes occur in life at an unprecedented pace and the explosion of knowledge and social relations that we have undergone, is altering our patterns of behaviour and values. Norms which were held to be valid in the past have become out-dated today. It has become necessary for us, with the help of the compass that education and intelligence have given, to read the road signs correctly. This cannot be done adequately by every man as he usually lacks the necessary intellectual and emotional equipment for the purpose. Even the educated persons are generally not able to do so, for their education is largely formal and does not train them to find meaning in their own lives, to develop a personal sense of values and direction and to become constructive, creative, socially motivated individuals. But it is possible for the Universities to play this part if they have both the *involvement* in the human scene; which moves them emotionally and the intellectual *detachment* which enables them to examine all the problems coolly and dispassionately. The first provides the motive force, the lever for dedicated action; the second the objectivity without which correct assessment and

action are impossible.

In the world of today, dominated by the mass media which tend to produce uniformity, it becomes the **primary function of the University to encourage individuality, variety and dissent, within a climate of tolerance.** Dissent is there—usually of a superficial or sensational kind—but the broad tendency is towards goose stepping, producing the 'organisation man' who is afraid to challenge the blindly accepted pattern of social behaviour and institutions and anxious to worm himself into the good graces of people who count. This is the type of mind which the University should firmly discourage and reject. Its business is not to give society what it *wants*—which is usually the concern of the politicians—but what it *needs*, which is not always identical. It is not a 'community service station', passively responding to popular demands—this would endanger its intellectual integrity. Nor is it an 'ivory tower' into which its students and teachers can withdraw for teaching of pure research, accepting no responsibility for the betterment of society. It has to maintain an ambivalent position, balancing itself carefully between commitment and detachment—commitment in action, detachment in thought. It must always be in a constant state of creative *tension*, knowing where to interpret, where to criticise, where to pioneer and where to support traditional values. It cannot identify itself with the existing environment and institutions, yielding uncritically to every wind of change, every passing pressure. That would be to surrender its integrity of outlook and judgment. It must ever stand ready to assess its own society—their customs, *mores* and values—as objectively as it would and should assess others, to assimilate the new that is healthy, to eschew the old that is diseased. Such a study can sometimes be not only challenging but unpleasant, for it must be courageous enough to reject unduly

complacent images of one's national life and overcome many emotional blocks. Actually, most persons have not keen desire to know their own failings and weaknesses or to examine with detachment their own policies or programmes or the 'scratches on their own minds' They are conditioned to the preservation of the status quo, unless they are alternatively conditioned to reject all that is old, which is no more intelligent.

A University can play its role adequately if it has faith in the power of the mind and helps others to share this faith. It must encourage free and disinterested thinkings which challenges vested interests and established ways, for that is the only way to ensure that men will be able to live wisely and intelligently in this dynamic world. In such a world, freedom of thinking, generation of creative ideas and solving of new and emerging problems in the light of tested knowledge becomes as much man's basic business as producing food or making roads or manufacturing machines.

If Universities are to be fruitfully involved in the swiftly developing society of today, it also follows that they must work hard to preserve their autonomy, for without autonomy they can not benefit from that detachment which is needed to see things clearly and in the right perspective. The Universities have played a leading role in developing science and technology and thus created, in a sense, many of the problems and difficulties—as well as the new opportunities—which characterise our world. They must now take to themselves the burden of social responsibility and **act as the conscience of society.** As I have stated earlier, in the past their emphasis has been mostly on the preparation of youth for particular careers in public service and equipping them with the necessary knowledge and skills for the purpose. But there has been no corresponding stress on the assumption of public responsibility as a vital part of their training. This is

basically a matter of acquiring certain essential attitudes of the mind and the spirit. As a rule, as Cyril James, President of International Association of Universities, has pointed out, 'there is no impartation of the total view of knowledge, of the universe and of man and the awakening of a genuine sense of freedom and responsibility which comes from a keen and ordered sense of values'. This is truer of our universities than of many foreign universities which are comparatively more involved in various forms of social and intellectual service to the community. Therefore, if the Universities are to discharge their social responsibility adequately, they must learn to analyse the numerous social, economic and cultural problems with which modern man is faced, not only as an individual but also as a socially conscious member of society. And they must prepare him for tackling them with intelligence, wisdom and sensitiveness. He will certainly need knowledge for this purpose and trained capacity for productive work—without them he cannot contribute to the intellectual and material good of society. But this is not enough. He should be able to commit himself to the values which confer dignity on man and, if he finds these values challenged or thwarted, he should take his stand firmly in defence of them. Above all, he should be a **defender of social justice**, wounded to the quick whenever cruelty, exploitation or mere indifference to the sorrows and deprivations of the under-privileged make life unbearable to his fellow men and women, knowing that *pity has no face and misery no name.* It is not that an individual by himself or a small group of individuals can always achieve much, although history offers many examples where even single individuals or small groups have actually achieved miracles. The first condition for doing anything worthwhile is the creation of this temper, responsiveness to this feeling. And no one can say

beforehand where an exceptional individual may emerge to break through centuries of neglect and tyranny. The University must, therefore, nurture this capacity both in the normal and the exceptional individuals.

The University stands for certain values which it can give up at no price, which it must fight to preserve and promote. If it can do so with the broad approval of society, it is to be welcomed. If it cannot—and that is frequently the case, for the true university is often fated to move against the social gradient—it should also be prepared to defy society where necessary. What are these values? I cannot do better than quote

Pandit Jawaharlal Nehru who summed them up with great insight :

‘A University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards even higher objectives. If the Universities discharge their duty adequately, then it is well with the nation and the people.’

I am pleading for all these values but I am pleading, above all and in particular, for humanism, for sensitiveness to the deprivations from which the majority of mankind suffers, for

the resolute will on the part of scientists, economists and social philosophers that they will not patiently and complacently tolerate (as many have been doing), the miseries of their fellowmen, that the good life of tomorrow will be one that all can share, not a monopoly of those who are privileged. Jawaharlal Nehru not only preached this passionately but worked for it, fought for it all his life whenever the people, educated or uneducated, erred in their ways. His was a true university mind, dispassionate as well as compassionate and to the extent that our universities can project something of his spirit in their work, they will be able to meet one of the crucial challenges of the age.

LIBERAL EDUCATION AND THE UNIVERSITIES

(Continued from page 6)

liberal education—through the study of great books, of great men, of great ideas. It can try various channel of communication, including a combination of them—such as printed word, recordings, radio, film, television—various methods, such as correspondence, study circles, residential courses etc.

Whatever methods the adult education department may try in purveying liberal education, they must be methods of adult education. In the first place, the adult must take the courses in liberal education in small groups of congenial associates, the members of the group coming from as variegated groups as possible. Secondly, each group should have its own leader and the programme of study should be decided by the group. Thirdly, the group learners must be trained for their task by the adult education department and continually fed with suitable literature. The department should also feed the groups with learning material, as stated earlier.

The adult groups for liberal education will not come up by

themselves : they will have to be promoted. And the promotion of groups is a task for the adult education department. There must be adequate promotional staff. The staff will probably train itself for the purpose ; but the university and the society must facilitate the work of the promotional staff. For this purpose the university must, in formal or informal ways, associate leaders of Government, business, industry, profession and education in the work of adult education department in general. Patience and persistence are the qualities needed here, because many people in high places see uncommon bed fellows where universities and other occupations come together. For one thing it presupposes a commitment on the part of university authorities to the service of their communities which they serve. Further, the government, industry and other occupations must take on some responsibility for meeting the expenditure which the university adult education department may incur on their employees.

What is needed is a reorienta-

tion of society to education. It must be seen as the sustainer and source of civilization that it is. As one sign towards this recognition, I fondly imagine a society where work-hours are longer than at present, but a part of the time which an individual is required to give to society to earn his livelihood should be spent not in tending machines or plying pens or expanding muscular energy, but in **learning or education.** And just as the employer is now expected to provide all tools and facilities necessary for their employees to fulfil their contractual obligation to the employer, so must the latter provide for the educational facilities to his employees. He may provide the facilities from his own resources, or, as will be the case with the employees, who will take courses in liberal education, he may do it with the cooperation of the university. This is a view of the time when **education will cease to be an occupation within society, and will become the style of life in the society.** The signs are that the time is not far off.

UNIVERSITIES AND ADULT EDUCATION*

By

V.K.R.V. Rao

FROM my early days as a young college lecturer in Bombay in 1930, I have been a profound believer in the obligation that universities and their members have for the imparting of knowledge not only to their own students but also to the vast world outside which seeks for knowledge and is unable to obtain it on its own. That was why I organised in Bombay a small group of college and university lecturers who gave short courses of ten lectures each in different disciplines for adult citizens who registered themselves for these courses and paid a token registration fee of one rupee each. When I became Vice-Chancellor of the University of Delhi in 1957, I coined the slogan that universities must not only impart knowledge to those who come to its doors but also take knowledge to those outside who could not come seeking to its doors. That was why I organised in 1958 a whole programme of sets of lectures in different disciplines to be delivered by college and university lecturers in different parts of the city. The extra-mural work was supported by the then Chairman of the University Grants Commission, Dr C.D. Deshmukh; and it continues to form one of the many constructive activities of the University of Delhi.

Today my thinking on the subject has advanced further. I now believe that our universities have a more positive and much larger role to play in the field of adult education than contemplated so far, especially in the context of our developing economy and our desire for the establishment of a democratic and socialist society. And I believe that in the discharge of this role, it is not only the teachers but also the students who have a part to play. Before I proceed to outline my ideas on this expanded role of universities in adult education, it would be useful to give a brief review of the current situation regarding the state of knowledge among the adult population of our country.

The 1961 Census figures, reveal a rather dismal picture for a country that regards itself as having a high place among the civilised, even if not economically better off, nations of the world. The overall literacy percentage was only 24.

When the literacy figures are analysed from the point of view of the educational qualifications they represent, it is found that the picture is even more unsatisfactory. Of the 105.4 million literate in the

country, no less than 66.4 millions or 63% can just read and write. 30.9 millions have passed the primary or junior basic examinations and 8.1 millions have passed the matriculation or higher examinations.

I do not see how those of us who belong to the university educated class can feel so proud of ourselves or of our universities when we are surrounded by this vast area of illiteracy and ignorance. I agree that this is a problem that only the State can tackle in a massive way; and that in turn depends upon the priorities that our planners attach to adult literacy and education and even more upon the extent to which these priorities are accepted and implemented by our State Governments.

The Planning Commission's thinking on the subject, is based upon the eliciting of public cooperation on a vast scale and a massive harnessing of voluntary workers, especially in regard to the liquidation of illiteracy. The educated have a responsibility towards those who are not; and this responsibility does not simply mean the former giving guidance to the latter but much more than enabling of the latter to give themselves their own guidance. In other words, the educated have to educate the uneducated; and the literate have to make illiterate the literate. Unless this fundamental social responsibility is recognised, accepted, and given effect to, I see no hope of either the liquidation of illiteracy in India or of the universal education of the adults in the things that matter for economic or political or social or cultural development. As those who occupy the highest rung of the educational structure, our universities have a crucial role to play in this process. Hence my wholehearted and hopeful welcome to this attempt by our universities to examine their role in adult education.

I would like to classify the university's role in adult education under the following four heads :

- (1) Adult literacy and education for neo-literates;
- (2) Education for the adults having had education at various levels and desirous of proceeding further without having to join as full-time students;
- (3) Adult education for those who do not want to acquire university degrees but are anxious to acquire knowledge in various fields;
- (4) Research, training, and publications.

In the current context of our adult illiteracy, I attach the highest importance to the first category. If there is one field more than another for which we

* Valedictory Address of Dr. V.K.R.V. Rao, Member, Planning Commission, at Bhopal Conference.

require a crash programme and a nation-wide mass campaign, it is that of the liquidation of adult illiteracy. We must see that within the Fourth Plan period, all persons, between the ages of 15 and 40 acquire both literacy and the facilities for the utilisation of this literacy. For this purpose, we require a vast army of voluntary workers who must first be given a little preparatory training. These workers can be drawn from the 8 million, now nearer 10 millions, educated people we already have whose academic qualifications are matriculation and above, the 1.3 million students who are now studying in our 1800 colleges and 62 universities, and also some among the vast number of students who are now studying in the 22,000 high schools in the country. The students can use their summer vacations and impart literacy to the adults. The educated adults can spend some of their evenings at a stretch for the same purpose. Practically every village and certainly all towns in India have atleast a few students or educated adults who can be drawn into this vast corps of literacy workers.

A great deal of detailed and painstaking staff work will be required as also books, teaching equipment, and funds for sundry expenses. **It would be in the fitness of things if colleges and universities were to take a lead in this matter, establish adult literacy sections serviced by staff and students on a voluntary basis; and undertake a pilot campaign during the ensuing summer vacation to discover in detail the needs, problems and difficulties in the way of the spread of literacy on this basis.** With the experience gained and a careful evaluation of the same, it would be possible to work out the details of a national campaign which can then be put through during the remaining four years of the Fourth Plan period. The programme will of course have to be accompanied by the production of a vast number of books and other literature in Indian languages having functional utility and specially designed for neo-literates along with a nation-wide net-work of village, town, and mobile libraries for bringing the books within reach of the literates, both old and new, and thus enabling them to utilise their literacy for purposes of their all round social, economic, and cultural development. I am glad to state that the Planning Commission is making a substantial provision for both these purposes in the Fourth Plan; all that is required is the vast army of voluntary literacy workers who will both be willing and able to make use of these facilities in the proposed national campaign for the liquidation of adult literacy.

The second category I have mentioned, namely, **non-formal education for the adult** with some education who desires to improve his educational qualification, falls directly within the sphere of universities and their colleges. The academic technology to be used for this purpose consists of part-time courses, sandwich courses, and correspondence courses. Of these, we already have experience of part-time

colleges and we hope that more of these will be established during the Fourth Plan period. It is a pity however that we have so few of evening and night high schools in the country. If more of these could be established, then, together with evening colleges and polytechnics, it should be possible to cater for the educational requirements of employed or otherwise occupied adults in all the places where such evening colleges and high schools exist or can be brought into existence. Here is a field, especially in terms of post-matric education, where the universities could take the lead. The only caution I would like to introduce is the imperative need for seeing that the quality of instruction offered in these non-formal educational institutions is in no way inferior to that which is available in the full-time day colleges and university departments.

I wonder why it should not also be possible for many of us who may be engaged in non-teaching occupations but have the necessary academic qualifications and, even more, the requisite emotional interest, to do some part-time teaching in these institutions. Even as I am saying this, the thought passes my mind that perhaps a pilot project could be started in New Delhi for an evening workers' college specially intended for Central Government employees and employed school teachers, provided enough autonomy and freedom for academic experimentation is given to such an institution by the university authorities. If such freedom is not possible, then it may even be worthwhile starting such an institution purely as an educational experiment and without the supporting umbrella of a university, at least for such time as is necessary to make it acceptable for recognition by employing authorities, if not also by the university. Apart from this possibly crazy idea of mine, I would commend to my colleagues in this conference the need for their taking a lead in respect of part-time colleges and institutions as part of their role in adult education.

For those who are not able to take up such part-time courses either because of distance or non-availability; **correspondence courses constitute the obvious solution.** Both the Education Ministry and the Planning Commission have given it a big place in their educational programmes for the Fourth Plan period. Correspondence courses combine with good and easily accessible libraries and a well designed personal contact programmes provide a satisfactory solution not only to the problem of non-formal but degree-oriented adult education but also to that of making education available to the many young men and women who do not get admission to institutions of formal education.

While the correspondence courses have to be designed and operated by the universities or other specialised institutions of higher education, I believe

that the personal contact programme should largely be operated by colleges and other similar institutions because of the numbers involved and the greater ease with which they can solve the problem of distance and accommodation for the vast numbers of non-metropolitan entrants to these courses.

The third category to which I have referred is **adult education for those who seek knowledge** but are not interested in acquiring any degree or diploma. Courses of lectures, follow-up programmes in libraries, radio talks, audio-visual aids, have their place in this programme of adult education. Universities and colleges have a major role to play in this matter, and indeed a beginning in this direction has already been made by several universities in India. What is required is expansion and a much more extensive coverage than has been the case so far.

The fourth and last category in the role of universities in adult education to which I would refer is **research, training and publications**. A great deal of research and evaluation work is necessary in regard to teaching and follow-up methods in adult literacy and adult education. Training has also to be imparted to those who are to function as teachers in this field. Equally important is the need for publications which would both interest and benefit the adult, especially the neo-literates and the educated adults who seek extension of their knowledge. The universities are the institutions most fitted to tackle this complicated but vital problem of research, training and publication. What they need for the purpose are strong university departments of pedagogy, of extra-mural studies, of part-time colleges and correspondence courses, and above all, an understanding and dedicated recognition of the responsibility of universities and their members towards satisfying the educational needs of those who are unable to go in for formal education. **I have no doubt about the ability of our universities to rise to this social and moral challenge nor about the significant role they are going to play in adult education in India.**

I would like to conclude with a reference to the **organisational implications** of the role we are seeking to give to our universities in adult education. Without a specific organisation charged with the responsibility for this programme in each university, there can be no massive programme of adult education. **A comprehensive and adequately staffed department of adult education, including different sections for literacy and neo-literates, non-formal but degree-oriented adult education, education for educated adults seeking knowledge but not formal degrees or diplomas, research, training and publications, needs to be established in every university; and it may even**

be necessary to place at its head of Director who will have the status of a Pro-Vice Chancellor.

I have no doubt that such a programme will receive the sympathetic and concrete aid of the University Grants Commission and its distinguished Chairman, Prof. D.S. Kothari, who, I know, shares with me this conviction of the special responsibility that universities have for the promotion of adult education. For my part, as Member-in-charge of Education in the Planning Commission, I am prepared to go all out to do whatever I can to assist and strengthen this programme.

It is now upto you, Vice-Chancellor to play your part in seeing that your universities do play a major role in the promotion and expansion of adult education in India.

TEHRAN CONFERENCE ON LITERACY

UNESCO is holding a Conference of Education Ministers at Tehran from August 8, to discuss the teaching of literacy programmes in developing countries.

India will be represented at the Conference by the Education Minister, Shri M.C. Chagla, Planning Commissioner Member, Dr V.K.R.V. Rao, President of the Association Dr. M.S. Mehta and Vice-President of the Association Smt. Durgabai Deshmukh.

EDUCATION AND PLANNING MINISTERS OF ASIAN COUNTRIES TO MEET

A Conference of Ministers of Education and Ministers responsible for economic planning for states in Asia, will be held in Bangkok from November 22 to 29 this year. It has been jointly convened by UNESCO and ECAFE.

The main purpose of the Conference is to facilitate the formulation of guiding criteria and principles to help member States in Asia in planning the development of Education at the national level.

The International Federation of Workers' Educational Associations has been invited by the Director General of UNESCO to be represented by an observer at the Conference. Shri S.C. Dutta, Honorary General Secretary IAEA has been asked by the Federation to attend the Bangkok Conference on this behalf.

WORLD CONGRESS ON ERADICATION OF ILLITERACY BEGINS IN TEHERAN

SOME 700,000,000 persons—nearly half the world's adult population—are illiterate. This is revealed in the report just issued by Unesco. In fact, authorities who take into account the world's semi-illiterates tend to round off the figure at a thousand million.

Though educational expansion has led to a drop in the percentage of illiterates, this expansion has not kept up with population growth. Over the past ten years, the actual number of adult illiterates in Unesco's 119 Member States has risen by almost 35 million.

It is against this background that the World Congress of Ministers of Education on the Eradication of illiteracy is meeting from September 8 to 19 at Teheran, at the invitation of UNESCO.

Initiated by the Shah of Iran, the congress is part of Unesco's world literacy programme unanimously adopted by the 13th session of Unesco's General Conference in November 1964.

High on the agenda of the Congress is the problem of how to relate literacy programmes to

economic progress by incorporating them within national development plans.

The economic implications of the problem are brought out by Unesco statistics showing how illiteracy afflicts the world's population between 15 and 44. In this productive age group there are 94 million illiterates in Africa, 34 million in North and South America, 243 million in Asia, and 9 million in Europe.

Delegates will also discuss the financing of literacy programmes, the adaptation of new educational means to local conditions, the mobilization of national and international resources, and ways to enlist world public support for the eradication of illiteracy.

The President of the Association, Dr. M. S. Mehta and the Vice-President Shrimati Durgabai Deshmukh are attending the Congress, as members of the Indian delegation. Shri M. C. Chagla, Education Minister will lead the delegation. Dr. V.K.R.V. Rao will be the Deputy Leader. Shri B.N. Malhan, Deputy Secretary in the Ministry of Education will act as Secretary of the delegation.

NEHRU LITERACY FUND

The Association is launching the collection drive for Nehru Literacy Fund on November 14, 1965, the birth anniversary of Panditji. To mark the occasion, Souvenir is being brought out. Request for writing articles for the same has been sent to outstanding educationists and adult education leaders, and it is hoped the brochure will be a worthwhile contribution to the adult education literature.

The Association has so far received Rs. 7,454.58 as contribution to the Nehru Literacy Fund. Of these, Orissa Government has contributed Rs. 5,000/-.

The following contributions were received during this month :—

Shrimati Bimla Dutta	Rs. 200/-
Gujerat Social Education Committee	Rs. 101/-

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NATIONAL BOARD OF SOCIAL EDUCATION

Standing Committee's Decision

THE Standing Committee on Social Education met in Delhi on August 6 and 7. Among others Dr. M.S. Mehta, President, Indian Adult Education Association attended the meeting. Shri A.R. Deshpande, one of the Vice-Presidents of the Association, Shri J.C. Mathur, and Dr. T.A. Koshy, Members of the Executive Committee were specially invited to attend the meeting.

The Committee considered the objectives and targets for Social Education proposed for the Fourth Plan. It was agreed that in the Fourth Plan, Social Education should have a much higher priority than before in view of its close link with economic development and social change.

Adult Literacy

In adult literacy work, the Committee noted that the progress was very slow even though it was recognised that literacy was of vital importance for the country's development. The committee suggested that a phased programme should be prepared to achieve the objective of eradicating illiteracy within 15 years. For this, the committee recommended that a dynamic programme on a campaign basis with people's participation should be organised on a massive scale. The need for providing adequate follow-up programme in such a mass literacy programme which would require enormous expenditure, was emphasised. It was however underlined that for an adult literacy campaign and its follow-up of this gigantic nature, the participation and active co-operation of both governmental and non-governmental agencies should be secured.

The Committee considered the need for co-ordination of the work to be done and it recommended the setting up of a National Board of Social Education with representatives of various concerned Ministries and non-official organizations working in this field.

At the State level and lower levels, the committee suggested that State Education Departments should assume over all charge of the programme and they should ensure proper co-ordination of all the activities.

Follow-up

The Committee felt that the follow-up programme should be aimed at strengthening the literacy skill acquired through the campaign and providing opportunities to develop purposeful reading habits by the new literates for improvement of their knowledge or professional skills. The means to do this would be organization of suitable continuation classes and/or night schools, provision of net work of libraries, production of graded literature in all Indian languages and their effective distribution.

The Committee accepted the suggestion that a

special programme of social education for farmers in the intensive agricultural districts may be initiated in view of their strategical importance and because in these areas requisite organization and resources exist.

Universities

The committee also considered the role universities could play in Social Education and it was of the opinion that there are areas in which Universities could make an effective contribution, namely (i) re-education programmes of teachers, (ii) developing special programmes of courses suited to meet the needs of special groups, and (iii) conducting research in the techniques and methodology of adult education.

The meeting was presided over by Shri D.K. Barooah, Assam Education Minister, on the first day and Dr. V.K.R.V. Rao, Member, Education, Planning Commission on the second day.

Shri L.O. Joshi, Joint Secretary, Ministry of Education is the Secretary of the Committee.

INTER-REGIONAL SEMINAR ON ADULT EDUCATION IN DENMARK

An Inter-Regional Seminar on adult education began at Antevorskov Folk High School, Slagelse in Denmark, from August 8. It will conclude on September 18. The Seminar has been organised in collaboration with UNESCO as part of the Danish Contribution to the technical assistance programme. Three Fellowships were offered to India and the three participants in this Seminar from India are Shri G.K. Gaokar, Social Education Officer, Bombay City Social Education Committee, Bombay; Shri J.S. Pardeshi, Instructor in Rural Extension work at the National Fundamental Education Centre, New Delhi, and Shri T.C. Jain of Rajasthan.

Twenty-five participants from member-states of UNESCO in Asia, Latin America and Arab States are participating in the Seminar.

The Seminar programme includes introduction to Danish Adult Education, definition of Educational objectives viewed in the background of economic and social structure of a country, organisation of educational programmes for adults, methods of teaching and utilization of modern techniques, problems of documentation and the place of education in the framework of planning for development.

The participants will undertake a study tour of various educational establishments concerned with adult education in Denmark.

UNIVERSITY & ADULT EDUCATION*

By

Dr. Mohan Singh Mehta

THIS gathering, as you will see from its title, is the first of its kind in India and has a new and unique object. It is too early to say whether it will justify itself. Its results will depend upon the zest and wisdom which inspire your discussions during the next four days.

The theme of our Conference embodies two concepts: one, the University and the other, Adult Education. Both these concepts occupy a prominent place in human affairs and command a respectable relevance to the well-being and progress of mankind. The purpose of the Conference is to study the relationship between the two. And it has to be done with a sense of purpose and perspective.

It will be impertinent for me to pose the question "What is a University?" in this company of University leaders of India. Our Universities are passing through an era of serious change, even upheaval with regard to their scope, functions, authority and influence. The University is a complex institution with a history of about a thousand years in the West. The ancient Universities of India—such as Nalanda, Kanchi, Takshila—flourished much earlier as great seats of learning. Our Universities of today are not their direct descendants! They were designed on the London pattern. A modern University as a community of scholars engaged in the discovery, conservation and dissemination of knowledge, that is, teaching and research, has universal importance and wields tremendous influence in society.

The other component of our Conference theme—Adult Education—also has world-wide significance and enjoys world-wide prestige. All the same, it would perhaps be useful to enquire into its origin and growth.

The term 'Adult Education' was first coined in early nineteenth century England. "Definitions of Adult Education are as multitudinous as the autumn leaves. Yet none satisfies many persons engaged in it." (Robert Blakely).

Adult Education is carried on by established educational institutions (including Universities), formal and informal, by statutory organisations, voluntary agencies and local Governments. **The purpose is to respond to the need of men and women and to their desire to know.**

* Excerpts from Dr. Mehta's address at the Bhopal Conference held in July 1965.

The phrase "Adult Education" is sometimes deplored today as being vague, meagre or redundant. According to Lyman Bryson, Adult Education covers all the activities with an educational purpose on the part of people engaged in the ordinary business of life. Purposeful effort towards self-development carried on by an individual in all three aspects of his life,—his work, personal life and as a citizen,—is an essential ingredient of adult education. It represents the deliberate and organised endeavour by which men and women seek to grow in knowledge after the period of formal schooling is over. Adult Education has now assumed the power and dimensions of a movement. **It extends itself into vocational training, liberal education, scientific knowledge, personal adjustment and intellectual appreciation of new trends and changes in society.**

It is necessary to remove a serious misunderstanding which prevails in this country, even among the elite and the educated sections about Adult Education which is generally related in their minds to adult literacy, and is taken to be even co-terminus with it. Much harm and confusion have resulted from this misunderstanding. For a great country like ours, mass illiteracy is a serious and an urgent problem. And luckily the enlightened leadership and national planners are fully alive to the gravity of the situation. However, **Adult Education has a wider scope and a much deeper significance in the context of human institutions and human civilization. It should not be confused with adult illiteracy. This point deserves emphasis.**

The University, as a "community of scholars" is today an embattled concept. The Ivory Tower is losing tenants. All through the centuries this community of scholars has recognised two functions—of teaching and research. **Today most leading Universities in the West have accepted a new and third function, of service to society—of applying knowledge to the problems of life and sharing it with the larger community.**

It should, however, be remembered that this conclusion was not reached without the idea passing through the fiery ordeal of controversy. History reveals that the University had been in the past a "closed community," a "citadel of learning" at war with the community around it. **The University Extension movement constituted a challenge to this old concept. In effect it desired that the pursuit of truth and the dissemination of knowledge should be conducted in an ever widening circle of involvement, with the "open" community of scholars at the centre.**

This educational revolution has had a complex and somewhat varied origin.

Before tracing the growth of **University Adult Education Movement** it may be mentioned in passing that it has been known by different names, in different countries and also at different times,—such as, University Extension, Extra-mural studies, “Continuing” Education. The University Extension is a part of the much larger movement known as Adult Education. This generic term covers them all.

In England, the earliest movement for University Extension was vaguely thought of in 1840's. The concept of the University extending its services to people outside its campus, spread to many towns in the country. It is interesting that the recognition of this need is said to have helped in the establishment of Ruskin College, Oxford, the Working Men's College in London and Owens College, Manchester. The University of Cambridge was the first to set up an extra-mural organisation in 1873 under the name of a Syndicate of local lectures.

Another significant, though indirect, influence strengthened the University Adult Education movement in Britain. Its moral and intellectual fibre also strengthened the cause. The social and economic conditions produced by the Industrial Revolution, further accentuated by the process of urbanisation, deeply stirred the conscience of some University leaders of Oxford and Cambridge. They felt it essential to do something about it. Joined by other upper class persons and Churchmen of vision and idealism, they established the first “Settlement” in East London in 1840. **Toynbee Hall** named after Arnold Toynbee is rightly known as “the mother of Settlements.” Later Oxford and Cambridge Universities established their own separate Settlements in the East End of London. It became a powerful social reform movement—and soon spread over Europe and America. Their number in the U.S.A. alone rose to about 700. Conceived as a social bridge over the widening gulf separating the depressed industrial proletariat and the privileged elite, they also became active centres of Adult Education. Some settlements even arranged studies for working men leading to external University degrees.

Another institution occupies a place of honour and distinction as a powerful and indeed a successfully of the Universities in the field of Adult Education in England and Wales. I refer to the **Workers Educational Association**. Albert Mansfield, a socialist and a Churchman of zest and burning idealism was its father, founder and first Secretary. Assisted by Balliol men, he succeeded in bringing this working class organisation in touch with University Extension Work. During the next thirty years the Universities and W.E.A. combined to carry the gospel of adult education to large numbers of people in England and Wales. Joint Committees for Tutorial classes

were set up at Oxford and other Universities and University Colleges in the country. Later a Central Joint Advisory Committee on Tutorial classes was formed which continued to function actively.

After the first World War the movement of University Adult Education became stronger. The Report of the Adult Education Committee of the Ministry of Reconstruction is of monumental importance. One of its recommendations was that “there should be established at each University a department of extramural adult education with an academic head.” The proposal was acted upon by most of the Universities in Britain (including Scotland). The University Adult Education Service has had a remarkable development, both qualitatively and quantitatively. **Instruction in approximately 7000 courses of different kinds is provided by the various Universities in the United Kingdom.** This fine record is an object lesson for us.

The United States has an active and highly developed University Adult Education movement which is rich in volume and variety. It has struck deep roots in the soil of that great country. The idea that learning is life-long is being widely accepted.

In a general way, adult education started taking place in North America, the day the settler landed in Jamestown in 1607. Thus the seeds of institutional adult education were, as it were, laid at that time. A unique adult education institution was the **Junto** started by Benjamin Franklin and eleven other cronies in 1727. It has survived in modern times in its original name. It was a Discussion Club which met on Friday evenings for self-education. According to Grattan, Franklin has the claim to be a Patron-Saint of Adult Education.

The idea of taking the University to the people is English, whereas that of bringing the community to the University is American. The term “University Extension” has an English origin and travelled across the Atlantic in 1887. A professor of John Hopkins University advocated it for the first time in America. Anticipating the idea of University extension by three quarters of a century, Prof. Silliman of Yale University delivered a course of popular lectures in Natural Sciences in 1830 in New Haven.

Numerous organisations—such as, Mercantile, historical and Philosophical societies, Library Associations, Mechanics Institutes, the American Lyceum and several others—carried on adult education work in their own separate form, mostly through the medium of public lecture. The most well-known and indeed effective informal development was the **Chautauqua movement**. From a Summer Camp meeting in 1874, it developed into a Folk University.

We must also pay homage to what has been described as “one of the principal jewels on the crown”

of American public education, namely, the **Land Grant College Act, 1862**. It was the basis of the most extensive and effective Adult Education Programme ever created anywhere. Under this law, signed by President Lincoln, 30,000 acres of public land was granted to each State to endow a college of Agricultural and Mechanical Arts. These Colleges, in due course, developed into big and powerful universities of the United States.

Between 1888 and 1892, the Universities of Wisconsin, Minnesota, California and Pennsylvania State College had begun to undertake extension work. Many societies were formed (including public library system) which took up popular lecture work. The earliest and possibly the most effective was the American Society for the Extension of University teaching, established in 1890 in Philadelphia. In 1892, the University of Chicago is said to have established the first formal Extension Department. In 1906, the University of Wisconsin reorganised its Extension Division on a new basis. There also came a shift in emphasis from pure academic subjects to practical problems (agricultural, industrial, moral, social and political) of the State.

Many federal laws were passed to further adult education, such as the Morrill Act (1862) regarding Land Grant Colleges and the Smith-Lever Act of 1914.

Under the leadership of Frederick Kappel, President of Carnegie Corporation, an effort was successfully made in 1926 of bringing about national integration of Adult Education activities in the U.S. The United States can be said to have a leading position in University Adult Education. Millions of men and women of mature age are taking advantage of academic service provided by the University and this is achieved through thousands of courses of different types and standards.

In Canada, Adult Education began with the establishment of Mechanics Institute adopted from Britain. It represented the effort on the part of political and educational leaders to provide community service by means of popular lectures by University Professors on subjects of general interest. Public Libraries were also established within the Mechanics Institute Movement. In 1892, Principal Grant of Queen's University called a meeting for discussing plans for the extension of University Services to the people of Quebec and Ontario. With the gradual disappearance of the Mechanics Institute, the Universities explored other ways of serving the community from which they drew their support. Again their model was the British Universities. Public lectures, summer schools, Evening Classes, Library Services, Farm Forums, Tourist Schools and in Queen's University a system of Correspondence Courses leading to a University Degree, came into action. Although it was a slow process, the awaken-

ing in the Canadian University to the value and need of extramural service, was remarkable. The contribution of St. Francis Xavier under the dynamic leadership of Dr. Coady is worthy of notice. The Universities relied upon public support for their maintenance and growth; some Universities emphasised agricultural extension; others aimed at improving the economic condition of the people they served. Evening Classes and correspondence courses formed a major part of the extension service of large Universities (like Toronto and McGill). Today, some 25 Canadian Universities have active Department of Extension, many of which also direct large summer school for teachers and others.

The Universities of Australia and New Zealand also adopted the concept of liberal education through University Extension work. Although Australian Universities started it in the late 80's the movement became really effective in Australia at a later stage—between 1914 and 1945 the British pattern of University Extension and Tutorial work quietly entered Australian Universities. The tutorial class movement also lingered on but lacked sufficient vitality mainly owing to paucity of funds.

Two views emerged in this connection. One, that the role of the University should be active in adult education since it is of crucial importance. The other school of thought favoured the creation of statutory Boards or Councils of Adult Education. If they were properly financed, they would be in a better position to organise and provide adult education at different levels. Such bodies would be "more sensitive and flexible administrators" than either universities, Government Departments or voluntary agencies. This second view prevailed in Victoria and resulted in the establishment of a Council of Adult Education in 1945 and a similar Board was set up in Tasmania in 1947. The Universities were represented on the new bodies but their own direct operations in Extension Work and Tutorial Classes were suspended. Fortunately, the Government grants towards adult education were substantially increased. The programmes also became more comprehensive and popular than they were in the pre-war days.

In Western Australia, the Universities Board of Adult Education under the direction of Professor Alexander developed an extensive range of activities in the post-war period—in the arts, theatre, music and film, in addition to Library studies which were new to Australian University Adult Education. The developments in New South Wales took a different turn. A joint Educational Advisory Committee to the Ministry of Education including University representation, was set up to look after adult education. Under this committee, the evening college system was rapidly expanded. At a later stage technical education was also included in its scope of work. At present six Universities in Australia have departments of Adult Education or some variant of

this title, with full time teaching staff. There is an agreed opinion among these universities that they should (a) provide courses in the arts, Social and Physical Science subjects at the University level to adults—lay and professional, (b) undertake research and experiment in methods, programmes and needs of the adult community, (c) undertake advisory service and assistance to other agencies in adult education, (d) undertake teaching and research into adult education as a field of knowledge and (e) train adult education teachers.

Radio and Television are widely used for Extension work. Seven Universities of Australia provided in 1962, 800 courses in different fields, ranging from 5 to 10 weeks to three-year periods with an enrolment of nearly 25,000 and about 120 residential and non-residential schools and Seminars with an enrolment of over 9,000. It appears that over 60,000 persons benefitted from Radio and Television Courses. The University of New South Wales has specialised in Radio Courses in different disciplines. The high standard with which it was started in 1961 raises exciting hopes for the future.

I have briefly traced the development of University Adult Education in the United Kingdom, United States, Canada and Australia. The correspondence courses in Japan and the achievements of the Universities in other countries such as Austria, Germany and Italy could be studied with profit.

A great deal of literature is available on the subject. The growth of University Adult Education reveals both unity of purpose in basic thought, as also infinite diversity in its programme and techniques. This is as it should be. There is no contradiction in it. **The basic philosophy of University adult education has an essential unity and universality about it all the world over, and yet different countries and their universities rightly and naturally followed independent lines of action.** To their ideas, finance, and resources in academic talent and enthusiasm were related their methods and achievement. Indeed this variety should be regarded a source of strength rather than weakness of the movement. Only in this way could University Adult Education programme strike roots in the soil, and flourish for the communities in which they functioned.

The basic concepts underlying University Adult Education consists of three broad elements, namely, that : (a) Learning is a life-long process, (b) The University should render service to the community, and that (c) Knowledge should be taken to the adult public.

This fundamental philosophy has made an universal appeal. It draws support and nourishment from all sources,—from religious, political, moral, and social ideology. In actual programme operation,

adult education or extension work of the Universities is carried on in accordance with each country's cultural and historical back-ground and, of course, on the basis of the felt needs of the people. Wholesale import of ideas and patterns would simply not do. The Universities would respond to the needs and the local conditions of their people. They will also settle priorities accordingly.

Apart from the well understood psychological truth that certain subjects of study cannot be fully understood in childhood or even in adolescence, **there are other powerful reasons to support adult education work.** They are :—

- (i) The store of knowledge in our world is increasing so rapidly and the social, economic and political change is going on to such a great extent that education received in school or College can no longer be considered enough for a citizen, if he is to function properly.
- (ii) The specialisation in various fields is increasing at an enormous rate with the result that the intellectual appreciation and emotional sympathies are becoming narrower and narrower everyday. Just when tolerance, understanding and cooperation are needed in a large measure in the interest of world peace and political and economic progress, both in the national and international spheres, fragmentation in the field of knowledge goes on separating us into smaller groups.
- (iii) Mass media of communication keep on pouring opinions, slogans and information in an unpredictable measure. Some of them are indeed most valuable, but, as everybody knows, they also have in them great potentiality for evil. This danger can be counteracted only by the dissemination of truth with an objective approach and a high sense of moral and social responsibility.
- (iv) As a result of minute division of labour in modern industry, scientific advance and automation, the human being is left with more and more leisure. Its importance and urgency call for a constructive and thoughtful approach so that leisure time activities are socially valuable and individually elevating.

This brief analysis of the social condition makes the cause of Adult Education and its value many times greater than what it was a century or even 40 years ago. It may be added that some of the more important elements contained in the phrase 'adult education' and a major portion of the responsibility in that context can be taken up and properly carried out by Universities alone.

The service of University Adult Education has several facets and aspects. The Universities which desire to undertake this service of the Community

along right lines and wish it to yield rich results for the society cannot afford any longer to remain ignorant about this public duty.

If one were to try and draw an outline of a map of the vast territory of Adult Education, without filling in details, such a sketchy plan would contain these broad features :

- (i) Public lectures on a variety of subjects for the lay public.
- (ii) Framing of courses for special groups.
- (iii) Provide further education—either through refresher classes, summer schools or regular credit courses or otherwise—to professional groups. The courses may be of short or longer duration.
- (iv) Centres for providing the joy and benefit of liberal thought and education to the citizen.
- (v) Providing the means for and organising seminars, study circles and other activities to help the citizens to function effectively and successfully in their civic life, and also as members of the national and world communities.
- (vi) To devise a syllabus for regular studies in the subject of adult education.
- (vii) To conduct research into every aspect of adult education.
- (viii) Investigate the educational needs of adults in society, according to their personal or sectional conditions.
- (ix) To train people for work in the field of adult education in different capacities.
- (x) To stimulate cultural and intellectual life of the community.

It will be seen that this scheme of Adult Education covers an extensive area of human and educational requirements. The courses of study to be run by the University Adult Education Departments will be indeed numerous. Each University will fix its own priorities. These programmes, it has to be emphasised, are meant to improve the proficiency, skill and knowledge of both the layman and the specialist. It must be remembered that without a systematic effort along these lines education even at the post-graduate level becomes, in terms of the challenge and progress of our times, inadequate and even, as Sir Eric Ashby harshly puts it, obsolescent.

As a University develops its Adult Education Department it will be confronted with a host of problems. They will need the attention of the University in the light of its own resources, conditions and priorities. The problems are :

- (a) Should the Department be put under an academic head or an administrator ?
- (b) The relation of the Department with the teaching Departments, and the latter's res-

- (c) How should the Faculty of the affiliated Colleges be involved ?
- (d) Finance—its source and allocation.
- (e) When Adult Education also becomes another academic Department, should the administration part be separated or kept together with Expansion ?
- (f) The methods and techniques to be employed. Need for orientation of workers.
- (g) The recruitment of Staff.
- (h) Maintenance of proper standards.
- (i) Relations with other adult education agencies—voluntary, local Government and State Government.

A word about the financial aspect is necessary. The needs of the Adult Education Department will have to be assessed with vision and foresight. Resources would have to be found for it, if it is to yield satisfactory results. Since this activity is new to the country, the point needs to be stressed. This useful University activity should not suffer neglect from any quarter—State Government, the Union Ministry of Education, the U.G.C. and the public. Governments in the U.S.A. Canada and the U.K. provided substantial funds for Continuing Education. In the U.K. grants are administered on a quinquennial basis, so that the Departments are not exposed to a state of uncertainty year after year.

In 1948, the English University Grants Committee expressed the view that Adult Education in a University be accepted "not as a service rendered for the convenience of external bodies but as a necessary and integral part of its normal activities" (to quote Sir Walter Moberly). Sir Eric Ashby, another distinguished educationist, holds that "Universities have a responsibility to a much wider public," and goes on to say "Many Universities set a high value on extra-mural work for its own sake, not merely as a duty which scholars owe to their fellow citizens, but also as a means of keeping universities close to social and economic problems and to the people whose taxes finance them".

It is evident that the basic ideas and experience of other countries in the field of University Extension or Adult Education bear a torch light for us. As compared to what has been achieved by the Universities of, comparatively speaking, young countries, what have we done ! Our own record in this field has the beauty of a clean slate, displays faultless inactivity, enjoys complete freedom from thought and possesses the virtue of philosophical indifference and complete detachment towards what has gone on elsewhere. A small number of Indian Universities do undertake extension work in the form of popular lectures. That is valuable work. Even in this, our performance has been quantitatively rather meagre

(Continued on page 11)

ADULT EDUCATION FOR PROFESSIONAL MEN*

By J. C. Mathur

UNIVERSITY Education in India is beyond question identified with the preparation of men for professional work. This identification has been so close as to expose Universities to the criticism that they have failed to contribute to the enrichment of other sections of society, particularly in the rural areas. In fact, most sectors of society are mutually dependent and, therefore, by concentrating upon education for professions, Universities have directly registered a strong impact upon those for and with whom professional men and women work.

Today, however, it needs to be examined if the *initial* training and preparation of young people for occupations of professional level is all that universities need to do. Aren't *alma maters* becoming like mothers of those beasts who cease to have motherly relations with their young ones as soon as they can fend by themselves? Moreover, in an ever-changing society which grows complex and mysterious at every turn of the year, professional men need guidance and illumination almost throughout their careers.

In developing societies like India, such guidance or "Continuing Education" for professional people has a special significance. There is a tendency in some circles of Adult educators to regard Continuing Education as a matter of secondary importance for developing societies and to treat it as a concern primarily of developed societies. The issue is not quite so simple. In the first place, in India and in some other countries, the Freedom Movement itself was the work of leaders who were originally drawn from the professional classes. Perhaps 70 to 80% of these leaders began their lives as lawyers, doctors, etc. After the achievement of freedom, the responsibility of professional classes has to be as high in these countries if not higher than that of similarly placed personnel in developing societies. Planning and production have to cover in a short time stages that were spread over a long period in the developed western societies. Moreover, the wide gulf between the intelligentsia and the primary producer and workers calls for far more detailed planning and anticipatory implementation programme. Again co-ordination and contacts between various branches and activities that are taken for granted in developed societies have to be specially promoted in emerging countries by professional people and leaders who should be capable of having an overall view of things. Finally, the professional classes have to set an example in the art of living, since for various historical reasons, imitation of the urban way is a common phenomenon in developing societies.

Various definitions of "professional" man have been attempted. In a symposium on Continuing Education in Professions held in the University of British Columbia in October 1961, a number of scholars suggested, what may be called marks of identification of a professional man. Some of the suggestions were straight forward and some sophisticated rather than illuminating. But, to my mind, the following among the characteristics of a professional man attempted in that symposium would apply in any situation :

- (a) A professional man should have a high level of general education. It may not necessarily be a University degree but the level should be the same.
- (b) The work of professional man should involve thinking, planning and organizing ; in other words it should call for a coherent use of superior mental faculties.
- (c) His work should be permeated with ethical values, such as discipline of the body of men to which he has the privilege to belong and the observance of a code of honour such as those of doctors.
- (d) A professional man has to assume leadership and with this leadership he has to carry a burden of responsibility.

We thus see that the uses of knowledge and the pursuit for principles are the two foundations on which the structure of professional life rests. One can see how different it is from the role of a politician for whom power (not necessarily corrupting power) has to be the guiding principle or of a worker for whom manual activity provides the principal basis of a career. It would be false to consider knowledge and principles to be necessarily superior to power of manual work. But, undoubtedly, these two features determine the central role of Universities in the building up of professional life in the country.

Universities had in the past, been confining their attention to the initial training. Men in various professions in advanced countries also turn for continuing education to professional or service associations, in the first instance. These associations, formed originally to protect service interests, later, got involved in the laying down of codes of conduct. To these two functions has been added in recent years material and information on latest developments for the guidance of their members. This service has taken various forms, such as providing libraries, arranging conferences and conducting specialised studies. The second source of continuing education to professional men are journals. Professional journals subsist on

* Paper prepared for the Bhopal Conference.

specialised advertisements and contributions by experts. Someone has called these journals "hailstorms of facts of knowledge that impinge upon a professional man." The extent of the readership of these professional journals is perhaps an index of the stage of modernization of a society. Another important source of Continuing Education is "Advertising Literature". In countries like United States where commercial firms and industrialists in the private sector have to compete for survival, publicity consists not merely of slogans that boost a commodity. A more practical approach is to bring out brochures and notices which are packed with information throwing light upon recent developments. It is an investment that the manufacturers find it highly remunerative.

In recent years, professional men are beginning to turn to universities for what may be called a "process of renewal". This has been the result of a realization on the part of decision-makers in big organisations that their high executives should have contacts with uninvolved but deeply informed minds that can subsist only in the environments of a university. But universities also have found it necessary to extend their horizon and found a new purpose in establishing contacts with men of mature thinking and practical experience. It is thus that in American and other universities professional men are admitted for post-graduate training and even research. At the same time, universities are contributing to the general enrichment of the personality of professional men. For this purpose, courses in Liberal Education, on Civic, Literacy and Public Responsibility are being organised. In other words, **universities are able to provide both specialised training at the highest level and liberal education as a stimulating environment.** Both these are part of a process of renovation and have an advantage over the other three means of Continuing Education (professional associations, journals and advertising literature) because the participants are transported into a different atmosphere and move for the period of the training, in groups that belong to a different world, thus establishing a vital link with the world outside the narrow and restricting limits of specialised professions.

Universities in India have so far been so little concerned with Adult Education, particularly of professional men, that a discussion of the methods that they should adopt in this field would seem to be premature. Nevertheless even in their present preoccupation with the building up of the new generation to take up responsibilities of life, they would stand to gain if they become conscious of the techniques which can be of practical value to men in professions. Of these techniques, the first is the imparting of professional competence. Now, professional competence does not necessarily mean ordinary know-how. It means an understanding of the deeper layers of the subject matter. Efficiency of

a person no longer depends only upon experience and command of precedents; **accretions to professional knowledge are taking place every day and it is in the university libraries that this enrichment can be possible.** The second skill is that of analysis, criticism and judgment. Professional men working in the hierarchy and discipline which they serve, often run the risk of losing their capacity for questioning viewpoints and welcoming disturbing probes. In universities this is a daily fare. This stimulating effect upon the man in a position of leadership can hardly be overrated. Thirdly, nothing makes the mind more resilient and the sense of responsibility sharper than a holiday from routine. **To a professional man, a university can provide this liberalising experience, first by enabling him to move among heterogeneous groups and secondly by arranging top level invitational seminars where professional men give as much as they receive.**

None of these three techniques by themselves would succeed unless universities opening their arms to men from professions are clear about the aims of the continuing education that they wish to give. They would be duplicating the work of other organisations if improvement of professional competence were to be the principal criterion of the work among these adults. In fact excessive emphasis upon professional competence might raise the walls of specialization. It might divide, what has been called by Whitehead "the seamless coat of learning." It is far more important that the professional man should be made sensitive to the wider implications of his decisions and actions. He should become aware of the inadequacy of specialization and the growing interrelations between various branches of knowledge and professional activities. He should have the capacity to switch over every now and then from his function as a professional man into his role as a mature and enriched citizen. He should combat the commonly-held notion that "talking shop" everywhere is a natural and unexceptional behaviour. He should have the ability and aptitude for communication with those whom he has to lead and among whom he has to work. Such an understanding with his team, his clientele and the public can come from acquaintance with general cultural environments, social set-up and behaviour. The language of communication is not merely one of giving orders and instructions.

How has a beginning to be made of Continuing Education for professional adults in Indian universities? **Men in the services, particularly the superior services, have a weakness for regarding themselves as "all knowing ones."** This attitude crystallised all the more after Independence when able bureaucrats have had to work with politicians who, in spite of their experience in public affairs, are, by no means, their equals in professional competence. An unexpressed sense of superiority under the cloak of an equally false sense of modesty is a common weakness of

bureaucrats. It is not going to be easy to convince them of the usefulness of the process of renewal in a university; they are bound to be sceptical. Some attractions may have to be offered such as the sabbatical year which may initially be treated by them as holidays but of which the toning effect would be eventually recognised by them. Another approach could be to men of professions as *alumni*. Memories of days of youth spent in colleges and universities could be exploited for get-togethers. This kind of loyalty could be not only a link in the interest of the institutions but also a motivation for learning. Perhaps, the most important argument which universities can advance is that men in various professions in India today are also men in possession of leadership and that leadership is not merely confined to political parties and the legislature.

In a society like ours, life of this generation as well as of the generations to follow is being rebuilt from the foundations. In this process professional classes have to play a leading part because of the unfortunate gulf between the sophisticated and knowledgeable middle class and the vast mass of unlettered and tradition-ridden people. Therefore, men of the professional class have to set a pattern of living. As in ancient India, so, to some extent, today, the complete citizen has to be a man of parts, sensitive to various arts, discriminating in taste and endowed with a comprehensive vision. For him, personal improvement is an essential ingredient of social betterment. **Dag Hammarskjöld** has named ours as the Age of Responsibility. One is justified to call it also the Age of Learning. The two go together and it is for universities to bring about this synthesis.

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UNIVERSITIES & ADULT EDUCATION

(Continued from page 7)

and superficial. The measure of agricultural extension work and refresher courses for teachers in some parts of the country has been very useful and commendable. **As for the concept of University Adult Education in its comprehensive sense, it has, as it were, by-passed our country.** And curiously enough even now, there is so little desire to make up for lost time. Our political and economic situation on the one hand and the phenomenal growth of scientific knowledge and change in world conditions on the other, combine to stress the need for this action. This Conference, first of its kind, should take stock of this situation and seize the problem in all its depth, variety and complexity. While ours is the first gathering in this country for such a purpose in other countries national organisations have existed for a long time to deal with this subject. The national Universities Extension Association of the United States held its first Conference in 1915, FIFTY years ago. It is suicidal for us to be dragging our feet.

It has been seen that **the case for a thorough-going scheme of Adult Education is clear and strong for any society today.** But three broad features in the contemporary Indian scene infuse an element of urgency into its special situation, and add force to it. The Indian University has been, since its birth about 110 years ago, an exotic plant in our country. It has not yet fully acclimatized itself in the land of its activity. Far too long, the Indian mind has been nurtured in the University Halls and Colleges on tinned and dehydrated food manufactured in the western universities. In the past this was inevitable and also beyond control. It is true that basic knowledge, particularly in the field of physical and biological sciences and largely even in the social sciences is universal and need not necessarily have a national or regional flavour for being assimilated. But then the Universities of a civilized community are **the best centres of its culture, heritage and tradition.** The air we breathe in our Universities, the language we speak, the ideals we pursue and the thoughts which guide us in our work of teaching, learning and research should be related to our background, our way of life, our classics and code of ethics. We should readily learn and receive new and true knowledge from everybody and everywhere; at the same time, we should not neglect or disregard our own treasures. This has been a real danger. Only by a sound and a wide-spread system of University Adult Education can this need be met.

Secondly, India has accepted parliamentary system of democracy with adult suffrage. No important country in the world has such varying levels of social economic, educational and political development in

its society as our country. The words of the Constitution, however elaborately and carefully drafted, are not, by themselves, able to defend its contents, if the people are morally weak and socially and politically backward. There is a grave element of uncertainty about our future. The present standards of our conduct, patriotism and responsibility will not be adequate to protect our rights, to defend our liberties, to stabilise our constitution. **Sound schemes of adult education conceived and carried out by University Faculties are an urgently needed remedy.**

The country's policy of planned development in the economic and industrial spheres is the third call on the Universities to play their part in supporting our country's action. No other organised institution can support our development plans as effectively as the Universities can through their adult education programme.

Even in the West, adult education has occasionally been treated as a step-child of the University. But in India the position is much worse. It is not even recognised by many responsible persons as a legitimate function of the University. This factor is like a big boulder in the way of our advancement.

May I close with the wise words of Dr. Brock Chisholm, a distinguished Canadian psychiatrist who rose to be the Director General of W.H.O. They seem to be apt for this occasion :

"So far in the history of the world there have never been enough mature people in the right place at the right time."

And they are so badly needed here, as everywhere.

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Experiences and Achievements in University Extension Abroad*

By

Dr. J. K. Friesen

UNIVERSITIES everywhere stand for advanced study.

India has the advantage of an educated, erudite elite that has few, if any parallels in the emerging democracies. It will be worthwhile if we could have a look at what has been done in University Extension in other parts of the world.

University Extensions in Underdeveloped Areas

For many generations the fishing villages in Nova Scotia were depressed communities. The Catholic fathers at St. Francis Xavier University in that province left their ivory towers to explore what could be done for these poor fishermen. St. F.X. as this University is known discovered the practical method of organizing fishermen into small informal discussion groups which met in homes, warehouses or on the wharf. Their problems were an economical one hence the extension workers concentrated on this particular need, first through study, then through organisation of cooperatives then by adding libraries, cooperative housing and other personal and community services. 7000 miles southward, in Santiago the University of Chile, some years ago felt the urge to make a modest contribution in bringing higher learning to more people along the extended South American coastline. They overcame distances by engaging a railway coach, equipping it with art displays, books, motion pictures and using the central opening as a stage. As the train uncoupled the coach in a remote village

siding, the peripatetic extension crew would go into action and give local populace a day or two of **unforgettable cultural and educational experiences.**

In the late 19th century Britain, W.E.A in collaboration with the universities, took higher education into the mines and the factory and brought the worker to the campus giving him his first lessons in economics and history and political science—in short, liberal education.

In Western Australia, the fairly new University of New England in New South Wales has helped the sheep ranchers in tackling their economic and social problems with imagination and tangible results. **The institution overcomes the problems of distances by employing an university aeroplane.**

Tropical Africa is a region which is beginning to feel the impact of University Extension. The two best known examples are the University of Ghana, and Makerere in East Africa. The Awadome Adult Training Centre in Tshito organised by voluntary effort by university adult education and by the Danish and now the Ghanaian governments is the beginning of a big brave adventure. Many types of training courses are held here but of special interest is the influence of this school on the village and the adjoining countryside.

In the tiny mainland territory of Hong Kong, University Extension is but an infant yet under the dynamic leadership of its Vice-Chancellor and the Director of Extra Mural studies, Mr.

Icuan Hughes, Hong Kong is one of the most effective extension programmes I have yet seen. It offers a great variety of courses, from learning English to business management and culture. Hong Kong faces the problems of human resources development familiar to us in India and this challenge the University is trying to meet.

Let us now take a brief look at some **Universities in highly developed areas.** Birkebeck College in Britain's example of an evening College. Its founder 130 years ago fought the battle for the right of the common man to embark on higher education. Its adult students can take their degree either in full-year programmes or in courses spread over a longer period of time. **The Birkebeck model is repeated many times over in countries like the U.S.A. and Canada, where the evening college is a well established institutions.**

The out-of-the-way student can continue his education by correspondence and these schools in the North American continent attract an impressive enrolment running into many lakhs of students. The voluntary correspondence agency is the pattern in Scandanevian countries which along with the Soviet Union are considered to have the most extensive offerings in this field.

A vast new opportunity for credit and other courses has been opened up with the advent of television. Its impact is very great; its classroom accommodates not a hundred but a million seats. A television university has recently commenced operation in

* Paper read at the Bhopal Conference.

Great Britain. In Japan, there are several television networks which offer a variety of educational programmes, particularly in languages. They are however, not directly associated with institutions of higher education.

The University of Ibadan in Nigeria is another example of creating, under the aegis of UNESCO, one of the first comprehensive regional training centres in adult education at a university. This model is worth watching from the Indian shore, as this unique centre will offer training, research and various facilities in adult education for many professional and non-professional groups.

Now I will give a specific set of major achievements of the universities abroad.

The basis for involvement is a philosophy of a **service to the community**. It is this attitude toward the community that resulted in certain evening colleges actually developing into fullfledged universities, e.g. Sir George Williams in Montreal, Nottingham in England and many other examples in the United States.

Higher education has become a **visible productive statewide service**. The best earlier examples of the peripatetic university were America's Agricultural College and the W.E.A. of Great Britain. Today many western universities have itinerant programme staff in a number of off-campus communities. The North American approach inclines to the offering of credit programmes for adults, in addition to other Extension activities. In Great Britain and, tropical Africa, Australia, New Zealand and the West Indies, the resident tutor is the well-known pattern of the university adult education. As teacher-cum-organiser, he is the university representative in his community.

A campus is a remote place to many citizens, and particularly so in a developing society; in such situations, **the field staff in extension provide an invaluable contribution to the people**. This aspect of western universities holds enormous potentialities for developing countries like India. Universities should make their influence felt, at least within their own state.

The third achievement is the promotion of **liberal education**. British Universities more than any other have concerned themselves with studies of adults which help make men free and responsible democratic citizens. The American universities were more occupationally oriented, but today there is a concerted effort to recapture the lost ground in the humanities. Some seven years ago my University of British Columbia, in Vancouver, Canada, established a programme of study discussion in the liberal arts in which participants met weekly in their homes. It was called "*Living room Learning*." With some leadership training and with solid, well organized study material in the humanities and social sciences, this programme was soon operating in over eighty communities of our province. Many of these groups now conduct their programmes independent of the University. There is no doubt that the University although it may not directly seek it, gains prestige with such programmes.

Continuing Professional Education—There are several ways outside the university by which this kind of education can be offered but if he has taken full advantage of them, the professional man still needs his university.

Having taken an early lead Western universities are making an impressive contribution in continuing education for the

professions. It often takes the form of peripatetic teams of teaching staff carrying out regular state-wide schedules of short courses; another is for the professional to return to the university laboratory, the library or the conference room to refresh his knowledge, to provide a pause to think and to reassess himself and his work. Some professions in the west are beginning to make it virtually compulsory for their members to attend periodic refresher courses.

It is in the opportunities for adult continuing their **formal education** that the North American University has attracted international attention. The need for a higher formal education for out of school persons includes adequacy of opportunity for all ages; the scope is Grade I to the doctoral programme. All have the chance to continue their education. The two methods are after-hour classes on campus or study by correspondence. What a wide range of credit courses in summer school or comprehensive correspondence programmes can mean to the teaching profession in India is an exciting thought. Surely in no other way can the present teaching profession improve its academic standards here and now.

Britain and some European countries have made notable contributions of research and teaching in academic subjects, but in the United States and to an extent in Canada, adult education is regarded as an emerging discipline. An increasing number of universities are offering such programmes both on the masters and doctoral levels. The surprising fact is that the study of adult education has been neglected so long specially in view of the impressive commitment which developing and developed countries have undertaken in furthering education for adults.

New Book

Adult Education : Outlines of an Emerging Field of University Study. Edited by Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck. Adult Education Association of the U.S.A., 1225 Nineteen Street, N.W., Washington, D.C. 20036, 1964.

THIS recent book, brought forth by the Commission of Professors of Adult Education (U.S.A.), provides the reader with a systematic presentation of the field and body of knowledge required for graduate training programmes for adult educators. This is the first time that those who are teaching adult education in American Universities have undertaken to record some of the basic material of their area study.

The Commission asks: What indications do we have that adult education has reached the maturity of discipline? A careful examination of the situation points out that adult education (i) has built up a constituency and in doing so has increased the demands for qualified leaders; (ii) has developed a broad base of institutional sponsorships ranging from private and public schools and colleges to libraries and labour unions; (iii) has begun to develop a curriculum based uniquely on the needs of adults; (iv) has created some new methods and techniques adopted specifically to the characteristic needs of adult learners; (v) has been accumulating a unique body of theory, knowledge and practice; (vi) has developed an expanding corps of trained workers. For these reasons there is a rapidly increasing trend to develop graduate programmes in adult education.

Part one of this volume delineates and describes the milieu in which a graduate programme for the training of adult educators is emerging. Adult education as a discipline is covered in one section of the earlier chapters as are the aims and patterns of a graduate programme of education. Adult education in specific terms, "is a relationship between an educational agent and a learner in which the agent selects, arranges and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participations in such activities is subsidiary and supplemental to a primary productive role in society."

Of those students who concentrate on advanced degrees in adult education, many of them return to service in public school adult education, general university extension or agricultural service. However, other kinds of employment are found in libraries, voluntary associations, industry, labour unions, churches, settlement houses and community centres.

Two major procedures are used in developing a unique body of knowledge in adult education. These are: (1) Experience gained from dealing with practical problems lead to the formulation of principles or generalizations which provide guides for future practice; (2) Knowledge which has been developed by other disciplines is borrowed and reformulated

for use in adult education. "In essence, adult education is a practical discipline like engineering, law, medicine, business and public administration, social work, public health, and various other professions, its primary objective is coping effectively with some unsatisfactory state of affairs or problem of everyday life". Over the period of many years, numerous universities have tried various approaches in the training of the professional, most of them developing an interdisciplinary programme. By way of illustration, some of the benefits that other disciplines add to adult education as a field of study are:

(1) *Sociology*: Areas of study such as social organization, social interaction, population and ecology, and social change have great relevance to adult education. Other fields of sociology which are vitally important are the sociology of education, urban sociology, and the sociology of mass communications. All of this is in addition to the use of the social science methods of research and survey analysis.

(2) *Social Psychology*: This field is of primary importance to adult education. In programming, the selection of objectives is based upon the educational needs of society and the individual, within the context of group and cultural values and forces.

(3) *Psychology*: The greatest contribution of this discipline is that of helping the educator to understand such factors as the ability of adults to learn, the characteristics of the adult learning situation, and the nature of motivation.

(4) *Organization and administration*: Such subjects as concepts of administration, the relation of the individual and informal organizations, and the process and consequences of decision making are examples of some contributing areas for study.

(5) *History*: The historical methods of collecting and organizing data are widely used in adult education. A historical reference throws light on certain questions and helps to understand cause and effect relationships.

Part III of the book, entitled "Conceptual Structure for some aspects of adult education" is of special importance since its purpose is to take what has been learned from experience over a considerable period of time and organize it into theory in some of the aspects of adult education. Part IV, discusses the implications of the book for programmes of graduate study in adult education.

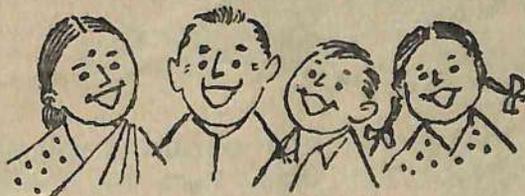
This book, incomplete as it is recognized to be, does introduce new ideas and ways of thinking about the conceptual foundations of adult education as a university discipline. Such ideas may seem particularly new to India but there is recent evidence that universities and other organizations are increasingly committing themselves to adult education. The Conference at Bhopal on University Adult Education, as well as the newly developing experimental programme at the University of Rajasthan, are indicative that attempts are being made to meet the challenge of the present times.

James Draper



remember

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IS A HAPPY FAMILY**

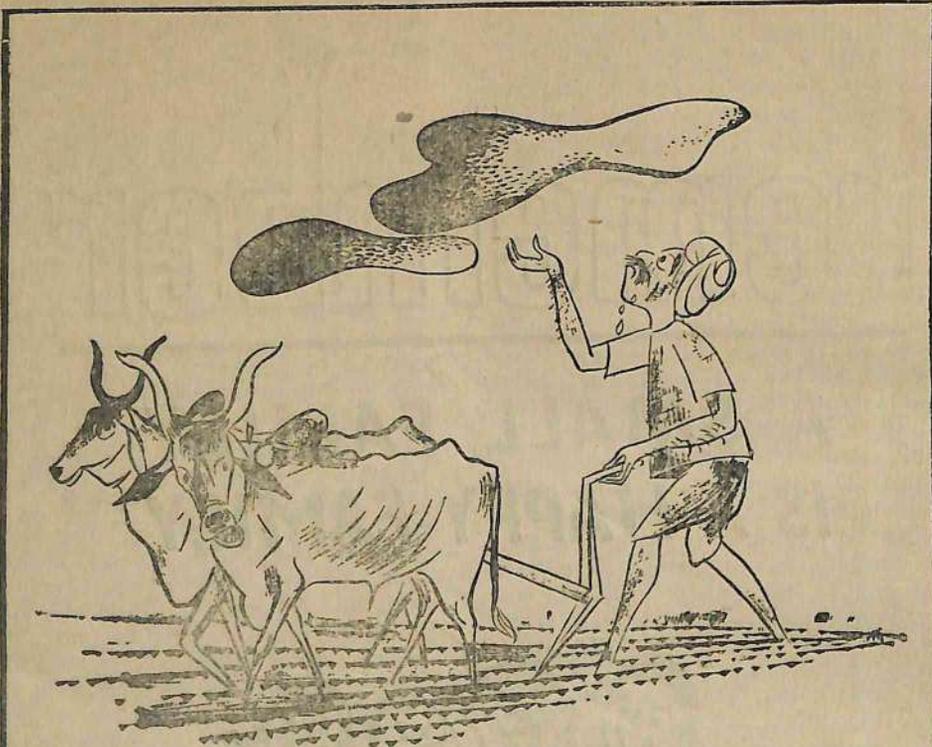


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DA-65/172

ADULT EDUCATION

Vol. XXVI October 1965 No. 10

NATIONAL SEMINAR ON ERADICATION OF ILLITERACY

PLANNING COMMISSION VENTURE

The Planning Commission has convened a national Seminar on Eradication of Illiteracy to be held at Poona from November 8 to 10, this year. Dr. V.K.R.V. Rao, Member (Education) Planning Commission will preside. The Chief Minister of Maharashtra, Shri V.P. Naik will inaugurate the Seminar.

THE Seminar will discuss the problem of illiteracy and its eradication from this country in the shortest possible time. The Seminar is likely to draw up a blue print of action. It is expected that greater use will be made of non-official organisations for conducting preliminary promotional activity.

Dr. Mohan Sinha Mehta, President, Indian Adult Education Association has been specially invited to attend the Seminar.

Dr. Roby Kidd, Chairman of the International Committee for the Advancement of Adult Education and Dr. T.A. Koshy, Chairman of the International Committee on Literacy are likely to take part in the Seminar.

During the Seminar, the participants will have an opportunity to see the working of the Gram Shikshan Mohim launched by the Maharashtra Government in 1960.

Representatives of the State Governments, Central Ministries, Planning Commission, Indian Adult Education Association and several voluntary organisations are likely to attend the Seminar, which is the first step in the nation-wide campaign for the eradication of illiteracy undertaken by the Planning Commission.

India did not take part in the Teheran Conference on Literacy because of the Pakistani aggression on India. The Indian delegation which was to leave Delhi for Teheran on Sept. 7, had to cancel its visit. The report of the World Conference is not yet available.

Dutta for Manila

The Executive Committee of the Asian-South Pacific Bureau of Adult Education will meet in Manila from Oct 11 to 14. The Chairman of the Bureau, Shri S.C. Dutta will preside. He leaves Calcutta on October 10 for Manila, where he will also address the Conference of the Philippines adult educators. Shri Dutta is likely to return on October 15.

Institute for Workers' Education

The Institute for Workers Education sponsored by a number of mariners working under the Calcutta Port Commissioner was started in 1962. The Institute imparts education to the workers. The programme includes literacy and general education, trade union training, vocational classes and physical education.

The Institute also acts as community centre organising programmes such as drama, debate, seminar, survey of working and living conditions of workers and publication of booklets etc. At present seventy five workers are enrolled in regular classes.

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WHAT LITERACY DOES TO PEOPLE

By Mushtaq Ahmed

Introduction

It is proposed to report in this paper the results of a few investigations, carried out at Literacy House Lucknow, designed to answer the following questions:

1. How long adults take to learn the basic skills of reading and writing, usually imparted through a primer or primers and what are the levels of the skills attained after the completion of such teaching materials.
2. To what grades of the elementary school system the graduates of adult literacy classes can be equated in terms of the 3 Rs.
3. What are the consequences of literacy teaching in terms of the uses of literacy and behavioral changes, if any.
4. What are some of the factors which seem to motivate the adults to continue in adult literacy classes as judged from periods of attendance.
5. What are the costs of literacy teaching in terms of the levels of attainment.

This is the report of the result of the first study. Many efforts of systematic literacy teaching in India and elsewhere stop after the completion of a primer or one or two simple books variously known as supplementary books, follow-up books, rapid reading books, etc. A large number of the students also quit the classes after this stage with a literacy certificate. It was thought that it will be helpful to the organisers of literacy classes to know the periods required to acquire the basic skills of reading and writing and the levels of attainment of the 'primer graduates' so that they may be in a better position to decide whether the amount of literacy received is considered sufficient for self improvement or there is need of further systematic teaching.

Method

Literacy House has been conducting literacy classes in rural and urban areas from many years. Since 1962 a set of teaching materials called 'Naya Savera' are being used in these classes. After the students had completed the Naya Savera primer in 62 rural and urban classes a test was administered to 632 students.

The Naya Savera primer: The primer is designed to teach the basic skills of reading and writing and numerals upto 100. The primer is based on the eclectic method and introduces running stories from lessons 3. The content of the stories have adult concepts build around topics like 'work is pleasure', 'cooperate in community development work', 'none should think himself too small to undertake a big task', 'don't believe in rumours but find the truth yourself', 'the village panchayat', 'advantages of literacy', 'T.B. germs', etc. It also contains numerous exercises designed to develop reading speed, com-

prehension, writing skills, picture reading and sentence building.

The primer consists of 16 lessons spread in 58 pages. It has 500 new words most of which have been repeated several times. Reading and writing is taught simultaneously.

The Test: The first part of the test consisted of an unseen passage of 70 familiar words giving the basic steps of making compost. It had only one joint letter. The student was required to read it with understanding and recall the major points after he had finished reading. It was stipulated that there were six major direct meanings and one inferred meaning in the passage. If he recalled these he got 18 marks. There were two marks for any points which he might mention on his own not given in the passage. Thus the passage carried 12 marks for reading it correctly and 20 for comprehension.

In the second part of the test the subject was to fill in his own writing the blanks between two sets of numerals. Each set has only one blank. It carried 9 marks.

In the third part of the test he was required to recognise six two-digits numerals of Hindi and six Arabic. He had learnt these through the primer. This portion of the test also carried 9 marks.

Thus the total number of marks were 50 (32 for language, and 18 for arithmetic). It was decided that if a person was to be considered as having acquired basic skills of reading and writing and numeral recognition he must be able to read and understand at least half of the test passage and recognise at least half of the numerals. A person having less ability than this or having high ability in reading-comprehension but very low in numeral recognition or vice versa should not be considered to possess enough reading skills to be of much use to him. Therefore all the students securing less than 50%, or 25 marks out of a total of 50 were considered as 'failed'. Those who secured 25 marks or more were regarded 'passed' and grouped into 3 categories:

1. Those who secured 50 — 60% marks.
2. " " " 61 — 80% "
3. " " " 81 — 100% "

The test was administered on the following dates:

- | | |
|---------------------------|-------------------------------------|
| Naya Savera cluster | — March 1963, and
November 1963. |
| Outside cluster | — November-
December 1963. |
| Kanpur Industrial classes | — February 1964. |

In addition to the above reading-comprehension and numeral recognition test two other tests were administered to a group of 124 students to assess their writing ability. The first test was administered in July and November 1963 to 110 students to assess their ability to take down dictation and writing speed as adjusted from the rate of taking

down the dictation. The dictation consisted of a small running passage of 30 words, having no joint letters, on the advantages of reading and writing. The second test was administered in February 1965 to 14 students to measure the ability of 'self expression.' The students were asked to write down their names and addresses, occupation, and the benefits of reading and writing according to them.

The subjects : They were the adult students who came from three types of classes.

- (a) *The Naya Savera Cluster :* These were 17 classes specially opened in a group of villagers on the outskirts of Lucknow to test the Naya Savera primer and readers. These classes were supervised by the two supervisors and also from the headquarters. Effort was made to enlist the cooperation of the Pradhans* and use occasionally visual aids (mostly flashcards) as an integral part of teaching. Film and puppet shows were also arranged from time to time in the villages having these classes.
- (b) *Outside Naya Savera Cluster :* There was a group of 18 classes also in rural areas near Lucknow. They were also supervised by two supervisors. Some of them existed long before the Naya Savera cluster and the Labauch books were used in them before they were replaced by the Naya Savera in August 1963. These were regular literacy classes and not experimental in nature like the Naya Savera cluster classes, they have, therefore, been treated separately.
- (c) *The Kanpur Industrial Workers Classes :* Most of them existed long before the introduction of the Naya Savera materials. Since the classes were far apart, situated in the Labour Welfare Centres, close supervision was difficult though there were two supervisors on the spot to supervise them. Due to perhaps lack of interest and the shift system the students could not be very serious and regular in their studies. Supervision from headquarters (Lucknow, 43 miles away) could only be done after long intervals. The teaching was mostly book-centered and Literacy House control over the teachers was much less than the other two clusters as they were directly paid by the Labour Department. Literacy House was only responsible for general supervision and giving examinations.
- (d) *The Khejriwal mixed classes :* They were a group of 15 classes sponsored by an industrialist for his factory workers and the villages around the factory from which it drew some of its labourers. The classes were mixed having both labourers and farmers. These classes were well supervised both by the Literacy House staff and the management of the factory. The financial pattern was

like the Kanpur Labour Welfare Centres—the management paid the teachers direct and met other cost let the technical guidance rested with Literacy House.

The previous education of the students : Before teaching in the classes began a pre-admission test was administered as a rule to judge the degrees of previous education of the students if any. Each student was given a printed test form and asked to write down his name and address and read a set of letters, words and sentences. But the students in a literacy class come and go so frequently that sometimes the teachers fail to administer the test to every student. Hence records about the previous education of every student was not maintained. The teachers did write in the attendance registers against the name of every student 'literate' or 'semi-literate.' But this method of judging by the teacher was not considered reliable. Moreover some students have a feeling that if they declare themselves semi-literate they will not be admitted in the classes—hence they find it safe to declare themselves illiterate.

Out of 632 students spread in 62 classes, 372 were illiterate prior to the admission in the literacy classes, and only 37 'semi literate.' No pre-admission records could be found for 223 students about half of them belonging to the industrial workers classes of Kanpur. Some of those classified as 'illiterate' had varying degree of familiarity with the alphabet. Some could recognize a few letters, some could read one or two words and sign their names. But none of them could read all the sentences or all the words in the test form or write his complete address. Those classified as 'semi-literate' could either recognise all the letters, read all the words and most of the sentences of the test form or write their names and addresses or could do both.

Results

1. *Time taken to acquire the basic skills :* How much time did these 632 students take to complete the primer introducing the basic skills of reading and writing and numeral recognition? The table below shows the result.

The above figures show that in the Naya Savera schools half of the students took between 4 months 20 days to 6 months 28 days, and half between 4 months 20 days to 4 days. Half of the outside Naya Savera school students took between 2 months 27 days to 9 months 1 day and half between 2 months 27 days to 2 days. Whereas half of the Kanpur students completed it between 2 months to 21.12 months and half between 2 months to 8 days. The Kanpur students seem to have taken less time than other students. We do not have the previous records of the Kanpur students hence we do not know if all or most of them were illiterate. The Kanpur schools were running since many years before the test was given. It is therefore likely that many of them might have been semi-literate. The reason for Naya Savera students taking longer time than the outside students might be the frequent use of visual aids in the classes

(Continued on page 10)

* Elected heads of village councils.

The Printed word in the Education of Adults

By Homer and Helen Kempfer

LITERACY

A discussion of the printed word in adult education might start with literacy.

Is literacy necessary?

We raise the question because we have often heard educational leaders in countries with high illiteracy rates seriously discuss the issue. With the coming of radio, T.V. and the cinema they wondered whether sufficient knowledge might not be transferred by these media to the illiterate masses to make literacy obsolete. They questioned whether books, newspapers and the printed word were really necessary for the further development of their countries. May be newer technologies could replace Gutenberg's idea.

To us the issue is absurd. Civilization itself rests, upon the bedrock ability to communicate ideas through time and space. Recorded history began with the written word. Reliable transmission of the cultural heritage depends almost entirely upon written language. No other mass media offers the advantages of the printed word.

Reading is the most flexible media available for the transfer of ideas. Literate people can read at any time and place, and without the need for machines. Reading, while a mass media, is a highly individual activity. People can read at their own rate, in short or long periods, with minimum fatigue. We would not depreciate the usefulness and the power of radio, T.V. and the cinema. However, these media do force conformity to a time schedule and fixed pace without the possibility for easy repetition

for those who have missed a point.

Shall all be made literate? Now?

Discussions of literacy, however, often are based on assumptions which are questionable. The benefits of literacy are so great that it is easy to say:

Everyone on Earth should be made Literate-Immediately

At the risk of being misunderstood, we want to say that we seriously doubt the wisdom of that statement. The Director-General of UNESCO has said that illiteracy could be wiped from the face of the earth in a decade if we applied enough resources. Conceivably he is right. Appealing as the idea is to developing countries, the problem and solution are not so simple. Undoubtedly we could come near the goal if we had unlimited trained personnel organising leadership and materials. But would governments in less-advanced countries want to take money and people from other high priority work to establish universal literacy? We would like to think so although so far very few have attempted it. The resources wasted on armaments alone would be enough, but many national governments do not yet seem ready to abandon the principle of physical force. If we had to take resources from other social services, I doubt that most people would want to create the resulting imbalance. Food and health services, for example, are usually more valued than is literacy.

For adults, attainment of literacy to the third or fourth standard requires about 200 or so hours of concentrated effort. This effort often is not forthcoming unless there is a strong personally-

felt need. A significant portion of the illiterates in the world today, because of age, environment, or their cultural situation, do not feel this degree of need. To try to teach people without a felt need to learn is a most wasteful practice. Yet stopping short of functional literacy is equally wasteful.

Parenthetically, we might add that enormous sums are being wasted annually whenever only one or two years of primary education are provided to large numbers of children. This is happening in many developing countries. In their enthusiasm for literacy, many educational leaders forget that the pay-off in the investment depends largely upon reaching a level of functional skills which can be maintained.

Should literacy be started without environmental support or follow-up?

Once literacy is established, the skills can be maintained only in a supporting environment. Possibly a majority of the illiterate adults today live in an environment that does not support literacy—too little reading matter and too little need to read under their present way of life.

One of Mushtaq Ahmed's studies in India showed that 60 per cent of those who became literate had relapsed back into illiteracy within a year. They had almost nothing to read and too little need for reading to maintain their skills.

If the environment does not support literacy, then artificial follow-up skill-maintenance activities have to be provided usually at a cost greater than the original literacy instruction. Ideally, of

course, it would consist of a continuing adult education programme which very few nations have been willing to undertake. However, the establishment of system of education throughout life could well be a major social development of this generation.

Lest we be accused of being anti-literacy, let us say that we strongly believe that literacy is a fundamental tool whereby a people can lift themselves by their own efforts. However, literacy cannot operate alone. It is best developed in conjunction with many other socio-economic-cultural institutions. Instead of evangelistic mass campaigns to wipe out literacy, we could better apply our intelligence and available resources to the problem at points where most results could be produced. One of those is printed materials.

Preparation of Instructional Materials

We would like to limit the discussion of the printed word to *instructional materials* but expand it to include any form of communication which can be pre-planned and mass-produced in permanent form. Thus we include not only printed words on paper but illustrations, graphs, charts, maps and other printable matter. Lantern slide, films, filmstrips, records and tape recordings, models and kits of equipment are included. They are forms of communication which can be pre-planned and prepared by experts, produced in large quantities, and made available for mass education, either to individual students or to classroom teachers to make their teaching more effective.

We often tend to favour the printed word because of its relatively low cost. Books are inexpensive. Once written and in type, can be reproduced in large quantities for little more than the cost of the paper.

But cost is always relative.

Our first thought must always be: How can we best teach what we want to teach?

Unfortunately, much of the curricular content in schools around the world is cultural heritage material which has out-lived its usefulness. Or it is unrelated to the problems of living in the culture where it is taught. While this practice is wasteful with children, it is absurd and even unethical and out rageous with adults. This brings us to the problem of curriculum.

What are desirable steps in preparing instructional materials?

1. Define Goals. : We need to start out with a careful definition of measurable goals stated in behavioural terms. As learning is essentially the changing of behaviour we are trying to induce and make habitual. Also we want to be able to measure the new behaviour in order to know how well our efforts are succeeding.

In our way of thinking, knowledge for the sake of knowledge has no place in a state educational plan. If, after acquiring the tools of learning, a person wants to pursue knowledge for its own sake, that is all right. But the need is so great for people to acquire knowledge useful in their own lives that schools, both for children and adults, should focus on this primary need alone. This is true in both the more advanced and the less advanced countries.

The first duty of the school is to help people learn how to do better the desirable things they are going to do anyway.

In behavioural terms, this does not mean teaching quantities of subject matter as is common in traditional educational programmes. Instead, it means teaching new responses to both old and new situations—the creation of new behaviour patterns, if you please.

Is subject matter or problems of people more important?

2. Analysis of the job : Good instructional materials are based on an analysis of the present job to be done, on the behaviour to be learned. Only relevant knowledge and skills are included. Storing up of encyclopedic information and skills for possible future use is wasteful. The record of educators in estimating what any individual will need to know in the future has not been too good. We cannot afford to waste our time guessing the future when present learning needs are obvious.

A job analysis takes apart the task to be done. It may be brick-laying, writing a meaningful and communicative letter, or developing ability to decorate a home. The various detailed sub-parts of the activity are the elements to be learned—separately or in combination.

Under the job analysis approach knowledge of subjects as organised by scholars is no longer the centre of learning. Learning becomes problem centered. The subject matter relevant to the problem or task is drawn from all appropriate subjects. Obviously this means that the producer of materials must go to the present-day source. The living activity as it is carried on by the best practitioners is the primary source rather than the heritage in books. The producer of effective materials cannot simply re-write content of older textbooks.

3. Organise the material. The sub-parts, as revealed by job analysis, should be organised with their own sub-units so that every detail is included in its proper place. These sub-parts make convenient learning units. Often they are identified with handles, headings captions, italics, and other devices which help the student distinguish what is important. They may also help the student to grasp the material faster and remember it better.

4. Plan the sequence. Ordinarily learning steps should be small and in such order that students can move from step to step without error or frustration. If an element is included in learning material, it should be learned and given the necessary attention. If something is not really to be learned it should be omitted from the material.

5. Arrange for plenty of specific student responses to specific stimuli. Stimuli should require the students to make the specific responses you are trying to teach. *Learning is an activity* and not passive absorption. Only when a student has made the proper response can you know that he has learned.

What is the primary purpose of tests and examinations?

Good instructional materials are shot through with tests which are stimuli. They bring responses which can be evaluated at once and fed back to the student to show him whether or not he has learned. In the preparation of instructional materials, tests are used primarily for teaching. End-of-course examinations may assess overall achievement. The total materials however, should be filled at every step with tests of all elements to be taught.

Our ultimate concern is not whether a student can pass an academic or achievement test or final examination (although too many national school systems are organized along these lines), but whether he can use the material being taught. We want the student to know at once whether or not he is learning and for this reason provide abundant feedback. We spread test items throughout the materials not to sample and assess knowledge marking purposes but to reinforce knowledge and skills. Tests are learning experiences. We should keep this distinction clearly in mind. Tests within the course are intended to induce activity and give practice which leads to learning.

6. Test and revise the materials until they accomplish the objective. This last point brings

us to a whole new philosophy in the preparation of instructional materials. Traditionally, we have expected teaching to include a good presentation by the teacher. Many formulae has been developed for guiding the instructors' presentation. Presumably, after a good presentation, if the student had not learned, it was his fault. He was either stupid or inattentive.

To what extent should materials be self-teaching?

Textbooks have usually been written on the assumption that a teacher would always be present to explain, to fill in missing data or to elaborate. Historically, the teacher came first. Textbooks had only a supplemental role as they have in most parts of the world today. Now we are moving into an era when instructional materials are central. In fact, increasing numbers of people are engaged in systematic learning without the immediate presence of a teacher. The mass media, correspondence courses, and programmed instruction are taking over sizable areas of instruction. The significant teaching is done by the people who prepare the instructional materials. Correction of student work, when not provided automatically by the system, often becomes something of a clerical chore. Teachers still have important roles to play, but they are changing.

A great many textbooks in the past were written without being tested for effectiveness. That is now changing. We now judge quality of instructional material by its effectiveness in helping students learn. We test it in preliminary editions, find out wherein students do not understand, try to figure out why they do not understand, revise the materials and try again. This process is repeated until a high degree of perfection is reached. Many of the better textbooks go through a dozen or more trials and revision before finally being published in large editions.

What are attainable standards?

If a majority of students do

not get at least 80 percent right on a correspondence lesson something is wrong. Very likely the instructional materials are inferior. They do not teach well enough. Many of our correspondence schools aim to develop materials so that the average student will get a mark of 95 per cent. If the materials are really good, a fair per cent of conscientious students will get 100 per cent mark or near there. Old notions of allowing or even making learning difficult are obsolete. Learning is difficult enough. We need to do all we can to make it easier.

In programmed instruction an error rate of 5 per cent on a lesson indicates questionable material. The aim is 100 per cent. If it is at a suitable level for those enrolled, many conscientious students will approach the ideal.

Why else do you have subject matter in lessons if you do not intend for students to learn it? What kind of a farce is a passing mark of 70, 50 or 40 per cent? With such standards either the teachers or the materials or both are doing a very poor job.

In the past students who failed to maintain the standards required usually dropped out or were forced out. We are not learning that this is an unnecessarily inhumane practice. Untold damage has been done for generations by teachers who have branded certain pupils as failures. In the past we have scrapped people who could not keep up. Now we scrap instructional materials that are not good enough to do the job. We find it less expensive in the long run.

Sound theories of education combined into programmed instruction are also teaching us new notions of human development. Several research studies and practical applications has shown that students of relatively low ability can make passing and even good marks. Abler students may finish the course earlier but less able students often do as well in the end.

One example is happening at the Maryland State Prison. Many of the prisoners are school failures and drop-outs. The director of education has found with new, tested programmed instruction material, the school failures and drop-outs are making good marks. In past years when ordinary untested textbooks were used, men who left prison would often get into trouble and be returned. Now those who finish secondary school with the new programmed materials usually get jobs and become good citizens. Education makes the difference. The new instructional material make it possible for them to learn.

We have long tested the students. It is high time that we use only tested materials of instruction.

Elements of good instructional materials :

What are good Instructional materials? How are they prepared?

1. Ideas are expressed as simply as possible. Except at the highest post-graduate level the complex language and vocabulary of scholars should be avoided. No unnecessary explanations or illustrations are used. Every illustration should serve a teaching purpose.

One lesson for us comes from a 51 page farmers' bulletin put out some years ago by our Department of Agriculture. It explained how to cull chickens. At that time our average educational level of farmers was eight years. Few farmers are going to read 51 pages of college-level material to learn how to cull chickens. The material was analyzed and re-written into four pages, mostly illustrations with captions. The four pages tell about all a farmer needs to know about the subject. The 51 pages may be suitable for other scientists.

2. Readability level is at or below the average for the audience. Much instructional material seems to be written by experts to impress other experts. Scholars and writers often seem

afraid to express themselves in simple language for fear that others will think them unscholarly. The student, who is no expert at all, must do the best he can to understand.

Several reasonably scientific readability tests are available for testing reading materials in the English language. The tests include those by the late Irving Lorge of Columbia University, Edgar Dale of Ohio State University, Rudolph Flesch and Robert Gunning.

In general common Anglo-Saxon words in short sentences in short paragraphs make material easy to read. It has been found that sentences averaging longer than 20 or 21 words become difficult for secondary school leavers. Lower educational levels need shorter sentences. We must remember, too, that the typical school leaver relapses a grade or two in reading ability after some years out of school.

The formula themselves do not tell a writer how to write simply and interestingly. Natural creative writing talent can be improved upon by appropriate instruction. The tests do assess the relative difficulty of materials. They indicate the educational level required to read it with ease and comprehension.

Readability is also influenced by length of line. Excessively long lines of fine type close together are so repulsive that we often rebel and refuse to read them unless we must. Newspaper columns offer easy-to-read short lines. Lines of 4 to 4½ inches are about a maximum for book type. A seven inch typewritten line is difficult unless the material is double spaced.

3. Type, size and style are appropriate. Experiments show that ornate type styles should be avoided. Large, open type with simple, clean lines is best. Most newspaper type is much too small, particularly with new literates, older people, and people with eye defects.

4. Materials are appealing to the eye. Materials do not have

to be expensive to be good looking. Bright colours help. If you cannot afford two colours, a dark shade of some colour, such as brown, blue, green or purple is often better than black. Newsprint is used by a large American university for some of its materials. Attractively designed and printed in colour, the materials are quite good looking but inexpensive. Newsprint is not suitable, however, for materials that are heavily used. Paper must be durable enough to stand continuous handling in study.

5. Design is both artistic and functional. Design should help carry the message; it should not interfere. Design begins with the organisation of the manuscript. How often have you seen a solid page without a single paragraph break? Page after page of long paragraphs without captions make formidable reading. Such material repels readers.

In setting up the page, do not leave the printer uninstructed. He is likely to be the product of his cultural heritage too.

A break in the page should not break up a thought. If a chart or outline belongs together, design the book to keep it together. Insert oversize folded pages if necessary for large charts.

White space should be used wisely for artistic and restful effect. The author or printer who crowds and clutters a page with print is defeating his own purpose. Normally the largest margin goes at the bottom, the smallest at the top, with equal margins on the sides. If the book is to open flat, inner margins can be narrowed because the two margins come together forming a double margin.

If the sheets of paper are to be stapled together at the back, the margin should be extra wide to leave room for stapling and opening. Sewed bindings or saddle stitching are preferable for instructional materials. They are more durable than other bindings and permit the pages to lie flat.

These details admittedly are quite elementary. We remind you of them because they are so often overlooked.

Who should prepare instructional materials?

Several specialities are involved in the preparation of good instructional materials. Seldom are they found in the same person. The best materials are often written by a team which includes the subject specialist, a writer, an educator or psychologist, and an illustrator. They can best plan their work together in joint conference.

If the material is written by a subject specialist, the writer rewrites or edits to achieve the desired clarity and readability. If the writer organises and writes the material, the subject specialist reviews it carefully to correct any technical errors. The educator works with the other two at every step to be sure that the material are prepared along educationally sound lines. Materials are revised until all on the team are satisfied.

An artist or illustrator will be needed if photographs, sketches, or other illustrations are to be included. Most instructional material can benefit greatly from good illustrations. Professional artists often handle the general design, layout, and format of the materials. It is important to bring the artist into the planning early enough so he knows the purposes to be served by the artwork.

Artwork can generally serve more than one purpose. It can add variety, please or amuse and thereby add interest, and instruct.

Artistic perfection is less important than functionalism. A teacher's rough sketch that illustrates exactly the point he wants to make is better than a professional drawing that obscures the point.

Subject specialists often know their subject so well that they find it hard to write for a beginner. Writing programmed instruction materials, for example, is a speciality, as is the writing of test items. The work is often

done by psychologists.

Can classroom teachers prepare good materials?

Some of the best instructional materials are written by classroom teachers who know the subject sufficiently well for the intended level of instruction. Yet few teachers are sufficiently gifted, practiced, or trained to write really good materials even if they had time. Preparation of sound instructional material takes many hours for each hour the student will study.

After initial preparation, the materials are tested on small groups of students and revised as often as necessary. Correspondence schools are in an excellent position to do this as all the student responses are written. When they come in for correction and marking, each element can be analyzed to see wherein students are not learning. These indicate points for revision and re-testing.

Why are programmed materials difficult to prepare?

In developing programmed instructional materials, the course writer sits down with a sequence of students and follows each student's mental process. He makes notes of every place the students have difficulty. He builds the instructional materials step by step in harmony with the way the students' minds work. Later the material is tried on small group and then larger groups. It is revised until each step can be mastered by 95 to 100 per cent of the students. Obviously a teacher or writer would need to be released from other work for extended period of time to prepare such materials properly.

You will readily see that this type of approach is a far cry from preparing materials by simplifying scholarly sources, old authorities, the cultural heritage, or knowledge organised by and primarily for experts.

Programmed materials are based upon the way the human mind works. The building of programmed materials requires fresh interviewing and research

guided by the learning objectives which are expressed as behaviour. It is much easier to stick to old approaches, old habits, and accepted traditional objectives. One must guard against the perpetuation of obsolete materials and objectives which do not fit the culture for which he is writing.

Can imported materials be used successfully?

We need a word of warning about importing learning materials from a foreign culture. Translation into native languages is still worse.

Every culture has its own sociological and psychological characteristics which should be recognised in the building of learning materials. Even language bearing the same name is often different from region to region. In the U.S.A. writers of materials for farmers found that places as short as 30 miles apart showed up significant differences in languages. When the same subject matter was written especially for each local vocabulary and idiom, comprehension was increased.

In India, among 150 million Hindi-speaking people there are literally hundreds of different language groups and dialects. When pure academic Hindi is used over the radio, practically all of the villagers and uneducated people are so amused and distracted that they fail to comprehend much of the content. The better-understood radio speakers are the ones who make adaptations to the local dialect.

We are sure that much of the seemingly slower comprehension of English language materials among local populations is due not to any mental deficiency but to the use of materials foreign to them.

The English and Americans are aware of the differences that have grown up between their languages. We both are also aware of many internal regional differences. Some differences appear in the spoken languages but others in written language also. Thanks to the oral mass

media, we each are developing a more internally-consistent oral language.

Other cultural differences also reduce the effectiveness of foreign materials. How much can a descriptive chapter on family life in America or England mean to members of the Indian joint family? How many of the findings of a research study in psychology in one country can be applied in a foreign culture?

These situations may pose seemingly impossible problems. However, if we want good instructional materials, we must recognize that they can best be developed with the culture and language of eventual use. Subjects differ in their importability however. Mathematics may need a minimum of change. Science needs more local adaptation.

The essential new element in production of instructional materials is that they may be tested. They must be tested on the same kind of people and under essentially the same conditions in which they will later be used. Cultural differences are likely to be much more fundamental than languages itself.

Start with materials from other countries if you must but by all means develop local materials as soon as possible. Make sure that they fit the needs and backgrounds of the students.

What is the role of newspapers and magazines?

In the production of instructional materials we must not forget the role of newspapers and magazines. They often reach larger audiences than do books. Many good newspaper writers have long been conscious of and concerned with readability and communication longer than have most teachers. Newspaper writers often get meaning across when learned men do not.

Adult educators would be wise in using newspapers much more than they do in reaching the literate segment of the public. Wherever adult educators in the U.S.A. have worked with newspapers in providing adult instructional materials, they have

usually found the papers cooperative. While newspapers may not want to print academic material from the primary and secondary schools, they will readily publish attractive sequential materials on topics of adult interest; current history, economics, political science, citizenship, agriculture, science, health, homemaking and similar subjects.

At this point it is interesting to remember that the world-famous International Correspondence Schools started in 1891 as a series of lessons in coal mine safety in a mining magazine of that day.

Needless to say, such materials ought to be prepared in ways that induce activity in the readers. Are you familiar with the number of people who do cross-word puzzles in newspapers and take quizzes? These are only two ways that exist to induce learner activity. Is there any reason why a newspaper could not carry a correspondence course with responses sent to a school for correction?

How can professional magazines and correspondence courses be related?

Instead of expository articles in professional journals that often are not read or if read require no response—why not publish a correspondence course? If a professional journal carrying a correspondence course went to your thousands of primary teachers, only a suitable incentive system would be necessary to induce many of them to study. It should be a major way of upgrading your teachers—or any other literate occupational group for that matter.

One useful idea that is beginning to take hold in the U.S.A. is the continuing correspondence course. Instructional units are issued periodically, often monthly, to a cadre of workers in a business or industrial enterprise. In government, the tax bureau, department of agriculture, health department, or branch of the armed forces may operate a continuing course. The

continuous flow of new development in the field are put into correspondence lesson form. The course never ends. It is continuing education at its best. To maintain status, or for promotion, employees are expected to keep up with their field.

This type of thing is properly the work of extra-mural departments which presumably include people who know something about production of good instructional materials. Such systems often work best if operated jointly by the extra-mural department and the government bureau of private enterprise concerned. Subject matter is likely to come best from the operating agency while instructional method and preparation of materials is the function of the educator.

Under the new concept of materials, we are much less likely to blame students if they do not learn. "Know your students" is still the first law of teaching. Secondly, if they do not learn, analyse the instructional material to see why they are having difficulty.

Building effective instructional materials is an expensive process, but we are not doing it for a roomful of 30 students. We are doing it to save lesson-planning and preparation time for hundreds and thousand of teachers. We are doing it to enhance the learning of tens of thousands and millions of students.

A correspondence course that is taken by 1,000 or 10,000 students annually is worth careful preparation. A textbook or programmed instruction course to be used by 100,000 or a million students over a period of a few years should be built scientifically.

Materials developed along such lines cost money but they are worth it. We can no longer be satisfied with 40 or 50 per cent learning when we can get much closer to 100 per cent.

WHAT LITERACY DOES TO PEOPLE

(Continued from page 3)

Table No. 1—time taken to complete the primer :

School	No.	No. of schools	Schooling in month		Pedori		Ill.	S. I.	No information
			Mdn.	Mean	Max.	Min.*			
a. Naya Savera	207	17	4.20	4.4	6.28	04	134	15	58
b. Outside N.S.	310	23	2.27	2.29	9.1	02	238	22	50
c. Kanpur	115	22	2.0	3.5	21.12	03	—	—	115
Total—	632	62	10.8 3.12 (average)				372	37	223

to disseminate knowledge about developmental topics.

On an average the 632 students took 3 months 12 days to complete the primer. It might be mentioned here that the periods shown above do not show the periods for which the classes were held but the actual periods for which the students attended the classes. Thus 3.12 months means 3 months 12 days of actual studies. Each day the class was held for 2 hours. The average in hours will therefore come to 204 hours.

In table 2 we have tried to show the percentage of students who took different block periods to complete the primer.

31 per cent of the total students completed the primer in 2 or less than 2 months, but 58% took between 2 or 6 months and 10% took more than 6 months to complete it.

It was found by observation of the raw data that there was no appreciable difference in the level of

attainment between those who took about 2 months and those who took a much longer period. Perhaps those who were highly motivated or could be regular and devote more time to their studies completed it quickly and those with low motivations, low intelligence, and with spells of long absence simply lingered on for a long period.

The figures given above indicate that if we start literacy programme to cover a large area where students with varying degree of initial literacy, interest, intelligence, and background are found and if we went about 71% (31%—40%) of the students to complete a course designed to impart the basic skills of reading the classes must be run for a period that the students should get the opportunity to study in them for at least four months. But if we want about 90% of them to do so then they should have the opportunity to study for six months. It must, however, be remembered that within this period they are likely to acquire only the basic skills and not be-

Table No. 2—Percentage of students completing the primer in different periods :

Cluster	No.	4-2 (days) (4-60)	2.1-4 (61-120)	4.1-6 (121-180)	6.1 & beyond (181— , ,)	(Months) No (days) infom.
Naya Savera	207	57	35	80	35	
Per cent		27.5	17.0	38.5	17.0	
Outside	310	74	194	24	18	
Per cent		24.0	62.0	8.0	6.0	
Kanpur	115	62	24	12	13	4
Per cent		54.0	20.0	10.5	11.5	
Total—	632	193	253	116	66	
Per cent		31.0	40.0	18.0	10.0	1.0

*The minimum periods indicate that the students must have already been 'literate' upto the primer level.

come fluent readers or be in a position to use reading and writing to any appreciable degree to develop their capabilities.

Those who were semi-literate took a little less time to complete the primer, as shown in the following table. The figures are given only for the schools of two clusters as the pre-admission data for Kanpur was not available. The figures pertain to only those classes where both illiterate and semi-literate students were found.

Table No. 3—time taken to complete the primer by illiterates and semi-literates.

Sl. No.	School	N=	Illit. month	N=	Semi-literate month
<i>a. Naya Savera</i>					
1.	Yusufnagar F	8	3.28		3.27
2.	Mahipal khera	3	1.05	1	1.25
3.	Majhgawan	5	4.0	2	1.23
4.	Yusufnagar II	9	4.19	4	4.04
5.	Yusufnagar I	19	4.12	1	4.22
6.	Barauna	6	.24	2	1.13
7.	Khalilabad F	7	4.25	1	1.08
	Total—	57	23.33	15	19.02
	Average—		3.12		2.24
<i>b. Outside</i>					
1.	Bhadruk	4	3.0	5	1.11
2.	Lahuma khera	16	3.0	2	2.04
3.	Mawaiya	10	2.15	3	2.27
4.	Kharika	11	2.26	2	2.02
5.	Firangi knera	16	2.23	3	3.07
6.	Salehnagar	12	4.00	2	5.3
7.	Alinagar	7	3.4	2	10.28
8.	Bhadarsa	8	2.16	3	2.08
	Total—	84	23.24	22	21.20
	Average		2.29		2.22
	Average of a & b—		3.5		2.23

We that see the semi-literates in the Naya Savera schools took 18 days less to complete the primer than the illiterates, whereas the difference in the outside schools is only 9 days. The semi-literates of both the clusters took only 12 days less to complete the primer than the illiterates. Perhaps the level of the final skills to the attained at the end of semi-literacy of the 37 students did not help them much in reducing the total period of study.

(2) *The levels of attainment*: Table No. 4 shows the levels of attainment of the 632 students in reading, comprehension and numeral recognitions attained at the end of the period of study which on an average was 3.12 months ranging from a maximum of 21.12 months to a minimum of 2 days,

Table No. 4—levels of attainment in reading—comprehension and numeral recognition.

Cluster	N=	Schools	Failed	P A S S E D		
				% marks obtained 50-60	61-80	81-100
Naya Savera	207	17	20	14	99	74
Per cent			9.5	7	48	35.5
Outside	310	23	83	66	126	35
Per cent			27	21	41	11
Kanpur	115	22	48	31	32	4
Per cent			41	27	28	4
Total—	632	62	151	111	257	113
Per cent			24	17.5	40.5	18

The Naya Savera schools show the best results where only 9.5% of the students failed to qualify in the test. The Kanpur schools show the poorest results whereas many as 41% of the students failed to qualify. The outside schools too show weak results with 27% failures. If we treat the marginally passed students obtaining 50-60% marks as weak in reading skills and classify them with the failures and those obtaining 61-100% marks as 'good' in reading skills then it will be seen that 16.5% of the Naya Savera students will be regarded as 'failures' and 83.5% good in reading skills. In the outside schools the failures will come to 48% and good students 52%. The results of the industrial workers of Kanpur will leave much to be desired with 68% failures and only 32% of the students good in reading skills. The overall picture will be that 41.5% of the students will be found poor in reading skills and 58.5% good.

As explained earlier in Literacy House system the classes continue for a long period and the students are declared functionally literate only when they have completed one primer and three graded readers and have passed the final test. The completion of the primer takes on an average 3.12 months. This is regarded only as the first step in reading. The students are not declared literate after this stage. But in systems where the completion of a primer or two with about four months of teaching marks the end of supervised teaching we might expect on the basis of the data of this study that only about 59 per cent of the students will possess good basic skills of reading comprehension and numeral recognition whereas about 41% of them will still be weak in these skills.

We have presented in table 4 the results to the 62 classes as a whole which included both illiterate and semi-literate students. The following table presents the differences in the levels of attainment between the initially illiterate and semi-literate students.

Table No. 5—level of attainment of illiterate and semi-literate students :

School	No.	F.	Illiterates			No.	F.	Semi-literates		
			% marks obtained					% marks obtained		
			50-60	61-80	81-100			50-60	61-80	81-100
a. Naya Savera	57	2	4	33	18	15	1	=	4	19
Per cent		3.5	7	59	31.5		7	=	26.5	66.5
b. Outside	84	20	18	31	15	22	1	7	10	4
Per cent		24	21.5	37	17.5		4.5	32	45.5	18
Total a. b.	141	22	22	64	33	37	2	7	14	14
Per cent a.b.		15.5	15.5	45.5	23.5		5.0	19	38	38.0

The results of only those classes have been compared in which both illiterates and semi-literates were present. The number of the semi-literate students is so low (37) that perhaps percentage is not very meaningful. However, it has been shown in the above table for the sake of comparison between the two groups. We see that a considerably higher percentage of the illiterate students has failed to qualify than the semi-literate group. If the failed and marginally passed students are grouped together and considered weak then 31% of the illiterates and 24% of the semi-literates fall within this category. If students obtaining 61-100% marks are considered 'good' then 69% of the illiterates and 76% of the semi-literates fall within this category. It seems that the initial semi literacy of the students do help them to acquire better skills to some extent but not a great deal if the standard to be attained is comparatively much higher than their initial literacy.

Did the men do better as a group or the women stole a march over them? Table No. 6 gives the result. As the number of both male and female semi-literate students was very low (37 out of 632) we have not divided the illiterates and semi-literates between separate groups while comparing the

achievements of males and females.

The data indicate that the women did steal a march over the men. 25% of the men failed to qualify in the test whereas only 17% of the women failed to do so. There is not much difference in the percentage of the marginally passed students in both the cases. But only 58% of the men could be regarded 'good' in the acquisition of the basic skills whereas 64.5% the women classified as 'good'.

Perhaps the reason is that once having decided to devote certain time to studies the women tend to be more regular as they don't have to absent themselves frequently from the classes. Because of the nature of family and social responsibilities the men have to stay away from the classes at intervals. Whereas the duties of the women mostly remain within the realm of the household and their social life does not provide many opportunity of recreation which might pull them away from the classes. If this is so they should be found more regular in the classes and consequently may take less time to complete the course. The table no 7 shows the time taken by the women in the sample.

Table No. 6—level of attainment of men and women.

School	M E N					W O M E N				
	No.	F.	% marks obtained			No.	F.	% marks obtained		
			50-60	61-80	81-100			50-60	61-80	81-100
Naya Savera	166	20	10	79	57	41	—	4	20	27
Outside	286	76	63	112	35	24	7	3	14	—
Kanpur	84	39	20	22	3	31	9	11	10	1
Total	536	135	93	213	95	96	16	18	44	18
Per cent.		25	17	40	18	—	17	18.5	46	18.5

Table No. 7. Showing the time taken by women to complete the primer :

School	No	Schooling in month		Range	F.	PASSED		
		Average	Man			% of marks obtained		
						50-60	61-80	81-100
(a) Naya Savera								
1. Yusufnagar	12	3.28	3.25	5.00-2.23	—	—	7	5
2. Arjunganj	10	2.18	3.7	3.23-0.4	—	1	4	5
3. B. Khalilabad	8	4.11	5.4	5.15-1.8	—	3	4	1
4. Rani khera	4	5.20	5.21	6.10-4.28	—	7	3	1
5. Barauna	7	1.10	1.10	1.23-0.15	—	—	2	5
Total	41	17.27			—	4	20	17
(b) Outside								
1. Mati Centre	8	2.28	3.25	4.26-0.26	4	1	3	—
2. Chandrawal	4	1.18	1.26	1.26-0.26	1	—	3	—
3. Banthra	8	1.12	1.11	1.17-0.28	1	2	5	—
4. Munshi Khera	4	3.11	3.17	4.5-2.26	1	—	3	—
Total	24	9.9			7	3	14	—
(c) Kanpur								
1. Babu purva	4	3.7	3.8	8.10-1.10	—	2	2	—
2. Bena Jhabar	14	1.26	1.12	6.0 -0.14	8	4	2	—
3. Dipti-ka-Parao	7	1.14	1.12	2.7 -0.25	1	3	3	—
4. P. Kanpur	6	1.12	1.15	2.18-0.16	—	2	3	1
Total	31	7.29			9	11	10	1
Total a, b & c—	96	35.5			16	18	44	18
Average a, b & c—		2.21		Per cent	17	18.5	46	18.5

The table shows that the women took on an average 2.21 months within a range of 8.14 months with a maximum of 8.10 months and minimum of 4 days. The average for the women is well below the average of the total sample which is 3 12 months. It will also be seen that inspite of the less time they took 64.5% of them secured high marks between 61-100%, whereas 58% the men fell in this category (table 6).

(3) *Attainment in writing* : To assess the attain-

ment of the students in writing the test was administered to only 4 schools of the Naya Savera cluster and 13 Kanpur schools, after the students had completed the primer. As explained earlier the test consisted of dictating to the students a small paragraph of 30 words. It was an unseen passage but the content was known to them as they had read a lesson on the same topic in the primer. It did not contain any joint letters. The table below shows the result.

Table No. 8. Level of attainment in writing-dictation and writing speed :

School	N=	Words per minute	Marks obtained out of 25.	Number of Students	
		Av.	Av.	F.*	P.**
(a) Naya Savera					
	1				
1. Khalilabad	11	2.2	13	5	6
2. Chandhi khera	8	1.0	7	4	4
3. Pipri Khera	7	1.3	3	6	1
4. Budhoo Khera	10	1.2	13	5	5
Total	36	5.7	36	20	16
Average—		1.4	9	55.5%	64.5%
(b) Kanpur					
1. Benajhabher	14	2.7	7	12	2
2. Jaribkich	3	1.0	5	3	—
3. Chamanganj	3	4.4	7	3	—
4. Babupurwa	3	1.0	5	3	—
5. Benajhabher	5	2.3	7	4	1
6. Jajmao	8	2.0	5	6	2
7. Murpur	3	3.5	99	3	—
8. Juhi	6	3.5	9	3	3
9. Shampurwa	6	0.6	2	6	—
10. Dipti-ka-parao	7	1.8	8	5	2
11. " " " F	7	4.0	14	3	4
12. P. Kanpur " F	6	4.0	9	4	2
13. P. Kanpur	3	5.0	8	1	2
Total—	74	35.8	95	56	18
Average		2.7	7	75.7%	24.3%
G. Total a,b—	110	4.1	16	76	34
Average a,b—		2.0	8	69%	31%

* those who obtained less than 50% of the marks in dictation.
 ** those who obtained 50% or more marks in dictation.

We see that the Naya Savera students could write correctly and legibly only a little more than one-third of what was dictated to them at a speed of little more than one word per minute. The Kanpur students could not write even one-third correctly, though they wrote at a faster speed of about 3 words per minute. On the whole the 110 students tested could write down a little less than one-third correctly of what was dictated them at a speed of 2 words per minute.

If we regard that those who could not write even half of what was dictated to them correctly as weak in writing and hence consider them 'failed' then we

see that a great majority of them failed in the writing test. 20 out of 36 (55.5%) in the rural schools of the Naya Savera and 56 out of 74 (76%) in the urban school of Kanpur failed to qualify in the writing test. Out of the total number of the students 69% failed.

In the Khejriwal project schools a test was given to assess the ability of self expression in writing which consisted in writing down their names and addresses, occupation, and the advantages of literacy as the students saw them. The result is shown in table 9.

Table No. 9
Attainment in writing—self expression :

School	No.	Schooling in month Av.	ADDRESSES				OCCUPATIONS					ADVANTAGES		
			Comp.	Incomp.	Leg.	Ill.	Legi.	Ille.	One ad.	two ad.	three ad.	Could not write.	Leg.	Illeg.
1. Chandrapal	14	4.27		x	x	x			1					x
2. Pirthavipal		3.25		x	x	x		1						x
3. Anganu		2.22		x		x		1						x
4. Mushtaq Ali		3.13	x		x	x				1			xx	
5. Birjo Lal		2. 0		x	x	x							x	
6. Buhari Prasad		1.21		x	x	x							x	
7. Shri Ram		3.19		x		x	x	1						x
8. Ram Prasad		6. 9	x		x	x		1					x	
9. Jhinak		2.12		x	x	x		1					x	
10. Raj Kumar		4.24		x		x	x	1					x	
11. Sudama Prasad		4.14		x	x	x		1					x	
12. Ram Avadh		1.13		x	x	x							x	
13. Rajab Ali		5. 0		x	x	x			1				x	
14. Sant Ram		4.23		x		x	—						x	
Total—		45.22	2	12	10	4	13	7	2	1	4	8	2	
Average—		3. 8												

As we can see 14 students were tested with an average schooling of 3.8 months. Out of those 14 students only 2 could write their addresses completely. The writings of 10 of them was legible. They could hardly express themselves in writing. 13 of them could write down their occupation correctly. But that simply meant writing one word eg. 'Kheti' (farming) or 'naukari' (service). But when it came to write the advantages of literacy 7 of them wrote only one sentence eg. 'kitab parh saken' (to be able to read books), 'parhna likhna seekh jaenge' (will learn reading and writing), 'bahut faida hai' (lots of advantages) etc. 4 could not write even one sentence. Only 2 of them wrote 2 sentences, and 1 three. The majority of them could write legibly though.

Conclusions :

- Records were kept of 632 adult students spread in 62 schools of the time when they were able to complete a primer designed to teach the basic skills of reading, writing and numeral recognition. On an average a student took 3 months 12 days to complete it within a range of 21.14 months with a maximum of 21.12 months and a minimum of 2 days. 30% of the students completed it in 2 or less than 2 months, 60% between 2 to 6 months, and 10% took more than 6 months.

- The semi-literates took on an average only 12 days less to complete the primer.
- After the students completed the primer a test was given to them to assess their attainments in reading, comprehension, numerals recognition, writing down dictation, writing speed, and self expression in writing. Those who secured less than 50% marks in reading comprehension and numeral recognition were considered failed. Out of the 632 students 24% failed to qualify, 17% passed marginally and 59% proved good. In the writing test they could take down correctly only about one-third of what was dictated to them with an average speed of two words per minute. 69% failed to take down even half of what was dictated to them correctly and legibly. 12 of the 14 could not write down their complete addresses and when it came to self expression 4 of them could not write even a sentence and 7 could write only one sentence.
- On the whole the attainment level of the industrial worker students of Kanpur was below that of the rural students.
- The women were found to do better than the men. 25% of the men failed in the test whereas only 17% of the women failed to qualify. 58% of the men were good at

reading a comprehension whereas 64.5% of the women qualified as good readers. It should however be kept in mind that the total population of the women was less than one-fifth of the male population. On an average the women completed the primer in 2.21 months—well below the 3.12 months average of the total population.

Discussion :

What happens in other systems of literacy teaching? We do not know of any other systematic effort to assess the abilities of the adult students after a particular period of teaching except the report of the gram shikshan mohim of Maharashtra published by the Planning Commission¹.

According to this report the students of the mohim who could read and write simple sentences and could do simple arithmetic involving the four basic rules were regarded as 'literate' (p.4). After about four month of class teaching a simple test was administered to the students. It had 40 marks for reading, 20 for writing, 20 for arithmetic, and 20 for general knowledge (p. 5). The report however does not say what per cent of the marks were obtained by the students who were declared literate, and whether it was a prepared test or oral questions were asked by the teacher himself and it was he who made the decision. Therefore we have no means to know whether the persons declared 'literate' were functionally literate or they had acquired only the rudimentary skills of reading and writing. Moreover the general knowledge was imparted orally and it seems oral questions were asked to test the knowledge of a student. Hence the 20% marks could have been obtained even by an illiterate person if he listened to the oral instructions regarding the construction of bath rooms, urinals, farming, administration of the village etc. The report also does not indicate whether the test included comprehension questions or it was regarded enough if a student could simply read aloud a given passage. Similarly neither it includes the test instrument to enable one to judge its standards nor comments on it.

According to the report upto 1963 23 m. adults were enrolled in all the classes of Maharashtra out of which 108 became 'literate' (P 11). The Maharashtra government conducted a survey to judge the retention of reading and writing skills of these 'literate.' It seems that the retention of the reading ability was judged by asking a student to read a passage with understanding which used the vocabulary which the student had already learnt to recognise. Writing ability was judged from the matter dictated to the students. The surveyors accepted the following categorisation to judge retention :

- (i) Literates—adults who could read fluently or *slowly with help* and could write with ease and could write with difficulty but correctly.

1. Planning Commission, Education Division, Report on Gram Shikshan Mohim, Maharashtra, N. Delhi, 1964.

These were regarded as having retained their literacy.

- (ii) Semi-literates—adults who could read *slowly with help* and partially with help and could write partially correctly. They needed refreshing.
- (iii) Illiterates—adults who could not read even with help or write correctly or who did not make any effort at all. (P. 13).

Firstly the surveyors do not say how long after the students had left the classes when the retention was measured.

In a similar study undertaken to determine the causes of relapse into Literacy in Satara District Gadgil² considered 20 years interviewing period between leaving school and the measurement of retention as a safe period. Secondly the definitions of the three categories are very vague. How much help is 'with help'? and how much help is 'partial help'? Moreover it does not seem that categories (i) and (ii) are mutually exclusive. According to (i) a person who *could read slowly with help* was regarded literate and considered as having maintained his literacy, on the other hand according to (ii) again a person who *could read slowly with help* was regarded as semi-literate.

In spite of the ambiguous definitions only 43.9% were found 'literate' and 56.1% 'semi-literates' or 'illiterates.'

The ability to express themselves in writing was not measured.

The system under study demanded a sufficiently high level of the basic skills of reading and writing. All the teachers were trained for 15 days and the classes reasonably well supervised. Even following such a system it seems that the skills in reading and writing attained on an average after 3 months 12 days of study remained at a stage when the majority of the students could hardly be expected to carry on their own if left at this stage. In writing, their ability was almost negligible. It might be argued that the small minority (18%) of those who were good in reading and comprehension and i.e. those who got between 81-100% marks might carry on their own if a library is provided at hand. This however needs investigation.

If the results of this study could be generalizable it can safely be said that in systems, like the Maharashtra Gram Shikshan Mohi, where systematic supervised teaching is stopped after about four months of teaching, the great majority of the students would still be unable to use their meagre literacy for self-improvement, that is they will be illiterate for all practical purposes.

Before a mass literacy campaign is undertaken, it will be helpful a systematic investigation is made to assess the abilities of the graduates of different system of literacy teaching and what use they make of their literacy.

1. Underlining errors.

2. Gadgil, D.R. Causes of Relapse into illiteracy in the Satara District.

ADULT EDUCATION

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TEHERAN CONGRESS ASKS FOR WAR AGAINST ILLITERACY

The World Congress of Ministers of Education on the Eradication of Illiteracy ended on September 19 in Teheran after adopting a number of recommendations that mark a turning point in the struggle against illiteracy. The congress, convened by Unesco had been in session since September 8.

DURING the four-day general debate opening the congress, delegates of each of the 88 countries represented told of their own experiences and plans. The congress concluded its work by adopting new directives intended to guide a world effort against ignorance. While these recommendations are not binding upon nations, it is expected that they will carry considerable weight both with governments and with international agencies.

The need to integrate literacy fully into economic development was unanimously accepted. This does not mean, as several delegates observed, that education should be regarded as important solely in economic terms. It is also the leaven of cultural and intellectual growth and a means to make every person aware of his rights and duties as a citizen.

Secondly, delegates agreed that the conflict between schooling for children and adult literacy is actually a false dilemma. Both are equally necessary, the former being a long-term investment and the latter a short-term investment with immediate impact on national development. This is why **adult literacy must be integrated into national economic planning to the same extent as the development of the educational system as a whole.**

The congress gave its full backing to Unesco's experimental literacy programme and particularly to pilot projects for which financial help has been requested from the United Nations Special Fund. The Special Fund has been asked to consider the possibility of increasing its effort for literacy. Mr. Rene Maheu, Unesco's Director-General, stressed, however, that the problem of financing mass literacy work will depend upon the extent to which the nations concerned succeed in integrating literacy campaigns into their development plans. Each country, he said, must come to a sovereign decision concerning the relative importance it wishes to give literacy in these plans. In this way, the financing

of literacy should become part of the general financing of development.

But how can the international struggle against literacy be financed? In answer to this question, the congress unanimously adopted a solemn and urgent appeal to the United Nations and its specialized agencies, particularly Unesco, to regional bodies, non-governmental organizations and public and private foundations.

It asks them to exert their influence on all responsible leaders to: (1) ensure that literacy is an integral and essential part of every development plan in countries where illiteracy is a problem; (2) increase as far as possible the national and international resources devoted to the fight against illiteracy; (3) make possible the provision of additional resources for development in general, and literacy in particular, as further funds become available following a reduction in military expenditures; (4) harness fully all information media to propagate the new concept of adult literacy.

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Speakers emphasized the extreme importance of teaching women, because of their role not only in the early education of children but also in the development of the family and the nation.

In discussing literacy methods, delegates from several countries where many languages were still purely oral announced that they have recently devised alphabets for these languages. Others, on the contrary, appealed to linguistic institutes for help in finding solutions. But they all agreed that literacy must first be achieved in the mother tongue, even if the adult must later learn to read and write in a foreign language.

At the closing session of the congress, Mr. Maheu stressed the importance of the congress, which marked decisive progress in a field of ideas important to Unesco. Equally important, he added, was the remarkable unanimity with which delegates had adopted a strategy for national and international action. He stated: "From their deliberations has emerged a new concept of concerting means for overall action. Illiteracy can be eradicated in a relatively short time if all those who seek to further progress in developing countries will promote literacy as an integral part of development. This is true for bilateral programmes and it is also true for international programmes."

National Campaign for Literacy to Begin in Libya

A nation-wide campaign to eradicate illiteracy, organized as part of the Arab States Literacy Campaign, began on 1 November, this year in Libya. Planned to cover a 15-year period, it will first attack illiteracy among men aged 25-29 working in populated areas on jobs directly related to national development. Each year it will be extended to other sectors of the population, until all men and women between 13 and 45 years are included in literacy classes. The campaign will start with an experimental 3-year period during which information will be collected to develop plans for the 12-year comprehensive stage, starting in 1968.

A national committee for literacy work and adult education, including representatives from ministries and the Islamic University, will direct the campaign. Legislation will be passed making adult education compulsory for specified age groups.

Besides teaching the three R's, the campaign will cover basic science, general education, including civic rights and basic Islamic religious instruction, and certain vocational skills. Special provision will be made for women, who account for most of Libya's illiterates.

Plans are in hand to develop the Fuehat Centre for training teachers for the campaign. Refresher courses during summer vacations will also be held to instruct teachers in the use of such new methods as audio-visual aids, group discussions and dramatizations.

PHILIPPINES ADULT EDUCATORS MEET

Coinciding with the meeting of ASPBAE Executive Committee a two-day conference of the Philippines adult educators was held in Manila from October 11.

Dr. Cresencio Peralta, Vice-President, Philippine Association for the Advancement of Literacy welcomed the delegates, which included representatives from Universities. Dr. Peralta said that "on-going change has become the common denominator of modern daily existence," and "the mere possession of general and traditional education alone is becoming inadequate for modern man."

Dr. Peralta concluded, "if modern men are to be of the fullest use to themselves and to society then those of them who need it should be further assisted through suitable types of adult education to enable them to know and understand the world today and the various forces which affect man's life in our time."

Later Prof. Ieuan Hughes, Director, Department of Extra-mural Studies, Hong Kong University spoke on "University Adult Education in South East Asia," Dr. Arnold Hely, National Secretary, Adult Education New Zealand, on "International and Regional Cooperation in Adult Education" and Dr. V. Bernardino, Director of Public Schools, Philippines, on "Non-Governmental organisations and Adult Education." These talks were followed by lively discussions. On October 12, the Conference was addressed by Shri S.C. Dutta, who spoke on "Adult Education Trends in India."

The valedictory address was given by Dr. Miguel B. Gaffud, Vice-President for Academic Affairs, Manila Central University.

Mr. Juen L. Manual, Chief Adult and Community Education Division was Master of Ceremonies.

No Illiterate By 1980

The Philippines has a literacy rate of 72 per cent which is high for Asia. But it still has more than 5 million illiterates over 10 years of age. It aims to make every Filipino functionally literate by 1980.

A campaign is now being carried out by the Bureau of Public Schools among the 2 million illiterates in the 15-35 age group.

Various other governmental and private agencies are also involved in literacy training and the Rural Reconstruction Movement has teams in 200 villages.

Last year, leading educators and administrators formed the Philippine Association for the Advancement of Literacy to seek co-operation from universities and work for legislation in support of literacy promotion.

Literacy—A Key to Economic Development

By Mary Burnet

"TEN years ago", said the director of the Guatemalan textile mill to his visitor, "it was practically impossible to teach our workers anything. They simply couldn't understand. Today, 80 per cent of our workers are literate and we will not hire an illiterate man."

To teach its workers to read and write, the mill had opened its own school—not as a philanthropic venture, but because the management believed that literacy would pay. It had. Experience showed that literate workers absorbed training faster and worked more efficiently. Productivity increased, and this permitted higher wage rates along with greater profits.

But the mill director was looking beyond immediate financial gains. He also pointed out the indirect benefits to be gained by workers' education. "More is involved than just production in one textile mill," he said. "It is the economic growth of the country which is at stake. In other countries, workers are consumers. Here, they have not been educated and there is too little demand. There is no sense talking about industrializing a country if factories cannot sell what they produce."

Making The Best Use Of Human Resources

This was the point of view of one manufacturer. But the same kind of reasoning is common nowadays in countries making a rapid transition from a traditional to a modern form of society, from comparative isolation to integration in an ever more interdependent world. Many of these countries have achieved self-government only recently and are anxious to give their newly won political freedom its indispensable support of economic strength; all are aware that their plans for development depend on making the best use of their resources, human as well as material.

It is not surprising, therefore, that education has a high priority in their national development plans. Education for the young, first of all, but also education for the large proportion of adults who are unable to read and write.

For in these countries live most of the world's illiterates. Economically, they rarely rise above a subsistence level, and many do not reach even that. All too often they suffer chronically from malnutrition and disease. Material help—if it is available—can assuage their immediate physical problems, but only education can help them to better their lot and contribute toward the growth of their communities. Their governments, along with various other agencies who have been trying to help them in recent years, are more and more convinced that learning to read and write is an essential part of this education. In other words, governments are convinced that mass illiteracy is something they can no longer afford.

But illiteracy, like its companion evils, cannot be

abolished merely by making decisions; ways must be found of putting the decisions into effect. And the irony of the situation is that the countries where illiteracy is most wide-spread are generally those that can devote the fewest resources to wiping it out.

This means that, if a serious attempt is made to eradicate illiteracy on a world-wide scale, or even to reduce it to any significant extent, there must be a general pooling of available resources—co-operation, in other words, across national and regional boundary lines. It also means that the best possible use must be made of *all* the resources devoted to the job. Both these imperatives are generally realized by the various people and organizations engaged in combating illiteracy today. They are trying to carry out literacy programmes not in the dark, but with the fullest possible knowledge of the best methods to use, the most economical in terms of money, materials and manpower, and the results they can expect to achieve.

Representatives of 86 Countries Seek Solutions

Representatives of 86 countries met in Teheran at a World Congress of Ministers of Education on the Eradication of Illiteracy, convened by Unesco at the invitation of the Shah of Iran, to try to find solutions to some of these problems.

High on the agenda of the Congress was the problem of relating literacy campaigns to plans for economic development and the objectives of the United Nations Development Decade.

As Mr. Rene Maheu, Director-General of Unesco, has pointed out, the existence of mass illiteracy constitutes not only a denial of a fundamental human right—the right to education—but also a major obstacle to economic development and a threat to peace.

"The strictest economic realism," he said, "particularly in this decade devoted to development, demands as insistently as do morality and justice, that a major effort be made in this essential field.

"And finally, who does not see the permanent threat to peace, to social peace in the first place but also to international peace, to the peace of the world, implicit in a fast-increasing inequality which daily widens the gap between those who enjoy the benefits of education and participate in the advances of science and those who, deprived of education, can only marvel at science without understanding it. This gap separates men who are making history, who are piercing the secrets of outer space for the benefit of mankind, from men who must endure history and remain confined within the limited horizons of their ancestral customs. Let us beware of this peril, for there is nothing so threatening to security as this inequality, which becomes greater and deeper with every passing day."

(Unesco Features)

National Seminar on Tribal Education

THE first national Seminar on tribal education in India, organised by the Tribal Education Unit of the National Fundamental Education Centre, was held at the Tribal Orientation and Study Centre, Udaipur from September 13 to 18, 1965.

The purpose of the Seminar was to bring together on a common platform the administrators of tribal welfare, educationists, anthropologists, and voluntary workers in social and tribal welfare to discuss the problems of education of tribal people, to share experiences and to make recommendations for future action. Thirtyone delegates representing State Governments, Tribal Research and Training Centres, University departments of Anthropology, Central Government and non-official organizations and thirtytwo observers participated in the Seminar which was directed by Dr. T.A. Koshy.

Recommendations

The Seminar made the following major recommendations :

1. The pattern of education for the tribal peoples should not essentially differ from that of non-tribal people in the interest of maintaining common standard of education, but the contents may be different at the primary stage only.

2. The aim of education in tribal areas should be to equip the children with skills, knowledge and values which will enable them to take initiative in development of their areas, to face the problems of life with a scientific outlook and to participate in the national affairs as responsible citizens. The educational institutions and processes should strengthen forces of national integration.

3. Both primary education and social education should be given wide coverage, especially in educationally backward tribal areas or communities.

4. In the Primary stage the following facilities should be provided free to all tribal children :

- (i) Textbooks and hostel facilities and stationery
- (ii) Uniform (two sets in a year)
- (iii) Mid-day meals.

5. In the secondary stage free tuition should be provided to all tribal students reading in recognized institutions. Free supply of books should be made to a large number of tribal children. Adequate number of merit scholarships should also be provided to tribal students.

6. (a) In the post-secondary stage scholarship should be given to all tribal students at adequate rates which should be determined after taking into consideration the course of study and the actual expense.

(b) Free tuition should be separated from the amount given as scholarship at the post-secondary stage for tribal students and the tuition should be reimbursed to the institutions concerned.

7. In the areas where industrial projects are undertaken resulting in large scale displacement of tribal families, technical training centres should be

started for the tribal youth and provision should be made for giving stipends to the tribal trainees in the financial estimates of the projects.

8. Balwadis, creches and play centres should be opened in large number in tribal areas and to make them more successful a thorough study should be made of child-rearing practice and of the games prevailing among the tribal children.

9. In sparsely populated tribal areas Ashram Schools should be established for the benefit of more backward tribal children. In these schools the tribal children should be prepared for the common examination but the schools should be run in such a manner as to reflect the culture and social tradition of the tribal communities. The Ashram schools should cover both primary and secondary stages of education.

10. While there may be single-teacher primary schools having two classes, the number of teachers should go up in schools having more than two classes even though the number of students may be less than 40. To ensure the maintenance of continuity of programme when the teacher is out in a single-teacher school, an attempt should be made to co-ordinate the working of the school with the village Panchayat and youth club.

11. The teachers who work in inaccessible tribal areas should be given special allowances, free quarters, medical facilities and facilities for the higher education of their children outside the areas of their posting.

12. Due attention should be given to the training of the teachers meant to serve in the tribal areas. Knowledge of the language and the culture of the tribals concerned should be considered indispensable.

13. The minimum qualification of a teacher in the primary school should be Matriculation. But this may be relaxed in case of the tribal candidates who have read up to class 8th. In case of such candidates as well as non-tribal candidates who have not passed matriculation but who have been appointed on the consideration that they have knowledge of the tribal language, arrangement should be made to impart training in Arithmetic, vernacular and Social Studies so as to bring their knowledge in above subjects up to the matriculation standard.

14. Mother tongues of the tribal communities having one lakh or more population in any State should be recognized as the medium of instruction in the primary stage and textbooks should be written in these languages.

15. Regional language should be taught as language subject from Class III onwards. While deciding the medium of instruction the nature of contact of the various tribal communities with the non-tribal communities should also be taken into consideration. In case of communities who live mixed with the non-tribal population and who are

(Continued on page 6)

Mali's Literates Volunteer in Fight Against Ignorance

By Richard Greenough

MALI, one of the new African nations, is tackling its serious illiteracy problem on a national scale with breathtaking and organized energy. It is a country where the illiterates—at present 85 per cent among a population of some four and a half million—know they can count on active help from the other 15 per cent who can read and write.

People from every walk of life are involved in this national literacy campaign, part of the Government's first Five-Year (1961-66) Economic Development Plan. Everyone in Mali who can read or write is not only expected to volunteer to help teach less enlightened citizens—everyone does.

These monitors, as they are called, include not only school teachers but members of youth and women's organizations, members of trade unions and co-operatives, civil servants, factory directors, hotel owners, local village literates and even the Army.

To supplement the work of the literacy centres mushrooming all over the country, a regular programme—the School Radio—is broadcast every evening, six days a week, eleven months a year. The month off is Ramadan.

Overall direction of the national literacy campaign rests with the Ministry of Education, also responsible for the school radio programmes. But it is the People's Party of Mali—the Union Soudanaise—R.D.A.—that mobilizes the necessary forces for the programme's execution through its local representatives right down to the most remote mud-and-wattle village in the northern bush country. It was the party that paved the way by organizing information campaigns to convince people that they should be able to read and write,

not only in their own interest but in the interests of the country.

A task for Women

President Modibo Keita of Mali set the pattern when announcing his Five Year Plan: "In the course of the plan, all the vital forces of our country must be mobilized to fight illiteracy. Every person who can read and write must play his part in this work.... The education of our women, too, housewives and mothers, must be the responsibility of all literate women..."

And Mr. Fakoney Ly, technical counsellor at the Ministry of Education, who is in charge of the national campaign, told me: "It is important to realize that literacy is not merely an end in itself. We have had to show people how important it is for the development of our country that everyone, as far as possible, and to some degree according to his status and need in this work—whether a farmer or an industrial worker—should be able to read and write."

The campaign started in 1961, the year after independence, with 13 literacy centres, 825 pupils, and one control centre (to supervise the work of local centres). By last year, the number of centres had grown to 250, the control centres to 9, and the pupils to an estimated 55,400. The target for this year is 750 centres, 10 control centres, and some 90,000 pupils taught by 2,250 volunteers, three to a centre.

Help Under the World Food Programme

Starting in a few weeks' time, each of these 90,000 pupils and 2,250 monitors will receive regular rations of 500 grams (1 lb.) of corn, 50 grams of skimmed milk powder and 40 grams of

vegetable oil, supplied by the U.N. Food and Agriculture Organization under the World Food Programme. This aid is designed to combat the inevitable drop-outs that occur among people who came to the Centres after their day's work and are often tired and hungry. The scheme will be tried for 36 weeks on an experimental basis, after which the results will be rated by F.A.O. and the Government of Mali.

Meanwhile, literacy centres are springing up almost daily in villages and towns throughout the country—in Bamako, the capital, in Kayes, Sikasso, Segou and in Gao up north on the edge of the Sahara desert. In Bamako, a centre was opened a month ago in the town's public health and sanitation department where workers must handle poisons for killing rats, mice and other vermin and therefore need to be able to read instructions, dosages and so on. There is a literacy class for workers at the country's main centre for fighting animal diseases and improving livestock. There are others on the outskirts of the town where housewives, shop-assistants or dressmakers go after office hours—and after they have finished cooking supper.

I visited several centres and was amazed to see the number of adults of all ages—greybeards leaning on canes, and mothers, their babies slung on their backs, but mostly young and middle-aged men—who had come to learn to read and write, and who came regularly every evening. Babies slept peacefully while mothers listened to the school radio broadcast and then continued the lesson under the monitor's supervision. They repeated sounds and words, they wrote these down on a slate, or more permanently, in exercise

books, and they came up to the blackboard to write at the monitor's dictation. There was little chatter : all were serious.

In Bus Terminals, Hotels, Factories....

Soon there will be centres in the big bus terminals for drivers, conductors, and other workers ; centres in the garages of the many road haulage contractors (for in this landlocked republic with only one rail with the coast and the outside world, road transport is vital) ; a centre in the town's main hotel for waiters and other personnel ; and centres in the new factories now under construction in Bamako, Baginda and Konlikoro for the workers employed in making cigarettes and matches, baling cotton, canning fruit and vegetables, or producing refined peanut oil.

Classes are springing up, too, in rural areas. At Lassa, a hillside village a few miles outside Bamako, with a population of

about 400, I visited the local centre built by villagers. Average nightly attendance is about 70 and there are four monitors who take turns teaching—Ousmane Diallo, a shepherd, and three brothers of the Camara family, who are gardeners and small-holders. They all said they enjoyed their work for which they had taken special teaching courses and derived much satisfaction from watching the progress made by their pupils.

The Best of Both Worlds

Most equipment for the campaign has been provided by the government and the people of Mali. The monitors give their time and effort freely, the government provides services and materials such as radio receivers, and the villagers have as a rule built their own centres and clubbed together to buy petrol lamps to light up evening classes and sometimes transistor sets to follow the radio broadcasts.

International aid has come from organizations such as Unesco, in the form of expert assistance and equipment such as film projectors, and from FAO in the form of food. Similar equipment, including mobile cinemas, has been provided under bilateral aid by countries such as the United States, the U.S.S.R., the United Kingdom, France and Czechoslovakia.

As Mr. Milovan Matic, from Yugoslavia, chief Unesco expert in Mali, explained, both the development of the literacy campaign and work in other educational fields provide a fine example of the harmonizing of bilateral and international aid in the country.

It really seems as if Mali, at least, has found the answer to that elusive problem of how to get the best from both worlds. What's more, both worlds seem to like it.

(UNESCO FEATURES)

National Seminar on Tribal Education

(Continued from page 4)

well acquainted with the regional language, graded primers may be used to begin with and the switch over to the regional language may take place even earlier than the second year.

16. The tribal peoples in backward areas think that education in schools may disrupt their family life by bringing in conflicting values. Therefore, stimulation of the elders by motivating them consciously in favour of education should be carried out extensively.

17. The existing institutions of the tribal peoples should be utilized for the expansion of education as far as possible, by giving them new shape, structure or function.

18. The school and community should be drawn together by making the parents and tribal leaders participate in some programmes or activities of the school.

19. Curriculum of the tribal schools should not differ from the curriculum in other schools, otherwise it will be difficult for the tribal children to take to higher education; but the teaching method, class room practices playground practices and other activities of the schools should be organized in such a way as to give full scope for the development of personality of the tribal children and for fostering their social attitude in the right direction.

20. Maximum use should be made of Audio-Visual Aids in the primary education of the tribal children. While preparing the materials for Audio-

Visual Aids, attention should be given to the traditional forms and designs obtaining among the tribals.

21. It will also be necessary to undertake vocabulary research in a systematic manner. The changes taking place in languages of the tribe as a result of contact with other languages should also be studied.

22. In case of tribal communities who have the regional language as mother tongue textbooks should be written in regional language even if they had in the past ancestral language of their own, which they have given up; but the textbooks should include materials which would reflect the culture and tradition of the communities concerned. In case of tribal languages which do not have scripts, as far as possible the regional script should be introduced.

23. The textbooks for the tribals in the primary stage should contain in a balanced manner, modern scientific information which the child comes across in his daily life as well as information about the different aspects of the tribal and national culture.

24. Research and investigations should be carried out in important fields of tribal education like, the tribal language, wastage and stagnation, textbooks etc.

The Valedictory function of the seminar was held on September 18 under the presidentship of Dr. G.S. Mahajani, Vice-Chancellor, University of Udaipur.

Trend of Correspondence Education in India

By Shri J.N. Mitra, Director, Correspondence Courses, University of Delhi.

IN a fast developing country like India, one of the main problems the planners have to face is how to use the huge man-power resources of the country to the best possible advantage. To equip persons to undertake the responsibilities they are called upon to shoulder in the planned economy is not an easy task. Educational opportunities at all levels must be increased manifold to cater to the diverse needs of the developing economy. In addition, the ever present hunger for knowledge of a constantly increasing population is to be satisfied. The demand for education is increasing fast; but meeting this demand effectively by starting new formal educational institutions and providing them with all the paraphernalia in the form of costly buildings, libraries, laboratories, hostels etc., and also adhering to the proper pupil-teacher ratio to avoid overcrowding in class rooms, is beyond the resources of the State. A fairly satisfactory solution to this problem of education in our country is the introduction of non-formal education which includes among others, instruction by mail.

Recognising the importance of this Scheme of Correspondence education from the measure of success, it has already achieved in most of the advanced countries of the world, it was introduced for the first time in India in 1962. The University of Delhi started the Course at the B.A. (Pass) level as a pilot project and thus add a new layer to the Indian educational system. The University of Delhi was fortunate in having Dr. Ram Behari a distinguished scholar and educationist and at present Vice-Chancellor of Jodhpur University as the first Director of Correspondence Courses.

pendence Courses.

From our experience of the working of the Scheme during the last three years we can say with confidence that it is undoubtedly benefitting students for whom it is primarily meant. The Scheme is oriented essentially to suit the needs of the employed class. It is proving of great value in providing University education to people in different walks of life who, while following their own vocations wish to acquire knowledge in different branches of learning, to improve their educational qualifications and be eligible for better and more lucrative posts. In addition we have on our rolls students who have joined the Course to gain knowledge for its own sake. Thus are included the following categories of students in the B.A. (Pass) Correspondence Courses of Delhi University.

- (1) Assistants in Government and semi-Government offices and private firms.
- (2) Businessmen.
- (3) Active and retired personnel of the Defence Services.
- (4) Employees of our diplomatic missions abroad.
- (5) Persons who are physically handicapped.
- (6) Ladies who primarily have to look after families.
- (7) Retired Civil Servants whose only ambition is to keep themselves in touch with the latest developments in arts, science and different forms of culture.

That the Correspondence Courses are proving popular and satisfying a genuine need in the country is evident from the admission figures of the last three

years which have shown a steady increase from 1112 in 1962-63 to 1930 in 1964-65. Admissions for 1965-66 have just started and are expected to maintain the same upward trend.

The duration of the B.A. (Pass) Correspondence Course in Delhi University is slightly longer than in the conventional classroom method of instruction; but the syllabus, the examination held at the end of the course, and the degree awarded, are identical with those prescribed for regular students.

English is the medium of instruction in all the subjects taught in the course, the only exception being Hindi in which the medium is that language itself.

The Students' response in the form of submission of written assignments is fairly satisfactory. The University examination of the 1st batch of students admitted in 1962-63 session took place in September this year. We are looking forward to the results with keen interest as these will provide clues to the modifications needed in the existing mode of instruction.

Annual Contact Programmes are held for three weeks during summer; students from all parts of the country are encouraged to participate in the programme through financial concessions wherever possible. Attempts are made to reproduce on a miniature scale a sort of campus life for these students. Activities include lectures, tutorials, seminars and cultural programmes. In addition, for local students of Delhi, frequent Sunday Contact Programmes are organised.

The success has attended the scheme at the B.A. (Pass) level in the University of Delhi has lead the educational authorities in India to think seriously of extending the correspondence method at other levels in the national system of education. The Education Ministry is about to introduce the method of Correspondence instruction at the Higher Secondary level. It is proposed at the initial stage to provide for the education of 80,000 students by this method. The duration of the course will be four years instead of three years as for regular students.

Again at a different level, we face a great shortage of **trained teachers** both at the primary as well as Higher Secondary stages. The number of existing institutions in the country for the training of the large body of teachers is wholly inadequate to cope with this tremendous task. The Ministry of Education has decided to ask the existing training institutions in different States to add Correspondence Departments to their present system to be able to provide for the training of the large number of untrained teachers already in service.

At other levels as a means of **continuing education**, our planners are also thinking of asking Universities and institutes of higher education to provide upto date knowledge in different vocations to persons already engaged in them.

The object is to introduce various types of **refresher courses** through the correspondence method to help workers in industries, commercial firms, administrative offices etc., acquire greater efficiency in their respective fields of activity. Finally the Government is considering the possibility of extending the Correspondence method to the Bachelors level in sciences and Masters level in the humanities.

Having an experience of hardly three years in this new method of instruction, we are perhaps one of the youngest nations in this field but the trend of thinking among our planners of education is one which holds out promises of very rapid expansion all round, from secondary education to the University degrees. Already such a trend is evident from the large number of enthusiastic queries, we are regularly receiving from the various Universities in India which are anxious to start Correspondence Courses at some level or other.

Some Suggestions

Keeping in view the vast industrial and technological requirements of a developing country like ours and the acute shortage of science graduates therein, it is necessary that **Correspondence Education at the science level** should be started at places, where suitable facilities can be provided for laboratory work. With the possibility of T.V. facilities being made available in our country in the fourth Plan period, the teaching of subjects like Physics, Chemistry with demonstrations of experiments through T.V., supplemented by lessons in theoretical parts through correspondence can almost become a reality.

Correspondence lessons supplemented by Audio-Visual aids, like maps, charts, diagrams, tape-recorders, etc. are likely to prove particularly useful and effective and frequent use to these facilities is suggested for making this method of instruction more appealing to people. For instance talks on current economic, political and social problems and the latest developments in science by scholars eminent in their respective fields of study may be tape-recorded and played on suitable occasions in cities, towns and other places where there are large concentrations of correspondence students.

As a means of enabling workers to attain greater skill and efficiency in their vocations and trade, this method can be used to keep them abreast of the latest developments in their respective fields.

At the University level, Diploma and Certificate courses through correspondence may be introduced in subjects like (1) Journalism, (2) Business Management, (3) Secretarial Training, (4) Industrial Relations etc., as frequent enquiries about these courses are received from persons unable to join regular institutions to qualify for such courses.

Every correspondence department should have its own Journal or Magazine, as a forum through which the literary and creative activities of its students may find suitable expression. In this connection I may mention that the Directorate of Correspondence Courses in Delhi University has just started a Magazine of its own. The first issue which is just out, contains many contributions of literary worth and value from among our students all over the country.

One of the special features which distinguishes this method of instruction from the conventional class-room type in its **low operational cost**. In order to meet this essential requirement, future expansion of Correspondence Institutions in the same country must follow certain patterns. Thus for a particular course or courses, it will be more economical to have one centralised institution catering to the needs of a sufficiently big region if not the entire country, rather than multiplying similar institutions running the same course. On the other hand, for different types of courses, it may be entirely feasible and even proper to have different correspondence institutions spread over the country.

Reading Behaviour of Village People

A study in a Dehradun village

By Waris Rasheed Kidwai, Instructor, O & SC, Nilokheri.

Problems :

It is often stated that village people do not generally read. The Community Development workers complain that their literature distributed by them and the libraries organised in villages are not made use of by the villagers. It was considered worthwhile to study the reading behaviour (overt manifestation of reading interests) and find out the type of reading material the rural people have actually been reading and also to find out what they want to read.

The study was conducted in village 'J' about 20 miles from Dehradun.

Specific Areas of Enquiry

1. To find out whether village people read or not.
2. If they do read then what reading material they usually read? For how long and with what frequency?
3. To determine their propensities and preferences for various reading materials namely, books, newspapers, magazines and literature on community development such as booklets, pamphlets, leaflets etc.
4. To find out the main sources from which they get their reading material.
5. To find out the relationship between the reading behaviour and the demographic characteristics of readers.
6. To find out the purpose of reading.

Universe : The study was limited to all male adults who have a minimum educational level of primary standard. Their number was only 20 in village 'J'. The universe being very small no sampling was necessary.

Instruments : Interviews schedules were administered and discussion was held with each interviewee.

Conclusions : The main conclusions of the study are :

1. An overwhelming majority of literate male population (80%) of village 'J' District Dehradun do read some thing or the other. Demographic data is shown in the following table :

2. The languages known by them are Hindi, Urdu, English, Punjabi and Arabic in the successive order of being known by the number of respondents. 90% know Hindi, 60% know Urdu, 25% know Punjabi and 5% know Arabic. Many respondents know more than one language but have varying degree of proficiency.

The following table will show what type of reading material or group of reading material has actually been read by respondents in the preceding year. The number of respondents reading each combination (or profile) of reading material is indicated against each profile.

Profile of Reading* material	Number of respondents reading this group
1. B M N D =	1
2. B M N — =	5
3. B — N — =	4
4. B — — — =	1
5. — — N — =	5
6. No responses	4

It is evident from the above table that 5 respondents read the profile Book-Magazine-Newspaper and 5 respondents read only Newspaper and 4 respondents read Book-Newspapers, 4 respondents have not read any material.

4. Of the four types of reading materials, newspapers have largest readership (15 respon-

TABLE I

Age			Education			Economic Status		
Under 30	30-45	Over 45	Pry.	Middle	High School and above	High (over Ra. 1500 p.a.)	Middle (600-1500 p.a.)	Low (less than 600 p.a.)
40%	15%	45%	40%	45%	15%	50%	45%	5%

* B stands for Books, D for Development Literature, M for Magazine and N for Newspapers.

dents) followed by books (11 respondents). The literature of development departments is least read. Only one respondents stated that he had seen a few booklets but had not read them.

5. Professional and religious books have been read by the largest number of people (7 respondents each), followed by books on history (4 respondents). The books on Geography, stories and politics have also found favour (3 each) but the books on other subjects have not much attracted the interests of the readers.
6. The book-readers are mostly in the young age group (18-20) and old age group (over 45). In the middle age group (31-44) the number of book-readers is very low.
7. Larger number of people in the high education group (above High school) are book readers than in the lower education groups (Primary and Middle). The following table shows the distribution.

	Primary	Middle	High School and above
Total respondents in each category	8	9	3
Respondents reading books	2	6	3

8. The number of book-readers is larger in the high income bracket (income over Rs. 1500/- per annum) than in the lower income brackets (below Rs. 600/- p.a.) and between Rs. 601/- to 1500/- p.a.).
9. The readership of magazines is considerably low. However those who do read magazines prefer to read subjects like history, farming, poetry and religion.
10. Newspaper is the most popular reading material. National news and political news are preferred more than other news items which shows political awareness and interest in the national affairs even among village people. Surprisingly, the reading interest in such news as agricultural, crime, social events and weather is comparatively less. These trends in view of predominance of agriculturists and unsophisticated village respondents, is quite significant.
11. Unlike the readership of books, there are more newspaper readers in the young age group (18 to 30 years) than in the old age group (over 45 years). Highest percentage of newspaper readers fall in the middle age groups (31 to 44 years).
12. The percentage of newspaper readers increases with the increase of educational levels as was true in the case of book readers.
13. Unlike the readership of books, the newspaper readership decreases with the increase

of economic status. This conclusion may perhaps be due to the smallness of the universe and needs to be retested with different groups.

14. The literature (Booklets folders) on development programme is not read. It has never reached this village at all. However if available some people are willing to read, preferably such subjects as agriculture, animal husbandry and Panchayats.
15. Most frequent reasons for reading anything are the desire to increase knowledge and information, to get emotional satisfaction and to increase professional competence.
16. In spite of lack of regular supply of reading material, the majority of readers do read almost daily. The need for having a village library is felt by the villagers and they are even prepared to pay a membership fee.
17. Books that are read mostly come from their own personal sources (by buying or from old collections) and newspapers are mostly read by borrowing from friends and shopkeepers in the nearby town with which their contacts are frequent.

Discussion and suggestions

Limitations of this study

1. The scope of this study was limited to a very small area of enquiry. The smallness of the universe was a limiting factor to any generalisation on the basis of this data.
2. It is suggested that Block workers of Sahaspur Block (Distt. Dehradun) may make available development literature to these persons regularly. A suitable system should be evolved so that such literature continuously flows to the people who want to read it.
3. Following areas of the problem can be further studied by subsequent studies—
 - (a) The quantum of reading in respect of each material.
 - (b) The factors determining the manifested and expected reading behaviour.
 - (c) Comparative study of reading behaviour of village people and urban people.
 - (d) Reasons why printed matter like folders, leaflets, booklets on developmental activities, as an important mass communication medium has not had a break-through in the reading behaviour of village literates. A study of content analysis and determining its readability would be very useful.

BOOK REVIEW

Barkat Ali Firaq, *Praudh Saksharta Sidhanta Tatha Pad-dhati* (New Delhi : Inami Kitab-ghar, 1965) Hindi, pages 176, Price Rs. 3.50 P.

THOSE who are engaged in the task of training literacy teachers find themselves handicapped for want of suitable materials on teaching, treating and organizing adult illiterates. The materials in the form of books, monographs, reports, booklets etc., are often not readily available. The contribution of this book lies in the fact that valuable materials have been systematically presented in only 176 pages.

The author refers to the predicament of literacy workers in India. Various factors account for the poor morale. The author mentions in this connection the inherent difficulty of the task; the substitution of government as the agency in place of philanthropic organizations; the target-minded approach of the public authorities who foot the bill of

the adult literacy campaigns; and the overshadowing concern in respect to socio-economic development. There is, however, a trend to restore the old-time emphasis on adult literacy.

Adult literacy workers can only improve their methods of literacy; organize pre-literacy work keeping in view the social processes and the individual motivations which impinge on the question of adult attendance in literacy classes; form classes so that adults may feel attracted and continue to attend; and organize instructions efficiently with a view to impart functional literacy.

The author briefly describes the synthetic, analytic and eclectic approaches and the methods of literacy stretching all the way from the alphabet to the story. This furnishes a background for the study of the various methods developed by Laubach, Mande, Pathik, Hayatullah and Bhagwan Das Awasthi. The author does not exhibit preference for any particular method. He only describes and does not recom-

mend one or the other as being the best.

The chapters dealing with the other aspects of the work of the literacy teacher eg. pre-literacy efforts, class organization etc., draw heavily from the suggestions made in this connection by UNESCO, Ministry of Education, Jamia Millia, and the Seminar organized by the Indian Adult Education Association at Jabalpur.

Of late some very interesting developments have taken place in India in the field of adult literacy. The contribution of the Panchayati Raj and the mobilization of community resources under the Maharashtra Gram Shikshan Mohim deserve careful study. One wonders whether materials relating to these developments should also have found a place in this book.

Those who are interested in adult literacy campaign in India and particularly the trainers of adult literacy teachers will find the book helpful.

Dr. H.P. Saksena

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Plan for Eradicating Illiteracy in Calcutta

By Satyen Maitra, Secretary, Bengal Social Service League.

CALCUTTA is more than a big city. Its impact on the rest of West Bengal is much more than what its physical area would suggest. This metropolis has grown and is growing not in accordance with the normal process of growth but as if it has been afflicted by 'Giantism'. Unless something is done to halt the process it will topple over by its own weight. There are plans and projects to shore it up, but more specifically, in this discussion we are concerned with the sparking off the 'lump' or mass which constitute a large 'chunk' of the people, so that new social dominants may arise in rapport with the increasing changes and able to check and control the forces of decay and destruction. An attempt to prevent the metropolis from turning into a necropolis—to borrow a vivid term from Mumford.

How to stir this lump into action? Not action born of frustration and ignorance and death-wish seeking satisfaction in an orgy of wanton destruction, but action which seeks life and sustains it, action which sets out to realise attainable goals and in the process loosens the hold of prejudice and apathy, action of affirmation and not negation.

Can adult education meet this challenge? It is not suggested that adult education is a sort of magic wand which needs to be waved once or twice to make 'evils' disappear! But adult education can effect a lot more than imparting reading and writing skill and this fact should be borne in mind when plans for eradication of illiteracy are drawn up. This is particularly true in context of a city like Calcutta, where there are so many conflicting groups and communities, impinging on one another, making scapegoats and creating projections out of their thwarted lives.

What follows is an attempt to draw up a **5-year scheme for the substantial reduction of illiteracy among the adult population** of Calcutta comprising the age group 15-45. We cannot at this juncture take on the Calcutta Metropolitan District (CMD) which covers an area of 460 sq. miles. The population of the District in 1961 was 6.5 millions.

We are here concerned with the municipal area of Calcutta which covers 39.75 Sq. miles and has a population of 3 millions. Of these 3 millions three language groups—Bengali (60%), Hindi speaking (25%) and Urdu speaking (6%) account for over 90% and they only need to be considered. The other splinter language groups like Oriya (2.2%), Nepali (1%), Punjabi (.9%), Gujrati (60%), South Indian languages (1.6%) are too small to yield results commensurate with the effort and expenditure involved.

Bengali Speaking Population.

Number about 1,800,000

15-45 age group 900,000 (50%)

Males in the 15-45 age group 540,000

Females " " " " 360,000
Roughly 10% of the males and 30% of the females are illiterates. On this basis we get 54,000 male illiterates and 108,000 female illiterates.

Hindi Speaking Population

Number about 750,000

15-45 age group 487,500 (65%)

Males in the " 390,000

Females " " 97,500

Roughly 45% of the males and 75% of the females are illiterates.

On this basis we get 175,000 illiterate males, 73,000 illiterate females.

Urdu Speaking Population

Number about 180,000

15-45 age group 117,000

Males in the " 93,400

Females " " 23,400

Roughly 40% of the males and 90% of the females are illiterates.

On this basis we get 37,440 illiterate males, 21,060 illiterate females.

In all the above categories 15-45 age-group has been taken as most likely to benefit through education.

Adding up (a), (b) and (c) above we get 266,000 males and 202,000 females who are illiterates in the age group 15-45 in the city of Calcutta. Lacking legal compulsion it cannot be expected to motivate more than 50% of the above groups to attend literacy classes. That would whittle down the figure to 133,000 among males and 100,000 among females or a total of 233,000,—about 20% of the total number of illiterates in Calcutta. If the scheme is successful, it will push up the literacy percentage in the city after 5 years by 10%, i.e., from 60% to 70% through working on only one age-group, viz. 15 to 45. This does not take into consideration age-groups below 15.

Let us now define our goals. It will help us if we have a clear conception of what we are trying to achieve and the means to do it.

The literacy aimed at for these 230,000 people is **functional literacy**. This project had better not be launched if the target is less. According to an UNESCO Report, a person should be considered literate, when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required—he should also have attained a level that makes it possible for him to use those skills for his own and the community's development. **This functional literacy cannot be properly attained in less than 8 months or more precisely 200 hours.** Even so another four

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Plan for Eradicating Illiteracy in Calcutta

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months or 100 hours are needed to enable the functional literacy to "sink in" effectively with aid of books pertaining to subjects which are necessary for the adult student to know. What is envisaged is a full one year's instruction of literacy and social education supplemented by talks on family planning, maternity care and child-welfare, etc.

The two main props for a project like this, are— (a) trained teachers, and (b) properly graded adequate follow-up books.

Trained Teachers

As it is a five-year plan, every year about 46,000 need to be taken in hand. If classes are limited to 30 student, about 1500 classes need to be kept going for 5 years. Since adult classes should not "spill" over 1 hour, a teacher can easily take on 2 classes in the evenings or afternoons depending on whether the students are males or females. So for 1500 classes 750 teachers should suffice. Accommodation for most of these classes can be secured free in local clubs, institutions, schools, individual houses, etc. This will be a measure of citizen participation. Training is essential for these 750 teachers. A training programme of about 50 hours can be planned which would cover technique and methods of literacy, organisation of schools, use of library, simple audio-visual methods, urban problem and slums, Government and municipal administration, family in urban areas, rights duties and obligations of citizenship in a democracy, recreation, cleanliness and home decoration.

Talks on family planning, maternity care and child welfare, nutrition will have to be given by experts supplementing the instruction in the class.

If what is being attempted is put across with boldness and imagination, it is sure to draw a large number of voluntary workers. But to ensure continuity and effective control, this body of trained teachers should be given an allowance of, say, forty rupees a month. This would entail an expenditure of $750 \times 40 \times 12 \times 5$ or Rs. 1,800,000. This will be the costliest item in the programme but cannot be curtailed without detriment to its efficacy.

Follow-up Literature

One of the main reasons of the failure of a literacy programme is the absence of properly graded and scientifically prepared materials bearing on the problems of the adults and closely related to them and their lives. This is particularly true of urban areas. There are some materials on rural problems. But urban problem have been, by and large neglected or overlooked in the literature for neo-literates. But it is here in the urban area a conflict between the old and the new, the traditional and the progressive,

the illiterate and the world of education ensues. It is at this point the struggle against illiteracy can be most effective, because this is the point of felt-need. **A literacy programme for urban areas is bound to founder on the rock of unprepared literature.** Without follow-up books literacy programmes will be like the labour of Sisyphus. But follow-up books or books for neo-literates need a lot careful planning. They need a lot of pre-testing and checking. To do that through normal commercial channels of printing will be costly and time consuming. A modern automatic printing press as a part of a **literature production centre** is essential to make the programme fruitful. Limited edition can be brought out and pre-tested for readability and comprehension-programmed instruction materials can be prepared on various subjects, including technical, for people of limited reading ability. A vital and useful literature can grow up, stemming out of the real needs of the people. Moreover, a small printing press in a non-profit making set-up would enable books to be priced so low as to be well written within the reach of the people for whom they are meant and yet reimburse the production costs of such materials.

Here it will be well to stress the point that the attainment of **functional literacy is not the ultimate goal, but the minimum goal and provisions must be there to develop this skill through libraries, reading clubs, discussion groups, etc.** Specially prepared books for workers after the functional literacy stage, enabling them to grasp elementary technical principles in their trade gradually leading upto more intricate matters will be of immense benefit to them.

To achieve this, a press geared and responding to the needs of a rising reading public will many times over pay for its own cost. A fully automatic electrically operated press will cost about Rs. 80,000, but the resultant economy in the production of books will be enormous. This incidentally will lead to the dissemination of technical and scientifically useful knowledge among a large section of the people of limited reading ability and help develop the languages in tune with the technical age. A literacy programme for Calcutta without adequate provision of books is doomed to failure.

Administrative set up

It may not be feasible to go into details about nature of the administrative set-up for the execution of such a programme. There will be a general advisory body consisting of representatives of the Government, Corporation of Calcutta, various Chambers of commerce, prominent social service organisations, trade unions, the University and the Students Unions and a small working committee representing more or less these cross-sections, but more directly concerned with the

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Asian-South Pacific Regional Conference Planned for 1966

The Executive Committee of the Asian-South Pacific Bureau of Adult Education has decided to hold its next Conference in India in 1966. The theme of the Conference will be "Organisation of Literacy and Post-Literacy Programmes."

The Committee which began its session in Manila on October 12, discussed a number of organisational problems.

Award

The Committee decided to institute an award to be given to an outstanding adult educator of the region for his contribution to the cause of adult education over a period of time. The term and conditions of the award is being worked out.

Shri T. Krishnamurthy, Adult Education Adviser at the UNESCO Regional Office, Bangkok attended the meeting as a special invitee. Among others present in the meeting were Shri S.C. Dutta, Chairman of the Bureau, Dr. Arnold Hely, Secre-

tary-General of the Bureau, Prof. Ieuan Hughes, Dr. M. Gaffud and Mr. A. Vizconde of the Philippines.

AWARD FOR PIONEERS AGAINST ILLITERACY

The UNESCO Executive Board at its meeting in Paris on October 13, accepted an offer by the Shah of Iran for a \$2,000 prize to be awarded to pioneers in the struggle against illiteracy.

In discussions on the results of the World Congress of Education Ministers for the eradication of illiteracy in Teheran in September, delegates approved a suggestion that the award be called the Mohammed Reza Pahlavi Prize.

The 30-nation board, meeting since September has also approved an offer by Iran to supply facilities for an international documentation centre in Teheran, aimed at co-ordinating the struggle against illiteracy.

Plan for Eradicating Illiteracy

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implementation of the project. The administration itself could be vested in a small body of executives, consisting of a Director, 2 Assistant Directors and 6 Trainers (for the three language groups), with an office staff of 1 Secretary, 1 Accountant, 2 Clerk—Typists and a competent Public Relation Officer. The cost of such a unit for 5 years would be approximately Rs. 250,000, another Rs. 300,000 may be needed for the press and its upkeep, conveyance, library books, models and charts, rent where necessary (aim should be to secure free accommodation), office expenses, etc. The total cost for 5 years would be Rs. 1,800,000 + Rs. 250,000 + 300,000 or Rs. 2,350,000. In other words an expenditure of Rs. 10 for each illiterate, to enable him or her to attain functional literacy is required.

Finance

The question may very well be put, how to raise the total amount? A project like this which can only be fruitful through citizen participation must not expect the Government to bear the whole cost. The share of the Government can be limited to, say sixty per cent of the total expenditure,—mainly in paying salaries, cost of certain equipment etc.—the balance could be raised through contributions from other sources.

Commercial Houses, Clubs and institutions, Trade Unions and rich individuals can contribute substantially. A certain week in the year can be set aside for street collections and contributions. There must be many, who if unable to contribute

cash may give part-time free-service.

Post-Literary Set-Up

These literacy classes must not be allowed to function in vacuo. They must be linked up with permanent centres like adult education cum recreation centres in Hong Kong, where they can learn technical subjects or other subjects of their interest to develop their own skill, learn ways and means to make their leisure more productive—like growing more food—and enjoyable.

A project like this is sufficiently challenging to evoke response from various institutions, groups and individuals. They must be involved in this programme. It has particular relevance to the students, N.C.C., the Scouts and similar bodies. There should be a period of *campaign led by the highest dignitaries of the State*. Special programmes on the AIR, features in the Press are all needed to jerk people out of apathy and indifference.

The power to grow is latent in every individual—but it lies not only dormant but languishes in a state of near atrophy through centuries of denial of sustenance and hope. It has to be rekindled and fanned to a blaze. A project like this can do it. It means in concrete terms that in 5 years a body of informed knowledgable men and women 233,000 strong will function in Calcutta. Not only will they behave a little more rationally, a little more in tune with changing times but they will act as a 'leaver' to their immediate surroundings and reach out to a large number of people with whom they come in daily contact.

ADULT EDUCATION

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NEHRU LITERACY FUND LAUNCHED

Prime Minister Supports Appeal For Funds

The collection drive of the Nehru Literacy Fund instituted by the Indian Adult Education Association was launched on November 14, the birth anniversary of Panditji.

IN a message on this occasion, the President, Dr Radhakrishnan, has said, "that there should be illiteracy among our people is a reproach which we must make every effort to wipe out. I am glad to know that the Indian Adult Education Association is making a special effort in this direction and I send my best wishes for its success."

The Vice-President, Dr. Zakir Husain, in his message writes, "I am glad to know that the Indian Adult Education Association is undertaking a project 'Nehru Literacy Fund' on November 14. I wish your endeavours success and hope that you will be able to collect a substantial amount for the laudable object you have in view."

The Prime Minister, Shri Lal Bahadur Shastri in his message says, "Education is one of the primary needs for any society. It encourages a more discriminating interest in the affairs of the nation and a fuller participation in shaping them. Extensive efforts are needed to remove illiteracy from our masses. I am glad that the Indian Adult Education Association has decided to start a fund for this purpose after the name of Pandit Jawaharlal Nehru. I hope public response to the appeal for funds for this worthy cause will be generous."

The Education Minister, Shri M.C. Chagla says, "I am happy to learn that the Indian Adult Education Association is making efforts to raise by voluntary donations from the public a fund for literacy work to be styled as "Nehru Literacy Fund". I attach the greatest importance to eradication of adult illiteracy and wish the Indian Adult Education Association success in its endeavours."

The collection drive began with a donation of Rs. 200/- from the IAEA President Dr. Mohan

Sinha Mehta, followed by a cheque of Rs. 235-65 from Dr. Roby Kidd, Rs. 100/- from Mrs. Welthy Fisher, Rs. 200/- each from Smt. Bimla Dutta, Smt. Chauhan, and Shri F.C. Ahluwalia. Shri P.A. Narielwala of Tatas sent a cheque of Rs. 51/-. The Education Minister of Punjab, Shri Probodh Chandra sent Rs. 40/-. The Orissa Government gave Rs. 5000/-. A total collection of Rs. 8006-58 has been made so far.

The following is the list of donors :

	Rs.
Government of Orissa	5,000-00
Dr. M.S. Mehta, Jaipur	200-00
Dr. J.R. Kidd, Jaipur	235-65
Mrs. Welthy Fisher, Lucknow	100-00
Mrs. Bimla Dutta, Delhi	211-00
Shri F.C. Ahluwalia, Delhi	200-00
Mrs. Chuahan, Delhi	200-00

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Dr. T.A. Koshy, New Delhi	50-00
Shri S.C. Dutta, Delhi	50-00
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Shri Dharmvir, New Delhi	40-00
Dr. G.S. Melkote, M.P.	31-00
Govt. Basic, S.T.C. Training School, Swai-madhopur	26-80
Govt. Oswal Jain Primary School, Ajmer	26-60
Workers of Mysore State Adult Education Council	25-00
Govt. Tikam Chand Jain Primary School, Ajmer	23-00
Shri Rajani Mukerjee	20-00
Collection made by Adult Social Education Officer, Nangloi	12-25
Govt. Middle School, Kanpura, Rajasthan	12-10
Collection made by Asstt. Social Education Officer, Mehrauli	11-50
Shri J.L. Sachdeva	11-00
Shri J.P. Naik	10-00
Shri Mushtaq Ahmed	10-00
Smt. S.M. Nigam	5-00

SOUVENIR

The Association brought a Souvenir on this occasion. It contains articles by Dr. Roby Kidd, Smt. Sulochana Modi, Vice-President IAEA, Mr. J.F. McDougall of the Education Commission, Maharani of Patiala, Dy. Minister, Sham Nath, Vice-Chancellor Gadgil and Dr. Sarojini Mahishi. M.P.

The target for Nehru Fund is Rs. 10 lacs. The Association General Secretary has appealed for donations to foundations and adult educators. He has requested adult education agencies to collect funds on Social Education Day.

Centre For Continuing Education

Rajasthan University's Bold Step

The Syndicate of the Rajasthan University has decided to establish a centre for continuing Education, to provide a continuing opportunity for mature people to study and grow. It set-up a Committee of eight with the Vice-Chancellor as Chairman. Among other members are the Chief Secretary of the Rajasthan Government, a representative of the Indian Adult Education Association, the Secretary, Inter-University Board and Dr. Roby Kidd. The first meeting of the Committee was held on December 4, under the Chairmanship of Dr. Mohan Sinha Mehta. Shri S. C. Dutta attended on behalf of the Association.

The Committee drew up the outline of the Centre, its activities and the services it will provide. It decided that the foundation-stone of the building for the Centre be laid on December 23. It also decided to request UNESCO, U.G.C., Governments of India and Rajasthan to provide assistance and support to the Centre.

TEACHER TRAINING FOR MARRIED WOMEN

To help meet the crisis in the classroom, a scheme to recruit teachers among married women who have the basic academic background has been started in the United Kingdom.

The initiative came from the women themselves. Last year a group of married women in Enfield, north London, banded together to try to obtain a training course in primary school teaching methods which would leave them free for family commitments. Their efforts were rewarded when, in January this year, an experimental course was started at Enfield College of Technology, and twenty-five women enrolled.

The age range of the students was 27 to 52 and the course took place one day a week from 10 in the morning to 3 o'clock in the afternoon. Subjects taught ranged from basic learning, child development, mathematics and creative crafts for infants, to the teaching of French and the place of drama in the junior school. The course also included special subjects such as "Remedial Reading" and "The Creative Use of TV and Radio".

But theory had to be supported by practical work. For this, contacts were made with schools in the students' areas and arrangements made for them to sit in and observe teaching in action. Actual teaching practice was not requested, but some student teachers were offered a chance to take a class. Most students spent one or two days a week "observing".

CREATION OF UNIVERSAL MAN

Delivering the convocation address at Jamia Millia Islamia on November 10, Shri K.G. Saiyidain, member of the Education Commission, said that it was the duty of "our present leaders, as also of our universities" to shield the national mind from the onslaught of narrowness and fanaticism."

Shri Saiyidain said the aim of education should be to promote in the new generation the heart and mind of "universal man" and an attitude of mind that will not make invidious distinctions between communities and cultures. Most of the good things in life "are neither mine nor thine" they belonged to all.

He said, "Education must endeavour to break down the walls between man and man, to build bridges where stupidity and narrowness had let chasms grow, and to shatter the fetters which imprisoned the mind."

"There is a school of thought in our country," he said, "which wants to reject everything new, whether it comes from the West or East, because it regards all imports as basically unacceptable.

"There is another school of thought which finds all old traditions and ways of life irrelevant or outdated in this age of science and technology. It believes that so long as we are 'fettered' by our past we cannot move purposefully towards the future.

"I venture to suggest that both these schools are off the mark. We can neither turn our back on the past nor face away from the future.

"As the prophet of Islam put it, wisdom is the last property of the man of faith; he is entitled to it wherever he may find it—whether from the treasures of the past or the present or the womb of the future. To draw rigidly the frontiers of this world of meaning, to put blinkers on the creative mind, to get tied helplessly to any narrow ideological concepts is unworthy of human dignity and freedom."

Shri Saiyidain added: "Luckily, since the attainment of independence, our leadership at the highest level has displayed a commendable maturity and has not allowed its policy and thinking to become enmeshed in intellectual and emotional prejudices".

Indian Muslims, he added, were proud of their nationality and their ambition was to become both good Muslims and Indians.

Referring to the recent Indo-Pakistan conflict Shri Saiyidain said that although it had resulted in "our magnificent national solidarity". It must not be

forgotten that war essentially was a "brutalizing and wasteful experience."

He criticised the Pakistani leaders for giving the conflict a "colour of holy war—as if war could ever be holy."

"It was shocking to hear them inciting hatred against India and the Indians in the sacred name of Islam or deriding the Indian culture, which is the common heritage of the Hindus, Muslims, Sikhs, Christians and others and was, not a long time ago, their own. I wish this war, if it had to be fought, could be carried on with some dignity and not at this level.

Fine Example

He praised the top Indian leaders for giving a fine example of trying to shame the enemy with humanism and decent behaviour in their speeches.

Speaking about the role of educational institutions, Shri Saiyidain said that it was the duty of the universities to shield the national mind from the onslaught of narrowness and fanaticism.

"It may sound strange in our modern world which has lost its way and steeped in violence and bloodshed, but the truth is that life becomes meaningful only when it breaks through the narrow bonds of individual profit and loss and becomes instrument of the universal good."

Cultivation of Mind

He said that such a mind will not grow of its own accord. Its cultivation was education's biggest challenge and responsibility. Educational Institutions must learn to sit in strict judgement on problems of good and evil and not to take the status quo for granted.

Shri Saiyidain regretted that the educational institutions had so far failed not only "in hitching their academic wagons to the stars but also to discharge, with high courage and integrity, the responsibility of social and moral courage."

Addressing the 243 recipients of degrees and diplomas, Shri Saiyidain said: "May you bring to the fascinating, challenging and exasperating life that awaits you outside the institution, qualities of

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EDUCATION FOR SELF-RELIANCE

The Union Education Minister M.C. Chagla said in Chandigarh on Oct. 28, that our education should be oriented to the self-reliance drive because unless we overcome our economic dependence, "we will be again subjected to political pressures."

ADDRESSING a meeting of the Central Advisory Board of Education, he said that giving a defence orientation to education really meant gearing education to boost national production, and in this context appealed to the Planning Commission not to reduce further the fourth Plan allocations for Education.

Mr. Chagla pointed out that the country needed a large number of technicians and engineers and added that the Union Government had decided to start new courses in technical and scientific institutions to meet defence needs.

Mr. Chagla also suggested that all universities should 'adopt' villages in the areas around them, batches of students 'adopting' one village each. The students will thus familiarize themselves with all aspects of village life—irrigation, health, water supply, roads and eradication of illiteracy.

Apart from adopting villages, the universities, he said, could also 'adopt' certain secondary schools within their ambit, and during the leisure hours students and professors could go to these schools and help the students of the secondary classes.

Referring to the need for self-sufficiency in food,

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decency, compassion, breath of mind and alertness. We can not all become great but perhaps we can all become good which is more valuable than greatness achieved through dubious means and the exercise of dubious qualities."

Prof. Mohammed Mujeeb, Vice-Chancellor of Jamia Millia in his report, complained of lack of accommodation. He said that land was not available. Even where only change of purpose of lease of land was involved, the official procedure was such that work was held up for months. He disclosed that plans had been prepared for two separate hostels for men and women students, a students' home and staff quarters.

Prof. Mujeeb said that a notable addition to the educational programme of Jamia Millia was the introduction of the B. Sc. course in physics, chemistry and mathematics.

The Vice-President, Dr. Zakir Husain who is Chancellor of Jamia Millia, presided over the convocation.

Mr. Chagla quoting Gandhiji said: "No country can call itself free unless it can feed itself."

He appealed to the Education Ministers and Vice-Chancellors to help the movement initiated by the Union Food Ministry—the scheme of *Young World Action for Food*.

The Punjab Education Minister Shri Prabodh Chandra, welcoming the delegates, made a brief survey of the role played by the students in the recent crises.

FOLLOW-UP PLANS

Dr. V.K.R.V. Rao, member in charge of Education in the Planning Commission, speaking on adult education, underlined the importance of eradicating illiteracy in the country and the need for follow-up programmes for adults. He indicated that a sum of Rs 70 crores had been earmarked during the fourth Plan for adult education and the follow-up programmes relating to adult education. He said the follow-up programmes was not only meant for neo-literates, but also for literates relapsing into illiteracy for want of suitable reading material.

Dr. Rao suggested that this programme be undertaken as a national campaign and also stressed the need for a large scale book production programme in all the major Indian languages and for opening up more and more libraries.

PRESIDENT'S MESSAGE

In his message to the meeting, President Radhakrishnan expressed the hope that adult education and particularly the eradication of illiteracy would receive special attention in the meeting.

New Publication

Social Education and the Youth

Report of the 13th National Seminar

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War in the land of Peace

By

Dr. J. Roby Kidd

TODAY, quite early in morning I gave a talk to two hundred girls of all ages in a school in Jaipur.

This was the day officially designated by the Government of India for the recognition of International Co-operation Year. After my talk we exchanged ICY stamps, Canadian for Indian, there were some stories and songs by the girls about people in other lands, and a prayer for peace. Then they took me out to see their slit trenches! There is one space for every girl. Jaipur has not been bombed but many of the girls come from Jodhpur which has been struck on a dozen occasions.

India's plans for International Co-operation Year go forward at the same time as her plans for war. When I made an official visit, as Canada's representative, to Mrs. Lakshmi Menon, Minister of State in the Department of External Affairs, she talked to me for almost an hour on peace-making projects in India and then had to rush away for a Cabinet meeting called to discuss the war emergency.

This is the land of Gandhi, the apostle of non-violence, and of Nehru, the peace-maker. But now the name that one hears every hour, and sees chalked up on stones or on rough signs on the roadside, is *jawan*, or soldier. Newspapers are filled with accounts of the *jawan*, and about his courage under the armoured attacks. Funds of money are being collected for his welfare, there are thousands of new blood donors, and citizens wait around for hours to shower trucks or troop trains, travelling through the night, with presents of tea and candy and food.

Every newspaper edition contains stories, like this extract from *The Times of India*. Headed "Jawan endears himself to people of Occupied Areas," the story goes on: "As Indian troops stormed one Pakistan post after another they were at the same time scrupulous in ensuring that no harm came to old men, women and children of the area. By his discipline and his humane behavior the *jawan* has endeared himself to the people of the area. He did not touch any property.... Equally humane has been the treatment meted out by Indian troops to Pakistani soldiers...." Some of what is written is almost embarrassing. Yet, at this stage of the war at least, most of it seems to be true.

What is happening in this land of peace now stirred by war?

It is not possible to give a complete picture or be very sure even of what one sees or hears. Travel is not easy and communications are extremely limited. Many telephones are in use only for national purposes. My impressions have been gained after spending several days and nights in New Delhi, and several weeks in Jaipur, capital of the State of Rajasthan, one of the three states in which the fighting goes on.

At seven o'clock each night there was a curfew and blackout in both Jaipur and Delhi. We have been through, in most cases slept through, a dozen air raid alerts. One Pakistan plane was actually shot down in the outskirts but Delhi has not yet been bombed, except in certain American newspapers.

Of course the blackout was inconvenient. Cinemas, theatres, shopping, social affairs, factories, educational classes were all affected. So was the evening meal for most people. But I have heard no grumbling. By the second night after the blackout was imposed, few lights could be seen anywhere; the discipline seemed remarkable.

There were, and are some excessively zealous and self-appointed vigilantes who will yell at you if you show a lamp or a candle, or may smash your headlights if you are driving, and have sometimes accosted females. A partial explanation for the latter is that Pakistan paratroopers have been dropped in many places and some of them are alleged to have their faces rouged and to be clothed in saris. Unpleasant incidents, though they still do occur, have been relatively rare. Most Muslims living in Delhi have kept to themselves and have stayed in their homes during the curfew. But none of the feared communal riots have occurred. Some Muslim groups in India have outdone all others in denouncing Pakistan and in offers of patriotic service.

In my neighbourhood some people dug slit trenches in the parks but I never saw one used at night except in practice.

One did see, day and evening, groups of people clustered around a transistor set getting and discussing the news. Even on days when the tidings were grim, there seemed to be no sign of panic. On the first day that India crossed the cease-fire line the newspapers showed pictures of jubilant young people, cheering because their Government had carried the conflict to Pakistan. But I have failed, myself, to meet anyone who does not regret the war, the violence, and economic waste. Many deplore

the probable postponement or curtailment of the next Five Year Plan that was to start next spring.

One also senses that Government leaders are steady at their posts. There has been no hysteria, no repressive laws, no attempts to harass Pakistan officials who were in Delhi. **Foreigners have been urged, or have been ordered, to get out of Pakistan, but not out of India.**

Daily in the Lok Sabha (Parliament) Prime Minister Shastri and Defence Minister Chavan have displayed calmness and assurance in answers to questions. That remarkable scholar and philosopher, President Radhakrishnan in his radio address to his people was a model of eloquence, firmness and humanity. Whatever comes later, **the Indian leadership seems to have been admirable.**

So has been the behaviour of most of the citizens. Former maharajas and thousands of citizens have offered money to the Government. Young and old have volunteered service in first aid, traffic control, home nursing. Crime, we are told, has been cut in half despite the opportunities offered by the blackout. The number of cases of known profiteering in grain and other foods seem to be few, although many such attempts had been expected. Stern voices and threats of reprisals for corruption have been raised in the state assemblies, but as yet there has been no vindictive or repressive legislation.

Indian newspapers used to be filled with lively accounts of ministerial corruption in some state, of student riots at several universities, of peasants demanding grain and burning down governmental offices in their rage, of the resignation, under fire, of members of parliament, judges and civil servants. Indeed, some allege that reports of such events were in part responsible for the Pakistan miscalculation of India's strength and will to resist. Now these events have ceased, or they are no longer considered news. Even the Sikh leader, Sant Fateh Singh, who was to have commenced his fast, "followed by self-immolation" unless his demands for language concessions in the Punjab were granted, has postponed this ordeal during the emergency.

Both radio and newspapers give most of their attention now to the progress of the war and negotiations for peace. In the first week I was warned by all the non-Indians I met to discount by half any Indian claims of the destruction of Pakistan tanks or planes. Indian friends told me the same; they did not trust their own news. However, a change seems to be taking place. **Indian generals, soldiers and airmen seem to have acquitted themselves extremely well in the field.** While stories of their courage and daring were sometimes mentioned in the past, it was always with some diffidence. Now they are the main subject of conversation. I have heard no talk about the heat for at least a month. Now the discussion is about a

flight lieutenant who was mortally wounded while on a mission over Pakistan but managed to bring his plane back and land it safely before slumping dead in the cockpit. And of the gunner, a sergeant, who, mounted on a jeep with a single recoilless anti-tank gun, attacked three Patton tanks at close range and put them all out of action before he was blown apart by a fourth tank. Often the names of these men are not known, there has been little attempt to publicize or glamorize individuals. The names of generals and other commanding officers are seldom mentioned. It is the *jawan* who is the hero.

People read avidly, without much discrimination, any account of the war, even foreign accounts. There has been less resentment than might have been expected about the initial reports in *Time Magazine*. Describing the first major push of Pakistan armour towards Chhamb, which, except for Indian counter thrusts might have severed the vital links to Kashmir and threatened several Indian divisions, the omniscient correspondent represented the conflict as a series of confused blunders. Somehow he contrived to make this engagement appear as bizarre and inconsequential, a kind of Asian "Chocolate Soldier." To the many Indians and Pakistanis who died on that day there was nothing comic. Moreover, the blunting of Pakistan's attack now seems to have been of considerable significance. One wonders, en passant, how *Time's* military correspondent might have reported the manoeuvres and blunders of the first battles of the American Civil War, more than a century ago.

Friends have been asking **what this emergency may be doing to the people of India.** One top official of the Ford Foundation, a man who has been in India for many years, believes that the engagement could bring about fundamental changes. The shock of the Chinese invasion had some effect, but it was totally unexpected. Not so now. For years Indian people have expected and dreaded an encounter with Pakistan. Now as they acquit themselves well in a task that seemed hateful, they enlarge and become more self-confident. He further remarked that India has been spared, or has suffered the lack of, a revolution with all of the shaking up of habits and values that comes with revolution. Gandhian non-violence had sometimes been accompanied by resignation and apathy in the face of problems that might be solved. **Many Indians, he feels, not only were passive about war but they were not aggressive in fighting poverty or illiteracy either. It is possible that a will to change is being forged, and a loathing for "putting up" with starvation, disease and misery.**

Attitudes to other nations are being formed and being changed. The behaviour of Russia is admired by many who have little use for Communism. Most Indians remember that Russia has more than once stated formally that Kashmir is an integral part of India. There have been more contacts recently with

Yugoslavia and that country now enjoys a good press in India.

For weeks every newspaper referred to the Pakistan armament as American made or "American-gifted" and this reference creeps into almost every news story. There are also frequent quotations of Nehru's warnings made again and again to the United States, that **Pakistan sought arms not for defence against communism but only for aggression against India.** There is jubilation when it is announced that an American Patton tank has been destroyed or an American Sabre Jet has been shot down. Still, there is considerable praise for the United States. Chester Bowles, the American Ambassador is much respected, American economic aid has not been cut off and is counted on for the five Year Plan (when the country can get on with it). American military assistance is expected if China does something more than issue threats.

India has herself made very few warlike gestures against other countries. Strong notes have been sent to Iran and Turkey when it was learned that these countries might supply arms to Pakistan. There is genuine anger against Indonesia, and some students in Delhi demonstrated for most of a day after mobs in Jakarta sacked the Indian Embassy there. I watched several hundred of the Delhi students march on the Indonesian Embassy. Some of them seemed to be in an ugly mood and might have rioted but the police were able to contain them with little trouble.

There is, however, **considerable resentment against Britain.** Speakers in the Lok Sabha and many people one meets are embittered by what they believe to be Britain's support of Pakistan. During the last month, two hundred young people have travelled from Britain to India in five buses, on a goodwill mission. Everywhere they have been received politely, but not with much warmth, although the young people themselves have created an excellent impression amongst those that have met them.

Daily the newspapers report criticism of Prime Minister Wilson and his alleged antipathy towards India. These sentiments are found not only in news columns and on the editorial page but in cartoons and sports columns. Two different writers commenting about problems encountered by cricket and soccer officials in England asked what could you expect in a land which so openly favours Pakistan.

There may, or may not, be sufficient foundation to justify these attitudes but they are widespread. Members of Parliament and several of my colleagues at the University of Rajasthan have declared that, when the war is over, India may have to reconsider, some say might even have to sever, its Commonwealth relations.

In other debates in the Lok Sabha, other speakers have shouted that partition must be ended, that Pakistan must again be brought into a greater India, presumably by force. But the Indians I have talked to believe there is no longer much likelihood of this happening. This conflict, they feel sure, will end all chances that might have existed. Among many the hostility is growing. It is true that many of the officers of both armies know each other and were trained in the same army schools. Some members of the Government of India were schoolmates and colleagues of members of the Government of Pakistan. However, an entire generation, millions and millions of young Indians and Pakistani, have grown up in the years since 1947. They have known only partition, accept it, and might oppose violently any attempt at integration.

Will India continue to take a prominent part in international conferences, peace-keeping and other missions? The representatives of Government and universities that I have talked to told me of their hope that there will be no more "holier than thou" kinds of speeches by Indian representatives which formerly so infuriated many people at the United Nations. Some Indians say openly that Nehru put too much emphasis on foreign affairs when so much effort was needed at home. But no one has spoken in the Lok Sabha, or in my hearing, or written in a newspaper, that India should withdraw within itself or keep itself insulated from others or from international responsibilities.

The people seem determined. But all is not grim. One hears many jokes about the curfew and about air raid alerts. In one newspaper cartoon a man is decorated for volunteering to dig more slit trenches than anyone else; while excavating his first trench he had uncovered a cache of liquor. The hero of another cartoon is shown standing in front of twelve huge, husky boys, all looking exactly like their father. The caption, if my interpretation is correct, indicates that the man had miserably flunked his course in "family planning" but now President Ayub of Pakistan may be obliged to give him a diploma.

People who can laugh at themselves in the midst of danger may be able to endure without hatred. Humour is one of the notable weapons in the campaign of Dr. Martin Luther King in the American South. It does seem that conviction and morale are enlarging in India. But not fanaticism. How many national presidents, in the midst of a bloody conflict, can talk as does India's President :

"We have to avoid any form of hatred of the people of Pakistan who are our kith and kin. It is not our desire to hurt Pakistan to save India, our commitment to peace is well known. We do not believe in any unbridgeable chasms. There are more things which bind us together than keep us apart. In this dreadful situation, let us have a few moments of introspection and make our spirit, capable of compassion and sacrifice, prevail."

STRUGGLE AGAINST ILLITERACY*

By

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FOR a long time it was considered that the educational programmes of governments were limited to children, and that adult education was something that concerned only private, nongovernmental organizations. For a long time it was felt that adult education was something that was not permanent, due to the fact that in certain countries a large or small number of adults did not have the opportunity of attending school. Adult education was considered to be something complementary to the regular education system; something irregular, marginal or supplementary. For a long time, too, it was also felt that education was terminal; that it could go so far and no further. Now we are reaching, little by little, a new concept of education. We think of it as something permanent and as something which cannot have an end during the lifetime of a human being. The question which we now have to solve is how to insert adult education into the total educational system, how to force governments, ministries, and the educational system as a whole, to solve problems in this new field.

Naturally, this is a matter which is not easy to solve. There are not enough experts. We do not have enough experience. We do not have the personnel to solve these problems. But it is the end toward which more and more nations at different levels of economic and educational development are all working. Our question, therefore, is how can we reach the point where we can change the character of education as a whole? This is the question for which we must find an answer. I will tell you why I think this is our crucial

question by mentioning four or five reasons of a primary nature.

Above all, the life span is much longer than it used to be. When the life span was 30, 35 or 40 years, life could be divided into two parts: one in which man prepared himself for life and the other when he expressed what he had learned. But in a period when life lasts seventy years or even more, it is becoming impossible to divide life into two parts. Of course the average life span is not the same in every country. There are many countries where it is not yet seventy but we are getting close to the time when this objective will become a world reality.

The second reason has to do with the technological problem. We all remember the times when machines had a life span three times that of man. Our fathers worked on machines which lasted 60 or 70 years; our generation works on modern new machines which very often have a life of span of 8 years. So the life man at work is three, four, or five times as long as the life of the machine he works on. How are we to adapt man to work during his life span on three, four, or five different types of machines? One cannot prepare during the school years for man's life span of work. Technology is changing so fast that man, even in the most ideal school, would not be able to learn to work with all the means of production which would be at his disposal during his life span.

Let us take the third set of reasons, political and civic changes. In many schools, political, social, and civic education does not exist. But even if it did we could not be politically prepared in school for the whole of our life. The same problem will arise for our children. They cannot be educated today to be politically literate for their entire life!

To these three sets of situations; demographic changes, technological changes, and political and institutional changes let us also add cultural, scientific, and educational changes. The problem we face is can the school for youth satisfy all of these requirements. I think that I can say that even with an ideal development of the school system, with a creation of a school that bettered the one we have today, the school in itself cannot solve all these problems. One must think of education in its totality and not be contented with existing institutions which cannot possibly answer all the requirements or satisfy all the needs that exist in the modern world. Therefore, since adult education is here to stay, we must think out the technical and scientific mechanisms which must be created to solve the problems of this new educational force in the same manner the problems of formal education of children were solved when they were first posed.

If we grant that adult education is something filled with vitality, then it is obvious that we must think of investments of a permanent nature; in fact, long-term investments. Second, if adult education is considered as a permanent activity we must create special personnel to be active for a long time in solving problems in a new manner and in a permanent manner; we must think of the creation of a profession which has the same kind of status, the same kind of prestige as now exists in other fields of education.

Third, we must think of new methods since we have no particular methods for adult education. We treat adults as if they were adolescents or children. Very often we prepare textbooks for them which are not different from those of children. This is something that we cannot permit

* Key-note address delivered at the fifth International WCOTP Conference on Adult Education held at Adis Ababa.

ourselves. Adult students are people like ourselves; competent, mature, and experienced. The process of adult education is not something which goes from the teacher like one-way traffic. We must change this humiliating approach. Even if it is directed toward illiterates, the instruction is for human beings who have citizenship rights in a country for which they may have sacrificed themselves, for which they have worked, in which they may have been jailed sometimes, where they are employed and have responsibility for families and children. We must help them to obtain skills they lack but without diverting their status as adults.

The last problem for us is as follows: If we have agreed that adult education is something with a future, then I think that we must also agree that special institutions must be created for adult education with specialists in the field, specially trained so that the institution will be able to change the characteristics in the training of adults in a new atmosphere, and with new methods and new forms of education. Above all where there must be some kind of relationship between classroom teaching and self-teaching; an educational process which is very important for adults.

It is within this framework that UNESCO considers the field of adult education. On the one hand, we feel that we should elaborate and develop new concepts. We think that we must work with educators, research people, and scientists and institutes throughout the world in order to redefine adult education and find a new concept which is going to correspond to the needs of man in the world. The other direction is of a practical nature and here UNESCO is initiating two operational programmes. One is a fight against illiteracy which has been discussed here for several days and where naturally there is a lot to be done. But, on the other hand, we have approached a practical problem which is somewhat different; the creation of extra school institutions for

youth. This is the second important programme in the field UNESCO has been planning.

What is our point of departure? If we can say that the structuring of school institutions has been the great aim and the great achievement of the last half of the Nineteenth Century over a great part of the world, then it seems to us that the great aim and the great objective of the Twentieth Century must be the creation of extra school institutions; non-school institutions to serve adolescents and adults—all those who have been to school but now need a supplementary education to satisfy the needs of life in the fields of science, civics, family life, leisure activity, professional activity, work, etc.

These then are the two main orientations, the two great aims to which we tend in our activities of an operational nature. Sometimes people say that these are only problems for developed countries. I think that this is absolutely wrong. Problems of the nature that I have discussed arise as well in developing countries as in developed ones. Why? On some occasions, the need in developing countries is more urgent in this field than in the developed ones because the developed countries may have a slow progression which is constant and may have a development founded on regular school attendance. But in the developing countries we have sudden changes, enormous changes; new classes of society come to power; new nations seek new approaches. Who is to solve these problems for them other than themselves who are there on the spot.

The developing countries have to solve immediate problems very fast and on the spot. There are factories in which there are people working who are illiterate and who have no education at all. Administration is in the hands of people who do not have sufficient knowledge to administer properly the problems which arise and which have to be solved. They face these problems, but they cannot solve them because they do

not have the necessary training and knowledge. These people cannot wait, these nations cannot wait for the new generations which would be better trained to solve these problems later. At a \$60 or \$70 annual per capita income, one has to create national production and means to solve these problems in a new manner.

We must find solutions in two fields, in the intellectual field and in the financial or administrative field. I discussed the financial question on Friday when I said we cannot wait for the ideal moment to arrive when we will have all the necessary money for every field. We have to decide now what has to be attributed to primary education, to secondary education, to university education and to adult education all at the same time. I do not think that there is a minister in the world who would say let us delay university education because we do not have enough money for secondary education or primary education. It is an answer that no minister or no government in the world would dare give. Let us not seek a similar answer in the field of adult education.

The financing of adult education is multi-form financing and it cannot come only from national governmental budgets, but from private sources, as well as from communities, municipalities, and local institutions.

As for the intellectual resources, it is the same; there is no social class which has a monopoly in adult education. It is an activity that requires the intellectual contribution of all who can contribute including, of course educators and teachers. In addition we need agricultural engineers, trade union leaders, and politicians; everyone who can contribute from every level from the municipal to the state level. Enriching the education of adults in all fields is a matter which suggests free cooperation as the only valid solution. Without this intellectual cooperation of all

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NATIONAL SEMINAR ON ERADICATION OF ILLITERACY

THE National Seminar on Eradication of Illiteracy organized by the Planning Commission and the Government of Maharashtra was inaugurated by Shri M.D. Chaudhari, Minister for Education, Maharashtra, on November 8 at Poona. In his inaugural address Shri Chaudhari welcomed the holding of a Seminar on eradication of illiteracy in Maharashtra particularly in view of the Gram Shikshan Mohim in Maharashtra State. He said that the task of total eradication of illiteracy was, of course, going to be a long, hard and difficult one but Maharashtra had accepted this challenge, and the State was going ahead with faith that ultimately the goal would be reached. He added that although the country has made rapid economic development during the last 14 years hardly anything substantial has been done to bring the teeming millions from the darkness of ignorance to the light of knowledge. He said that it was a happy augury that the importance of adult literacy in the context of socio-economic development of the country was now being increasingly realised.

Shri Chaudhari said that the programme of eradication of illiteracy and of imparting social education in the widest sense of the term could very well be phased over three stages namely, making the illiterate adult literate; making the literacy truly functional; and the third stage would be imparting social education in its comprehensive sense.

Dr. V.K.R.V. Rao, who was the president of the seminar, spoke of the pressing need of adult literacy in the context of national defence on the one hand and the processes of socio-economic development on the other. He emphasized how illiteracy poses a serious problem in regard to intelligent participation on the part of the rural masses. While many countries have succeeded in completely eliminating illiteracy, India continues to have a heavy concentration of illiterates.

Dr. Rao felt that the importance of accelerating the adult literacy efforts was now well realised. The outlay of 71 crores of rupees for adult literacy and publications, spokes for the new emphasis.

Dr. Rao suggested that the Seminar may work out a plan of organizing campaigns to provide functional literacy to all the people. It would be neces-

sary to produce literature as part of the follow-up programme. The Seminar would also have to consider an appropriate organization for the effective functioning of the adult education movement.

Participants

The Seminar was attended by State level officers incharge of Social Education, various representatives of Central Ministries concerned, and representatives of voluntary organizations engaged in adult education and related activities. In all about 130 delegates participated in the Seminar. Prominent among the participants were Dr. Mohan Sinha Mehta, Dr. V.S. Jha, Dr. A.C. Joshi, Shrimati Sulochana Modi, Shrimati Raksha Saran, Dr. Roby Kidd, Sarvshri Sohan Singh, T.A. Koshy, P.C. Sharma, S.N. Saraf, N.R. Roy, Satyen Maitra, Saligram Pathik and Nekiram Gupta.

The Seminar was divided into three Groups which considered the following topics :

- Group 1* : Pre-literacy/literacy programmes (campaign approach).
- Group 2* : Post-literacy programmes (libraries, production of books, literature, etc.).
- Group 3* : Organization and administration.

Each Group discussed the topic assigned to it in three sessions and the Group Reports were considered in a plenary session on November 10. The recommendations of the Groups and the topics are as follows :

As far as **definition of literacy** was concerned the Group 1 agreed with the definition that 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 developments and for active participation in the life of his country.

The Group also considered the reasons for the slow growth of literacy in the country and among other reasons it mentioned, poverty, lack of motiva-

tion, lack of leisure time among illiterate adults, unattractive methods of teaching, lack of sufficient workers, lack of reading material, lack of definite support from Government, low priority given to adult literacy and lack of suitable follow-up of adult literacy as the major reasons. After a review of the present position of illiteracy in the country and the urgent need of early eradication of illiteracy the Group was strongly of the view that for the purpose of initial literacy there was no alternative but to adopt a campaign approach like the Gram Shikshan Mohim of Maharashtra. Since it was necessary to involve the community and the Government the movement has to be on a mass scale which would ensure its success in terms of motivation of adults and mobilization of resources. **Once the village communities realise that it would be possible for them to wipe out illiteracy within a few years in their areas with the help of the educated people in the community, it would lead to a big national movement.**

The Group emphasized the close relationship between the inadequate provision of facilities for primary education and the slow rate of growth in literacy. The Group was of the view that in order to obtain maximum returns from primary education, **education of those who leave school when they reach adulthood would be essential.**

It was strongly recommended that there should be a **national policy regarding eradication of illiteracy** in as short a period as possible. In this connection the Group felt that some kind of a national social service by those who are educated should be seriously considered. Finally the Group emphasized the role of teachers, student organizations and other voluntary organizations in this task and it recommended that every effort should be made to mobilize the resources of voluntary organizations.

In conclusion the Group was of the view that promotion of literacy was a condition precedent for defence and development including food production and that all energies should be bent to see that Central and State Governments take up this programme on a nation wide scale with a high sense of dedication mobilizing all the resources of men and material on the lines of the Gram Shikshan Mohim of Maharashtra with variations which may be necessary according to local requirements of the States, Districts and villages.

The Groups 2 was of the view that **functional literacy** should be the goal even though the first stage can be achieved in the campaign. It also recommended that functional literacy should not only be occupation-centred with economic incentives, but it should also take into consideration the social needs and the promotion of a scientific outlook in the citizens of a developing country. The Group emphasized the importance of **suitably prepared books** and other literature to enable the functionally literate

adults to use literacy in their day to day life. The Group felt that such literature should be related to the occupational and other interest of the new literates.

The Group 3 suggested that a national board be set up with the object of eradicating illiteracy in the adult population of the country within a specified period of time, and should be named "The National Board of Adult Literacy and Education."

The Board, it was proposed, should advise Governments, both at the Centre and in the States (including Union Territories) on all matters relating to adult literacy and education and draw up policies and programme for their consideration; and also advise the Planning Commission, the Central Government and State Governments on the proper utilisation of the funds allotted for adult literacy. It should also promote the establishment of such supporting agencies and services as production of literature, training of personnel etc., and promote coordination among different official and non-Governmental organisations engaged in this field.

The Board may also raise and receive funds for the realisation of its objectives, and collaborate with national and international organisations in order to strengthen the literacy movement.

The proposed National Board should, apart from its own activities, organise effective publicity in the country through newspapers, radio broadcasts, bulletins, pamphlets, journals, etc., so that the national importance of literacy movement and its urgency for the country's economic development and political progress are realised and supported by the people.

The Board will consist of 29 members with the Prime Minister as President and an eminent educationist as Chairman with a whole-time paid secretary. The Indian Adult Education Association and the Inter-University Board should be represented on the Board.

At the State level there should be a small Board to direct the activities of the literacy movement. It should be the responsibility of the State Education Departments to organise the literacy movement in the States. The responsibility of carrying out the advice and programme suggested by the National Board will be of the State Government.

The State Government should endeavour all the time to secure the cooperation and support of non-official organisations and voluntary bodies which are active in the field of literacy and adult education.

The programme of adult literacy campaign should be promoted at the district, block and the village levels jointly by the respective Panchayati Raj institutions, the Department of Education, the Department of Community Development and various voluntary organisations.

International Conference on Correspondence Education at Stockholm

By

J.N. Mitra

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THE 7th Session of the International Conference on Correspondence Education was held at Stockholm, Sweden from June 13 to June 17 this year. More than 200 delegates from nearly all parts of the world participated. There was no delegates from U.S.S.R. and other East European countries with the exception of a few from East Germany. Africa, Asia, and South America were represented. Dr. Donald Cameron, Director of Correspondence courses, University of Saskatchewan, Canada presided.

The UNESCO had sponsored a few delegates from Non-European countries, of whom the most distinguished was Dr. Ram Behari, Vice-Chancellor of Jodhpur University. The Director of Correspondence Courses, Delhi University took part in the work of the Conference as the representative of the University.

Mr. Hans Lowbeer, Director General of Swedish National Board of Education, addressed the delegates. Mr. Lowbeer extended the official welcome on behalf of the Swedish Government. The theme of his address was "Next to day-break the most urgent need of the people is education."

He emphasized that everyone should have a broad general education with a basis for retraining to suit the needs of the community in a rapidly changing world. He suggested that this purpose could be effectively served through **Correspondence Instruction** which had already made valuable contribution in the field of Adult Education. He explained how in Sweden this method was taken advantage of by the most ambitious and industrious among those who wished to acquire greater knowledge and efficiency in their respective vocations.

A comprehensive programme covering all major aspects of Correspondence Education was

gone through at the Conference, the following being the main topics of discussion :-

1. Correspondence Education in the World of today.
2. Integration of new media and new methods into Correspondence Study.
3. Use of modern communication facilities like T.V. and Radio to supplement lessons through mail.
4. Programmed instruction—its place in Correspondence Study.
5. Language teaching by correspondence.
6. Utility of correspondence instructions in an over-burdened residential formal school situation.
7. Correspondence study as a means of continuing education in alleviating the problem due to technological changes and automation.
8. Research in Correspondence instructional field.
9. Correspondence education in developing countries.

Dr. C.A. Wedemeyer in his **key-note address** gave a general survey of the field of **Correspondence Education in the world of today**. He discussed the ideas and principles of this system and the various new trends and developments that have occurred in the system during recent years. These developments must be regarded as of great significance

for the "student who was not able to fulfil his aspirations in the normal way." The chief trends according to him can be classified under five different heads.

The **first** concerns a definite improvement in teaching methods and a general acceptance of correspondence study in terms of recognition of its worth. The system is getting incorporated in the framework of national education in several countries, especially the Scandinavian countries and Australia. There is also an increased interest in Government recognition of qualifications gained through Correspondence Education in many countries.

The **second** trend concerns the vigorous growth in Correspondence Education in regard to the introduction of new subject-matter towards new purposes. Thus Japan is successfully experimenting with an increasing number of technical courses; Australia is offering courses in such novel subjects as Hydrography, Italy in Engineering and language training (especially English), the U.S.A. in liberal arts and cultural subjects and so on. In the U.S.A. and South Africa there are new Correspondence Education programmes in some subjects of the post-graduate standard. In short, the various types of courses offered seem to range from the advanced levels in liberal education to those designed for technical and vocational programmes. In some Universities in the U.S.A. correspondence education is being used as a pre-training and pre-testing device for students who wish to take up regular courses.

Thirdly, the steady improvement in quality of Correspondence

dence instruction over the years has led the public to demand better quality in the conventional type of education. In this way correspondence Education is helping to raise the quality levels in education.

A fourth trend relates to the variety in the methods used in Correspondence Education. Use of audio and visual equipments has greatly helped in making correspondence education more effective in countries which can afford these facilities. In several countries radio is already being used to supplement correspondence lessons. Indeed, correspondence educators have shown themselves more amenable to changes than their counter-parts in the conventional system.

The fifth trend concerns an increasing amount of research and experimentation which is taking place on the method of correspondence instructions. To make the literature on correspondence education more easily available to various institutions needing them, a joint project has been undertaken for bringing out an international bibliography of work done so far in correspondence education.

According to Prof. Wedemeyer, the Correspondence Educator who has every reason to find satisfaction from his achievements so far, must at the same time strive towards obtaining greater recognition for his efforts through increased use of new methods and technology. However this zeal and enthusiasm must necessarily be coupled to, and moderated by, scientific study to prevent any possible dogma from being developed.

The Director of Correspondence Courses, Delhi University Shri J.N. Mitra gave a talk entitled "Trend of Correspondence Education in India"

Most of the topics dealt with during the Conference session were in the form of panel discussions. There was a considerable amount of discussion on the integration of new media and methods in correspondence study in recent years. According to

one delegate the rapid changes in the last couple of decades that have occurred in scientific and technological fields can be described as a sort of "technological explosion" whose "fall-out" has affected educational trends as well. In this respect correspondence education has turned out to be less conservative than the conventional one, inasmuch as it has made greater use of these technological developments than the latter. Indeed, his emphasis and reliance on self-study has led the Correspondence Educator to utilize the facilities of radio and T.V. media in his programmes, over and above his access to traditional resources. Various transmission devices which are now available through audio and visual systems have given the correspondence students access to new types of educational material, like tape-records and films. As a matter of fact many techniques used previously for business purposes are now being used to satisfy educational needs. Among the more modern innovations is the two-way or closed-circuit T.V. which allows live interactions between T.V. teachers and learners. Another technique known in the U.S.A. as "Educating" is a radio-cum-instruction programme in correspondence education format and permits students to receive instruction presented to them on the F.M. radio used in American homes.

These techniques are being extensively used in countries like the U.S.A., Japan, and even conservative countries like the U.K. whose entry in this field of correspondence education has been rather recent.

Use of radio in correspondence education has generally been found to increase the students' grasp of the subject matter. This is evident from the larger percentage of written assignments submitted by these students as compared to their counter-parts without radio facilities.

Another interesting development in recent times has been that of the method of "Pro-

grammed Instruction" as a means of self-study. In this, the subject matter to be learnt is presented in easily digestible-bits, on a question-answer format. It is normally available in many convenient Audio-Visual packages. Since correspondence education primarily aims at self-study, many correspondence educators have incorporated the techniques of programmed instruction in their lessons with some success at the lower levels of study. However, at relatively higher levels the rather slow and time-consuming features of this method are believed by many to be more of a handicap than an assistance in the process of learning.

In one of the panel discussions, supervised correspondence study was suggested as a possible answer to the problem of an "over-burdened" regular school system, characterised by the shortage of academically qualified teachers. Supervised correspondence study is usually carried on under the guidance of a teacher who acts as a sort of intermediary between the student and his correspondence school. The pupils are divided into convenient groups depending on their interests. The function of the supervisor is generally to motivate the students of Correspondence School, arrange texts, keep records, and provide supplementary auto-teaching material. This method has the advantage of facilitating individualization of instruction and is very popular in the Scandinavian countries.

The panel on research in correspondence instruction field revealed some interesting data on the performance of Correspondence Course students in relation to their counter-parts in formal education. In several test courses given to class-room and correspondence-students in the U.S.A., no appreciable difference was found, the slight differences where these existed favouring the correspondence course students. Certain standardized tests given to U.S. students gave verdict in favour of Correspondence students. Thus a sample survey by

KOSHY ATTENDS UNESCO MEETING

Dr. T.A. Koshy, Associate Secretary of the Association and Director National Fundamental Education Centre left Delhi on November 27 for Paris to attend the International Committee of Experts on Literacy set-up by UNESCO. The meeting will consider the recommendation of the Teheran Conference and finalize plans for pilot projects on Literacy to be launched in selected countries in Asia, Africa and Latin America.

After the Paris meeting, Dr. Koshy is likely to visit U.K. to study adult education programmes there.

MATHUR VISITS PARIS

Shri J.C. Mathur, is representing India at the meeting of the International Committee for the Advancement of Adult Education set-up by the Director General of UNESCO. The Committee began its meeting at Paris from

December 9:

Shri Mathur left Delhi on November 29 for Rome where he attended the FAO Conference. He is likely to take advantage of his visit to FAO Secretariat to discuss a Project on Self-Study by the Indian Farmers.

Dr. Roby Kidd, Chairman of the International Committee, left Jaipur on December 5 to attend the meeting.

(Continued from page 9)

classes of society, hundreds of millions who need new knowledge cannot be reached.

It is on these practical, technical, and general problems where UNESCO is working; trying to seek solutions in the struggle against literacy, in the field of adult education, and as well in the other fields which have been discussed at this conference.

(Continued from page 13)

Dr. G. Childs showed that the I.Q. control for the correspondence student was better than for the residential one in 11 out of 14 different subjects. Again the correspondence student's performance in Mathematics was found to be superior to that of his college counter-part. The general conclusion drawn was that correspondence institutions usually did an excellent job in the teaching of subject-matter.

There was finally a panel discussion on **Correspondence study in developing countries.** "What has been done, what has been planned, what should be done?", in which participants mostly from developing countries spoke about their respective experiences. Shri J.N. Mitra took part in the panel discussion.

At the concluding session, announcement was made that the next session of the Conference would be held in Paris in 1969 under the presidency of Miss Rene Erdos of Australia.



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Correspondence Education In Sweden

SWEDEN is a sparsely inhabited country with a population of hardly 75,00000, and a total area nearly double the size of Great Britain. It is a country with a socialistic outlook, and one of its main concerns is to provide opportunities for education to as large a section of the population as possible, consistent with the low density of population for the country as a whole, and paucity of qualified teachers. The Swedish educational authorities found a workable solution to this difficult problem by adopting the method of correspondence instruction from the beginning of the present century. The system now forms an integral part of the Swedish National Education, and at present nearly 10% of the population receive their education through this method.

In Sweden, correspondence education has proved to be a very useful instrument for effecting social and economic advancement of the community. It is found that many successful Swedish industrialists and businessmen began their careers with elementary correspondence courses in book-keeping and commercial arithmetic. In many cases successful technicians and engineers in that country are known to have had their initial training thorough correspondence. Correspondence study in Swedish society has thus been a manifestation of the ambition and urge of a young man to improve his career by making fuller use of his latent talents, even from a humble beginning. Letters and certificates from correspondence institutes are generally regarded as status-symbols for young Swedes, as these are greatly valued by employers while giving appointment to job applicants.

Another important direction

in which correspondence education in Sweden is being made use of, concerns the provision of suitable facilities to students with varying degrees of interest and capacity. Thus in the "compulsory school", suitable courses through correspondence are available to students of exceptional talents or special interests if they wish to pursue special or advanced studies outside the prescribed syllabus. This method thus helps the gifted student to work at his own pace by learning advanced subjects even while at school. At the same time the method, by providing auxiliary courses, helps the less intelligent ones who find the normal school curricula difficult to follow. In this way the correspondence method is serving the purpose of individualizing the instruction and encouraging the students to work on their own. This integration of the correspondence method with the conventional school system is a recent development in the Swedish national system of education.

The concept of continuing education has also found an important place in the national frame-work of education in Sweden. The Swedes believe that education is like a capital asset which should not only give regular returns, but which must be continually renewed and augmented to prevent its value from declining. This is not only true of the sciences but also of other fields like business, industry, engineering and technology, in a rapidly changing society. Correspondence institutions in this country run a large number of courses designed to keep people engaged in various fields of activity, uptodate in their respective professions. In this way correspondence education has proved very effective in ful-

filling a vital need of the Swedish society.

Some of the leading correspondence schools in Sweden are Hermods in Malmo and NKI-SKOLAN, Brevskolan and L.T.K. in Stockholm. Hermods and NKI-SKOLAN offer courses over a wide range of subjects from the secondary school level to the University standard. Hermods alone admits more than 1,00000 students per year. The total admission in all the correspondence schools in Sweden is in the neighbourhood of 2,000 0 per year and their total enrolment at any time is nearly 6,00000.

NKI-SKOLAN has also a good programme of instructions in adult education.

Hermods which also offers a large variety of courses from the school level onward (including commercial and technical courses) provides instruction in a wide range of subjects at the University level under the direct supervision of the University of Lund. Hermonds has provision for supplementing its correspondence tuition by oral summer courses conducted by the teachers of Lund University for periods ranging between two and twelve weeks, during two summers. Students trained in this way are allowed to appear in the examinations of Lund University. More than 900 people have already passed their examination by this method.

From July 1, 1965, Hermods and NKI-SKOLAN, the two biggest correspondence institutions in Sweden, have merged themselves into a single administrative set-up.

ICY Medallion for Dr. Mehta For Services to Mankind

INTERNATIONAL COOPERATION YEAR is being celebrated everywhere in the world during 1965 to direct attention to the common interests and purposes of mankind and to accelerate the joint efforts being undertaken to achieve peace and human dignity.

Canada has commissioned a special medallion in celebration of this event and to recognize the contributions of some men and women who have exemplified what it means to be a world citizen. The first medallion was presented to the Secretary General of the United Nations, U Thant. It has since been conferred upon citizens of eighteen countries in addition to Canada.

The medallion was created by an internationally recognized artist, Dora de Pedery Hunt, and it symbolizes the hopes and striving for cooperative co-existence.

On behalf of International Co-operation Year (Canada) the medallion was presented to Dr. Mohan Sinha Mehta at a function in Jaipur recently.

Dr Roby Kidd, who till recently was Chairman of the ICY Committee of Canada, making the presentation said, "The medallion we present today is of bronze but it is in recognition of the golden and silver qualities of the recipient."

The citation said, "Mohan Sinha Mehta is a lawyer by training, a diplomat by profession and an educationist by choice. He is liked and admired in every country in which he has served or has visited.

Many men follow the calling of diplomat, many who serve their countries' interests or designs, but few are able to labour, at the same time, for the causes of mankind. This concern for the well-being of other peoples and other countries has always marked the career of Dr. Mehta.

In the schools which he created, in the public service in which he and others were building the foundations of an independent India, in the magnificent university which he, more than anyone else, has advanced, Dr. Mehta always strove for human as well as national goals, for the awakening and enriching of all men, not just his State or his Country. The Indian Adult Education Association, of which he is President, has been a model for, and a strong supporter of, educational movements throughout the entire region.

As this country's representative at the United Nations, as a member of expert committees at Unesco, as President of International Conferences, above all, because he is an enlightened human being as well as patriot, Dr. Mehta has exemplified and

given concrete meaning to the term international co-operation."

LITERACY IN AUSTRALIAN SCHOOLS

At a symposium in Canberra conducted by senior English teachers in the Australian Capital Territory ON LITERACY IN AUSTRALIAN SCHOOLS the Principal of North Ainslie School, Mr. T.J. O'Connell said the low level of writing, not only in schools and universities but throughout Australia's culture was unexpected after so many years of compulsory education.

"A notable development of our age", Mr. O'Connell said, "has been the increasing facility with which ideas can be expressed in other media—for example mathematical and scientific formulas—yet written language seems to have lost something of its vitality. To revitalise the art of original writing we need to stimulate a new and sharper perception of the whole furniture of our environment and to provide much more frequent opportunities for the written expression of original ideas."

Professor T.G. Hunter, Professor of Chemical Engineering at the University of Sydney, who has many times complained of the standard of literacy of his undergraduates, addressed the Australian Medical Association annual meeting in May on Illiteracy in Australia.

"I suggest that a critical appreciation of the commercial objectives and publicity techniques of the promoters of press, radio, cinema and television campaigns and advertisements could be of more value to children," Professor Hunter said, "than a scholastic appreciation of English literature and Shakespearean sonnets".

Another view on English was expressed by indigenous Papuans and New Guineans attending a school near Port Moresby in May. They were members of Papua-New Guinea's new House of Assembly and the school was to familiarise them with the rules and procedures of Parliament. It was conducted by Dr. D. Bettison, director of the Papua-New Guinea Research Unit of the Australian National University.

Presented with dummy copies of parliamentary bills and a suggested form of standing orders for the new House the newly-elected members, some of whom cannot speak any language other than their local "place-talk", said the phrases were needlessly complicated, the proposed orders contained a meaningless jumble of words and were far too complicated and that a simpler version could be worked out when the House met and then added to as loopholes became apparent.