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CENTRE FOR CONTINUING EDUCATION

INDO-CANADIAN COLLABORATION IN ADULT EDUCATION

The foundation-stone of the Centre for Continuing Education set-up by the Rajasthan University was laid by the Canadian High Commissioner, Mr. D.R. Michener at Jaipur on December 23, 1965.

MR. Michener said India and Canada had extremely cordial relations and their collaboration in economic and various other fields had brought them still closer.

The Vice-Chancellor of Rajasthan University, Dr. Mohan Sinha Mehta said the Centre for Continuing Education was the first of its kind in the country and was started with the collaboration of the University of British Columbia, Canada.

Dr. Roby Kidd said that continuing education was essential for all men and women to make them better citizens and leaders.

The Canadian High Commissioner Mr. Michener is one of the past Presidents of the Canadian Association of Adult Education. Therefore it was in the fitness of things that he should have laid the foundation-stone of this pioneering venture which is the symbol of Indo-Canadian collaboration in the field of adult education.

The Centre, according to the plans prepared by its sponsors "is a facility that is planned to provide continuing opportunity for mature people to study and grow. It is a headquarters where the men and women who make the crucial decisions in society-government officials, business men, professional men, leaders of trade unions and co-operatives, artists and writers come to learn from the scholars and resources offered by the University. In the broadest and deepest sense it is a school for responsible citizenship.

The Centre is placed in or near the university in order that the intellectual power of the university can re-charge these minds so that the practical wisdom of men and women of affairs can in turn test and stimulate and enrich the learning of the academic community.

It is a planned facility with classrooms and workshops and studies designed for effective learning by mature people. The Centre offers, in a scientifically designed and attractive form, all kinds of educational resources and materials for learning-books, reports, pictures, recordings, case studies, television. The facility is available at all hours for, if busy men and women are to be enabled to study, it must be at a time suited to their convenience.

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ALL INDIA SOCIAL EDUCATION DAY

Every literate Indian should take a vow to see that no Indian remains illiterate. This was the call given at the All India Social Education Day celebrated throughout the country on December 1, 1965.

Below are given reports from various units :

Delhi

At a function in Delhi on Dec. 1, the Deputy Education Minister, Shri Bhakt Darshan emphasised the need for accelerating the pace of social education in the country. He said that steps should be taken to make all adults literate and defence conscious in the shortest possible time. The Deputy Minister said the Education Ministry and the Planning Commission were doing their best not to cut down fourth Plan allocations for education.

The meeting was addressed by Shri L.O. Joshi, Joint Secretary, Ministry of Education and Shri A.R. Deshpande, Vice-President, Indian Adult Education Association.

Himachal Pradesh

Social Education Day was celebrated all over Himachal Pradesh with great enthusiasm. All the Block Development Offices in the Union territory celebrated the Day. The report regarding its celebration had been received from Jogindernagar, Gopalpur, Karsog, Chamba, Chauntra and Mashobra (Simla). Public meetings and lectures were arranged and the aims and importance of Social Education were explained and discussed. The meetings were largely attended by students, teachers, officials and non-officials. In Chauntra and Jogindernagar Block, a debate of school students on the topic "Whether adult literacy was essential for the defence and development or not" was organised. The prizes were also distributed among the best speakers. In Gopalpur Block, a cinema show was arranged in the evening in which films on Community Development and Food Production, etc. were shown.

In Chamba district, four mass literacy centres at Karori, Chandni, Koti and Kandla were started on this day. Sub-Committees have also been formed in Panchayats, Blocks and schools to collect donations for "Nehru Literacy Fund."

Madras

The Social Education Day on December 1, 1965 was celebrated in many high schools in Madras State. The Mathar Kalvi Nilayam High School, Coimbatore celebrated the All India Social Education Day in the School premises. A meeting was arranged in which five students spoke on the topic "Social Education with special reference to adult literacy for defence and development." The pupils were, asked to collect donations for 'Nehru Literacy Fund.

Calcutta

Calcutta University Institute like past years began varied programmes on social education for about a month on this day. The programme included books and poster exhibition, Tokyo Olympic Photographic Exhibitions, folk songs and dances by the artists, and Drama by folk entertainment department of the Government of West Bengal. Training camps in rural areas for contact with the village people, were also organised.

(Continued from page 1)

The Centre is multi-purpose and offers all of the intellectual and spiritual activities in which mature people will engage.

Usually there are residential facilities. This provides an environment for the interplay of mind and spirit as well as those personal associations on which so many major decisions and plans depend. Such a facility has proved to be invaluable in Chicago and New York and London and Oxford, even though these communities are not lacking in residences and hotels. How much greater may be its impact in a city where there do not yet exist quarters planned specifically for the education of men and women, and open for all of the hours that busy people can find for study."

About the impact of the Centre, the planners are of the opinion that "the Centre will, in just one or two years after it is built.

—be open from morning to night every day of the year, for men and women who will come regularly for intellectual and cultural stimulation.

—become the headquarters and "nerve-centre" for the continuing education of doctors, lawyers, teachers, government officials, village leaders, businessmen, scientists and every other important occupational group.

—be the place where new plans for the improvement of economic and social life of Rajasthan and India will be formulated.

—be the model for a number of other Centres that will be built in other cities of India and in other countries of Asia.

The Syndicate has set-up a Committee to look after the setting up of this Centre. A representative of the IAEA is on this Committee, apart of Dr. Roby Kidd and the Secretary of the Inter-University Board, Dr. Amrik Singh.

LITERACY PROGRAMMES PRODUCE ECONOMIC RETURNS

DECISIONS AT TEHERAN CONGRESS

MORE details about the decision of the World Congress of Ministers of Education on the Eradication of Illiteracy, held in Teheran, are available now.

Immediately after the opening speech there was a general discussion in which almost all heads of delegations took part. They described results of activities carried out in their countries to combat illiteracy and made suggestions intended to supplement Unesco's proposals. Among new ideas most frequently mentioned were :

(1) Literacy should not be linked exclusively to economic development; it should offer all sectors of the community the possibility of an easier, fuller, more harmonious life; it should in fact promote culture;

(2) Where literacy is concerned, women should not be neglected in favour of more productive workers; it should be remembered that in general there are more illiterate women than men;

(3) Preparation for literacy campaigns, designed to stimulate the desire to learn, and follow-up activities, which prevent new literates relapsing into illiteracy, should be organized with a view to the community's interests and should therefore receive full support from rural development groups, youth movements, etc.

After the general debate, the Congress divided into three commissions.

The first commission studied the theme : "Literacy work and technical, economic and social development, and the financing of the struggle against illiteracy."

Its report covers many of the points dealt with in the working documents or described in the general debate on the integration of literacy with economic development. It stresses in particular the following principles;

(1) The strategy of literacy is the concern of the government and of the peoples for whom it is intended:

(2) Any literacy campaign should be preceded

by an information campaign intended to awaken public interest;

(3) A literacy campaign should have the support of all national bodies and business concerns;

(4) Any economic and social development project has repercussions on employment and training; this fact is especially true of literacy and should be taken into account;

(5) Planners should be convinced that literacy programmes produce economic returns;

(6) Promotion and co-ordination of operations should preferably be entrusted to a special body which would be responsible for employment forecasts;

(7) Literacy does not end when a population has learned to read, write and count, but should be extended in the form of continuing education.

Commission II was responsible for studying the objectives, organization, methods and techniques of literacy work, including activities for new literates. Its recommendations included the following points :

(1) Until specialized teaching staff can be trained, it should be possible to run literacy classes with the help of school-teachers—although they already have a heavy task—or volunteer teachers. In any case, it is necessary to create a corps of inspectors or education advisers. For functional literacy, professionals such as technicians, foremen, agricultural technicians and trade unionists can supervise groups.

(2) Printed materials (textbooks, primers, newspapers) essential for literacy and follow-up programmes must be produced specially for this purpose and distributed by highly specialized staff.

(3) The audio-visual media (radio and television) have given good results but cannot take the place of a teacher. They can, however, play an important role in developing motivation.

(4) Whatever the media used, they must be adapted to existing needs and to the methods selected.

(5) The complexity of functional literacy requires vertical and horizontal co-ordination of the activities of the different public and private bodies concerned.

(6) All literacy programmes should be planned to take account of manpower needs, economic priorities, etc.

(7) In countries where there are a variety of dialects, literacy teaching should normally be carried out in the most widely used language; this language should have a uniform system of transcription.

(8) All literacy programmes should be preceded by sociological and psycho-sociological operational surveys, and followed by a statistical evaluation.

Commission III, which studied international co-operation in the matter of literacy work, stressed the following points in its report :

(1) The initiative for literacy teaching must come from the government, and the activities of the various national organizations concerned should be co-ordinated.

(2) Experts in literacy teaching should be able to adapt themselves to local conditions; wherever possible, they should be trained in the country itself.

(3) Co-operation between developing countries offers possibilities for fruitful exchange of experience as well as for creating regional organizations for research, information, education, publishing and linguistic studies.

(4) Agreements on cultural co-operation between developed and developing countries should always include literacy teaching activities.

(5) The procedures of inter-governmental organizations should be made more flexible so as to respond to urgent needs.

(6) Teachers' organizations, women's and youth groups, co-operative societies and trade unions have an important role to play in literacy campaigns.

(7) Industries benefiting from literacy (paper production, printing, publishing, manufacturers of audio-visual materials) should contribute funds to campaigns, as a pre-investment.

Resuming the general debate the congress examined measures "designed to secure the support of public opinion and the active participation of the peoples of all countries in a world campaign for the eradication of illiteracy."

In this connection, Mr. Rene Maheu said : "It would be impossible to carry out a large-scale

campaign without mobilizing public opinion." The Director-General went on to stress the need to make those directly concerned aware of the problem: victory would be certain only when literacy was accepted by the illiterates as their own task. It was necessary for public opinion to bring pressure to bear on governments. Literacy was a question of justice and morality, and it was the duty of all countries which had wiped out illiteracy to help others to suppress it in their turn.

The Congress gave its full support to the experimental programme launched by Unesco, especially to **the pilot projects**, for which financial aid had been requested from the United Nations Special Fund. Mr. Rene Maheu made it clear, however, that the financing of literacy campaigns would depend on the extent to which they were integrated in national development plans. It was the sovereign responsibility of each country to decide on the importance it wished to give to adult education in those plans.

The Congress solemnly adopted a **unanimous appeal** to the United Nations and its Specialized Agencies, particularly Unesco, and to regional bodies, non-governmental organizations and public and private foundations, asking them to exert their influence on responsible leaders to: (1) ensure that literacy is made an integral and essential part of development plans; (2) increase as far as possible national and international resources devoted to the fight against illiteracy; (3) make possible the provision of additional resources for development in general and for literacy in particular as further funds became available following a reduction in military expenditure; (4) make full use of available information media for adult literacy teaching.

At its closing session the congress adopted by acclamation the final report which combines the reports of the commissions.

Prime Minister Amir Abbas Hoveyda of Iran then announced that an annual prize would be placed at Unesco's disposal to be awarded to a person or institution making a contribution in the field of literacy.

Mr. Rene Maheu stressed the importance of the congress which marked decisive progress in the development of ideas concerning literacy. Equally important, he added, was the remarkable unanimity with which delegates had adopted a strategy for national and international action. "From their deliberations has emerged a new concept of concerted means for large-scale action.... Illiteracy can be wiped out in a relatively short time if all those who seek to further progress in developing countries aid literacy as an integral part of development. This is true for bilateral programmes, it is also true for international programmes."

Building of Peace and Mutual Understanding

Charter of Hope for the World Youth

The Director-General of UNESCO, Mr. Rene Maheu, welcoming the Declaration adopted unanimously by the U.N. General Assembly, on the promotion among youth of ideals of peace, mutual respect and understanding between peoples, said "the complete agreement reached by the General Assembly, is in keeping with the expectations of the young people of the world the great majority of whom put international understanding and the building of peace among their foremost concerns."

In the text, the first draft of which was submitted by Rumania in 1962, the General Assembly recalled that Unesco has as its purpose "to contribute to peace and security by promoting collaboration among nations through education, science and culture" and recognized "the role and contributions of that organization towards the education of young people...."

The Assembly resolution went on to state that "young people wish to have an assured future and that peace, freedom and justice are among the chief guarantees that their desire for happiness will be fulfilled." It added that "in this age of great scientific, technological and cultural achievements, the energies, enthusiasm and creative abilities of the young should be devoted to the material and spiritual advancement of all peoples."

The resolution then "calls upon Governments, non-governmental organizations and youth movements to recognize" the following six principles:

Principle I

Young people shall be brought up in the spirit of peace, justice, freedom, mutual respect and understanding in order to promote equal rights for all human beings and all nations, economic and social progress, disarmament and the maintenance of international peace and security.

Principle II

All means of education, including as of major importance the guidance given by parents or family, instruction and information intended for the young should foster among them the ideals of peace, humanity, liberty and international solidarity and all other ideals which help to bring peoples closer together, and acquaint them with the role entrusted to the United Nations as a means of preserving and maintaining peace and promoting international understanding and co-operation.

Principle III

Young people shall be brought up in the knowledge of the dignity and equality of all men without distinction as to race, colour, ethnic origins or

beliefs, and in respect for fundamental human rights and for the right of peoples to self-determination.

Principle IV

Exchanges, travel, tourism, meetings, the study of foreign languages, the twinning of towns and universities without discrimination and similar activities should be encouraged and facilitated among young people of all countries in order to bring them together in educational, cultural and sporting activities in the spirit of this Declaration.

Principle V

National and international associations of young people should be encouraged to promote the purposes of the United Nations, particularly international peace and security, friendly relations among nations based on respect for the equal sovereignty of States, the final abolition of colonialism and of racial discrimination and other violations of human rights.

Youth organizations in accordance with this Declaration should take all appropriate measures within their respective fields of activity in order to make their contribution without any discrimination to the work of educating the young generation in accordance with these ideals.

Such organizations, in conformity with the principle of freedom of association, should promote the free exchange of ideas in the spirit of the principles of this Declaration and of the purposes of the United Nations set forth in the Charter.

All youth organizations should conform to the principles set forth in this Declaration.

Principle VI

A major aim in educating the young shall be to develop all their faculties and to train them to acquire higher moral qualities, to be deeply attached to the noble ideals of peace, liberty, the dignity and equality of all men, and imbued with respect and love for humanity and its creative achievements. To this end the family has an important role to play.

Young people must become conscious of their responsibilities in the world they will be called upon to manage and should be inspired with confidence in a future of happiness for mankind.

On the occasion of this Declaration, Mr. Rene Maheu sent a message to Mr. Amintore Fanfani,

THE Seventh General Conference of the International Federation of Workers' Educational Associations (IFWEA) was held from 6 to 10 September at the "Society Umanitaria" in Milan—the seat of the Italian Union for People's culture, a national affiliate of the Federation.

President of the General Assembly, which states:—

"It is with deep satisfaction and great joy that I welcome the adoption by the General Assembly of the United Nations, at this twentieth session, of a *Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples*. Unesco, having been associated with the preparation of this text, cannot but rejoice at an event of such far-reaching importance.

I am happy to see that this wish has been fulfilled, since the Declaration has been adopted unanimously. There is no doubt that the complete agreement reached by the General Assembly is in keeping with the expectations of the young people of the world, the great majority of whom put international understanding and the building of peace among their foremost concerns.

The young people will be aware, and will be proud too, that the United Nations is addressing itself to them and solemnly entrusting them with major responsibilities in the task of bringing men closer together and in the establishment of the conditions necessary for peace among nations. They will also find great encouragement in a text which is rich in precise and positive proposals and which bears the authority of the United Nations.

I am convinced that the Declaration will constitute a most valuable instrument for Unesco in its ceaseless efforts aimed at educating the young in international understanding. The General Conference not only recommended the adoption of the Declaration, but also "its implementation, by means of specific programmes, by the United Nations, the Specialized Agencies, governments and national and international youth organizations". I think that Unesco's long-term programme for youth, which will be submitted to the General Conference at its next session (1966), should prove a practical follow up to the Declaration, since it aims at encouraging youth to take an active share in the economic, social and cultural development of their communities and including them in projects for international co-operation; in a word, at giving them an opportunity to use their energies for the building of a more just and more brotherly world.

It is the duty of all who are working for and with youth, whether nationally or internationally, to see to it that all the young people of the world make this declaration of altruism and peace their own, for it is indeed the charter of our hopes. For its part, Unesco is wholeheartedly engaged in that endeavour."

Opening the Conference, Mr. Carlo Arnaudi, Italian Minister of Scientific Research, welcomed the participants on behalf of the people and Government of Italy. He stressed the importance of its proceedings for the future work of the Federation and National affiliates, which he hoped would continue their educational activity.

Twenty-five delegates and many observers attended: the delegates came from national workers education organisations in Australia, Austria, Belgium, Denmark, Finland, the Federal Republic of Germany, Italy, Norway, Sweden, Switzerland and the United Kingdom. The International Confederation of Free Trade Unions, the Confederation of Yugoslave Trade Unions, the World Federation of United Nations Associations, UNESCO and the International Labour Office were represented by observers, as were nine Italian organisations including the Italian Workers' Union (UIL).

The President of the IFWEA, Mr. Sven Arne Stahre and Secretary-General Mr. Harry Nutt, introduced the items on the Conference's agenda and drew the participants' attention to the responsibilities now incumbent on the Federation in the light of the increased contribution which it intends to make to workers' education in the developing countries.

The Conference recognized the steadily growing efforts of trade union organisations, teaching institution and international organisations, as well as the specialised associations, to promote labour education; it felt that the operations of the agencies concerned should be complementary if not actually simultaneous.

Participants set out in detail their views on how the Federation's activities ought to be developed, emphasising the need for continuing negotiation with various organisations so as to increase the number of national affiliates and to arrange a systematic exchange of information between them.

The Conference adopted a series of resolutions and amended the constitution of the Federation in order to provide additional means of implementing the projects placed before it.

The representatives of UNESCO and the ILO referred to the utility of co-operation between their respective organisations and the IFWEA. Mr. Herbert A. Tulatz, Deputy General Secretary of the ICFTU, described the main features of the Confederation's educational work.

The Conference unanimously elected the officers of the IFWEA as follows: Mr. Sven Arne Stahre, President; Mr. Harry Nutt, Secretary General; Messrs. F. Senghofer, L. Magits, S. Kiuru, B. Tacke, R. Bauer, B. Muralt, members of the Executive Committee.

The participants went on several educational visits and attended receptions given by the authorities of the city Milan and other Italian institutions.

WCOTP and the Struggle Against Adult Illiteracy*

By Kwa O. Hagan, Chairman
WCOTP Committee on Adult Education

IT seems so significant to remind ourselves that the 14th Assembly of Delegates of the WCOTP is meeting here in Africa Hall, in this African capital city of Addis Ababa, in the midst of the International Cooperation Year. This year also marks the third year of the United Nations Development Decade. During the ten-year period in particular, and in subsequent years, the U.N. and its Specialized Agencies are committed to coordinating all their efforts to wage a relentless war against "the ancient enemies of mankind—disease, hunger, ignorance and poverty." And the theatres of this global war are chiefly located in those areas of the world where also the thick clouds of illiteracy and ignorance hang.

What are the statistics of this world illiteracy? At the beginning of the U.N. Development Decade in 1962, it was revealed by a UNESCO Survey that over 700 million adults the world over were unable to read and write and that women formed the majority of illiterates. These unfortunate people were mostly to be found in areas of underdevelopment where there are also the problems of want, disease and hunger. Out of these vast numbers, some 330 million were between the ages 15 and 50, and constituted what might be called "an active population," who must be helped to develop the basic skill of reading and writing, and so move on to a continuing process of raising their standards of living. And hence the World Campaign against illiteracy launched by UNESCO and which must be the concern of all nations and of every individual who already enjoys the blessing of the basic skill of reading and writing.

To prepare the people to accept new ideas, and apply new techniques, and be able to understand the need for change, and endeavor, through stimulation from outside to teach them methods by which they themselves may easily improve their living conditions, must be the important objective of any literacy programme. But while seeking this objective, other difficulties set in. One such difficulty is the existence of many languages and dialects in the illiterate world. In a real sense, the isolation created by illiteracy does breed many languages and language differences apart from parochialism. In certain areas of the developing countries, an attempt has been made by the government of the people to by-pass the problem of having to organize literacy campaigns in a multitude of languages by using the language of the former metropolitan power—which is French in many new nations of Africa and in others, English—as the medium of instruction. While it has become practicable to solve the problem thus, it must be recognized that apart from some standard of functional English or French, there is a local culture—in art, music, drumming and dancing, and drama, which is

at best capable of revival and further growth, only in the richness of the local vernacular, and the spread of literacy will have to encourage this development.

Simultaneously with the planning of adult literacy projects which in many developing countries is generally carried out by government at national, district and local levels, an attempt is also made to increase—sometimes double—the intake of children at school and, as far as it is possible to do so, to ensure that all children of school age have the right to education. In this way illiteracy is halted at its very onset, and children are prevented from growing into adulthood without education. But provision of such equality of educational opportunity everywhere is a very expensive proposition which brings at once into the forefront the ever-recurring question of scarce resources.

The governments are poor and cannot therefore with the best will in the world provide enough school buildings, nor are there enough trained teachers to give the children the desired firm educational foundation at the primary level. The few school buildings and the limited number of trained teachers must be utilized to the full. In many areas, pupil teachers reinforce the ranks of the small number of trained teachers, and the problems such a reinforcement presents are best known to you.

School teachers in our developing countries, finding themselves working within such a situation, might all too readily consider it legitimate enough that they should concentrate all their efforts towards a successful implementation of the rather loaded normal education programme. They might be tempted to say, as indeed many of them have already said, that overcoming illiteracy is a vast problem—and a long-term task requiring the cooperation of all literate people. Literate people of goodwill everywhere must therefore be persuaded, by the government service handling the national adult literacy programme, to undertake the task of literacy class teaching in order to relieve the school teachers who are already overstrained to devote proper attention to the development of the school system and improvement of teaching standards. The teaching profession in many of the African countries has therefore not considered it as part of its responsibility to take a lead in the formation of voluntary adult education movements which could immensely help with the implementation of the national adult literacy programme.

Such voluntary adult education movements are practically non-existent in many countries, and their absence is particularly felt in the emergent countries of Africa and Asia. On the other hand, there now exist in a great many of the developing countries, as evidenced by attendance at this very WCOTP Assem-

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Talk delivered at WCOTP Assembly held at Addis Ababa.

TRENDS IN ADULT EDUCATION IN INDIA*

By

S.C. DUTTA

*Hony. General Secretary,
Indian Adult Education Association*

THE two significant recent developments in the field of Adult Education in India are, one : the realization that life-long learning is essential for survival in the present age and two : that universities must play an active role in the promotion of adult education.

In early 1964, the Indian Adult Education Association held its Silver Jubilee Conference, which adopted a Declaration after a week-long deliberations. The Declaration says, "Life-long learning has become the condition of survival in our age. The integral place of adult education in the life of the people, therefore, brooks no argument any more. The School, the College, the Public Library and organised opportunities for various types of adult learning ranging from literacy to continuing education must be recognised as essential components of the provision for education in the life of the people."

The Declaration made it clear that knowledge was "a growing dynamic force in the life of society the world over," and the "traditional patterns of thought and behaviour and old modes of administration and government can no longer enable the citizens of today to prove equal to the demands which the impact of technology and industrialization make on the individual in this era of rapid change."

The Conference decided that a deputation on behalf of adult educators should wait on the Union Education Minister, which it did on March 24, 1964. The deputation urged upon the Minister to make a clear-cut declaration of Government's policy regarding adult education and submitted a memorandum which inter alia said, "The Association is convinced that Adult Education should become an integral part of India's education system and of its overall economic and social plans, so that all men and women have opportunities throughout their lives for acquiring, increasing and renewing useful knowledge and skills, for active and fruitful participation in civic and cultural life and in social and economic development of the country."

While calling for a massive effort to liquidate illiteracy, the memorandum stated that a drive should be launched "first of all for the age group 18-35. Along with it, Adult Schools of 9 hours a week for the age group 11-17, preparing them for a primary course in 12-18 months should be set-up. Along with

these schemes of Adult Schools, provision should be made for the production of literature for neo-literates, and for setting up libraries in rural as well as urban areas".

About the role of Universities, the memorandum stated, "The Universities in other countries have assumed and are playing an important role in the development of Adult Education in many phases. In India, surprisingly this field lies almost barren. Evening classes, Correspondence courses, extra-mural education, extension lectures, short professional courses and above all research in the problems of Adult Education present opportunities to the Universities for rendering valuable services to the society."

II

The Association believing as it did that Universities must play a dominant role in the promotion and development of Adult Education sent out an appeal to the Universities in India urging upon them the need for setting up Department of Adult Education. In response to that appeal the University of Rajasthan, set-up a Department of Adult Education. (Fortunately for India, the enlightened President of the Association Dr. Mohan Sinha Mehta happens to be the Vice-Chancellor of the University of Rajasthan at Jaipur.) It was felt that a functioning department at Jaipur will serve as a model for others to follow. It will also help others to follow the lead, once Jaipur was able to overcome the apathy and opposition of our academicians who were indifferent and ignorant about the work of Universities in other countries in the field of Adult Education.

Simultaneously the Association began working on the University Grants Commission, which has today an outstanding physicist and educationist of vision and imagination as Chairman. With the support of the U.G.C. and in collaboration with the University of Rajasthan, the Association convened a conference of Vice-Chancellors and University representatives at Bhopal in Central India. The four-day conference began on July 5, this year. About a dozen Vice-Chancellors attended the Conference, and another dozen Universities sent their representatives. The Conference adopted a resolution calling upon the Universities in India to "establish Department of Adult Education with a comprehensive purpose in

*Address delivered at a Conference of Philippines Adult Educators at Manila on October 12, 1965.

order that their services might reach as large a section of the adult population as possible."

The Conference also adopted a Statement, which inter alia stated : "The twentieth 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 rethinking 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 at 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."

The Conference also decided to set-up an organisation for promoting the cause of University Adult Education and appointed a Committee of seven to draft a constitution and to convene a conference within 18 months. Of these seven, four are Vice-Chancellors, the others are Secretaries of the Education Commission, the Inter-University Board and the Indian Adult Education Association.

This Committee has met and drafted a Constitution which will be circulated to all Universities, which are also being urged to implement the recommendations of the Conference.

It is expected, that the University of Delhi, which has already a Directorate of Correspondence Courses, an Evening College and a very active Extension Lecture Board, will soon have a department of Adult Education. The Universities in Bombay, Poona, Mysore, Baroda and Nagpur which are doing some adult

education work, are expected to develop their work further and set-up full-fledged Departments. The perspective is bright and I can do no better than to quote our President, Dr. Mehta, who as I stated earlier is also Vice-Chancellor of the University of Rajasthan. "In these times when growth of knowledge and social change go on with such phenomenal speed and all members of society continuously need re-education or more specialised education in all fields, our Universities will play their part effectively and make an increasingly rich and valuable contribution to the peace, well being and advancement of mankind both of our country and of the world as a whole."

III

The third significant move is towards organisation of adult education work in urban areas. There is a growing volume of public opinion which favours concentration of effort in urban areas. They argue that culture and civilization of a country largely depends upon the urban people. Since urban people influence the day to day administration, it is essential that their minds should be sound-mentally alert and morally sound. Therefore, it is asserted that the urban people need Adult Education most and their motivation for it is greatest. Hence, this group of people, emphasise that instead of going to areas and people who have least motivation for education and are likely to be benefitted comparatively less than the urban people we should devote our energy on urban people for a period of time and then spread ourselves to sub-urban and later to rural areas. This opinion is now being supported increasingly by experts also. All agree that efforts should be concentrated in areas, where the motivation is greatest.

It has been suggested that within the urban areas, we should concentrate on industrial workers, because they are organised, normally stay in one compact locality, have rudiments of understanding, some information and knowledge about the life and society of which they are a part. In most of them, the desire to improve and change for better is present in abundance. To them, adult education programme, geared to their interests, need and tastes will be a welcome change from their dull and drab life. A successful adult education programme among industrial workers will have an automatic impact on rural 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. Whenever they visit their rural relatives, they will carry with them the impact of what they have gained through adult education and leave an impression on their rural friends and relatives. Thus the snow-balling process will start. The rural areas will start demanding adult education. We will then have motivated rural adults. The work of adult education will become easy and effective; more effective than at present.

The Planning Commission seized of this trend, appointed a Study team under the Chairmanship of Dr. Mohan Sinha Mehta to consider the problem of illiteracy among Industrial Workers and suggest measure to eradicate illiteracy among them. The report of the Team is now being considered by the Planning Commission, the Education and Labour Ministries. Meanwhile a leading adult educationist in an article has made "an earnest plea for a new strategy in the fight against ignorance." He said, "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."

A scheme for workers' education has also been launched by the Government of India. It is run by an autonomous Board which consists of representatives of workers, employers Government and educationist. The Indian Adult Education Association is represented on this Board, which has organised a three-tier programme. It consists of training of education officers, who in their turn train trade union workers for carrying on educational activities among members of the trade union. These trained workers are called workers-teachers. After their training these workers-teachers organise primary unit-level training programmes. The workers are acquainted with their rights and responsibilities and the various laws that have been enacted for their benefit. They are trained for collective bargaining and to utilize the machinery for conciliation and arbitration.

The Association has also undertaken a project on Workers' Education. The programme is designed to :

(a) cultivate techniques of organisation and leadership essential for an effective trade union movement;

(b) create an awareness of factors affecting working class interests in a mixed economy under the impact of planning;

(c) secure a commitment to the values which are fundamental to a democratic society and to the ethical imperative of trade unionism; and

(d) impart skills necessary for the utilization of various methods and techniques of communication.

A unique feature of the scheme is that it is an integrated education-cum-training programme. The object is to give the shop-floor level trade union member information about trade union, social, economic and political matters and also to train him in the processes and operation of organisations.

In addition to the training course, reading material on subjects of interest to the working class are being prepared and a monthly magazine "Kamgar Shiksha (Workers' Education) in Hindi has been brought out. It gives news, views and useful articles on all problems connected with the workers. It is written in simple and easy to follow Hindi.

IV

The fourth significant shift in adult education is

the emphasis on political education of the people. The Indian Adult Education Association has drawn up a programme to hold camps in different parts of the country to clarify political issues and to organise discussion groups on matters of current interest. The purpose is to educate the common men and women to understand the issues facing the country and to prepare them to shoulder the responsibility of political and social development. This would broaden the base of democracy and shift the centre of political power from a handful of professional politicians, businessmen and bureaucrats to the common man in whose name and for whose benefit our government seeks to govern.

V

Radio, Film and Television are increasingly being used for Educational purpose. All India Radio has specialised programmes for rural folks, industrial workers and women. Farm Forums are very popular. Documentary films are being produced in large numbers for creating awareness and imparting information to the common people. TV, although still in its infancy and concentrated within a radius of ten to fifteen miles of Delhi, is being utilised for educational purpose alone. TV programmes for Adult Education and formal Science teaching are telecast every day. During the present conflict against Pakistan, TV and Radio were used for imparting training in Civil Defence-Air Raid, First Aid. Women were taught to knit pull-overs and jerseys for the soldiers whom we call in our language the *JAWAN*.

VI

Lastly, the most significant development in the field of women's education is the starting of **condensed courses for women**. Under the scheme mature women between the ages 20 and 35, are given two years training to enable them to pass matriculation (school leaving certificate) examination. It was considered that a mature women learns more quickly and better than teenager. The scheme, it was thought will also help us to meet the shortages of women teachers at the village level. These courses in addition to covering formal syllabus are utilized for imparting training in community living and inculcating social values necessary for the building up of a democratic society. The basic attitudes necessary for rural development work are also sought to be inculcated.

These are the trends and developments in the field of adult education in India. As would be evident, we are passing through a challenging time but the adult educators have accepted the challenge and are adjusting their methods and techniques to the sole objective of enabling the Indian people to lead better and fuller life and to make positive contribution to the well-being of the country and to the peace of the world.

bly, well-established organizations of the teaching profession. In a field report on the Survey of the Status of the Teaching Profession in Africa—a survey undertaken under the joint auspices of UNESCO and WCOTP—Mr. Sam Jones of Gambia has assured us that “there is at least one teachers’ professional organization” in all the African countries he visited in connection with the survey. The objectives of these teachers’ organizations in Africa, as indeed in other lands are, understandably, those of raising the quality of the teaching profession and ensuring, wherever possible, better conditions of employment for teachers. This is as should be desired, for as someone has carefully observed, teachers have often times “been too content to occupy a submissive role and chafed under conditions of service and lack of recognition which other professions would have found unendurable.”¹

Therefore in their preoccupation, the organized teaching profession has in the past not seriously considered it as part of its responsibility to play a leading role in voluntary adult education movements. And yet, it is upon the teachers’ professional organization, more than upon any other single profession or non-governmental organization that the task of aiding the World Literacy Programme, on the basis of voluntary effort, does depend.

Teachers’ organizations have a special role to play in enrolling and training their own members for voluntary adult literacy work. For teachers are the only section of the community so well-equipped both by training and experience to provide the necessary short-term training for others who must of necessity come forward from other walks of life as volunteer teachers for literacy campaigns. The teacher must himself receive special training in this special field of teaching, in order to be able to equip other volunteers. It will indeed be desirable if teacher training colleges in our developing countries will introduce the techniques of adult education and adult literacy teaching in the curriculum, particularly during the final year of the training period.

In this way, the trained, youthful teacher, fresh from college, will not only have been equipped to aid literacy work, but having himself become aware of the scope of the problem and the need for eliminating illiteracy, will be disposed to establish that needed relationship between his school and the community as the center for a whole range of voluntary activity. The school in many emerging countries is the center for youth clubs, church guilds, women’s organizations, benevolent societies, teacher-parent associations and, sometimes, even the meeting place for trade unions and political parties. These various groups depend to a large extent upon the teacher as the man on the spot for the physical arrangements of meetings and other social activities. The teacher might often himself be one of the key officers of

some of the groups meeting at the school, and would invariably be the sort of “contact man” for the government representative on inspection duties in that area, or the guest-speaker coming from outside to address the local voluntary group.

In such a position, the teacher can indeed play a unique role in stimulating interest among the various groups with whom he is in constant touch, and getting them to volunteer in literacy work and other forms of community development projects. In a real sense, the teacher will thus make the school one of the bases, if not even the most important base, of operations for a literacy campaign, or rather as Mr. Rene Maheu, the Director-General of UNESCO, more aptly puts it—

“...the school, which is, it is true, primarily designed for the traditional forms of education, but which, in a village or community, should normally be the intellectual focus of attraction round which adult literacy campaigns may naturally be organized.”

The need for a particularly close relationship between the primary school and adult literacy classes was also so well underlined by the UNESCO International Committee of Experts on Literacy in their Report when they recommended inter alia that—

- (a) The need to establish a close working relationship between adult literacy and the school system should be taken into account in the integrated planning of education for children and adults at all levels; and
- (b) School teachers be called upon—and in some countries have the obligation—to play an important role in literacy programmes, not only to teach illiterates, but also to help volunteer teachers.

During the next five years from the launching of the World Literacy Programme, and particularly in the few countries selected for intensive experimental projects, UNESCO will call for the participation of governmental services and also international and national Non-Governmental Organizations in the planning and implementation of the literacy programme in those selected countries and later in other geographical areas. The WCOTP at its international, national, and local levels ought indeed to play a significant role in considering the part that teachers’ organizations should have to take in the adult literacy programme in their areas.

Such, then, is the challenge that faces everyone of us here, first as citizens of our own country and then as citizens of the world, to join everywhere, men and women who already enjoy the benefits of literacy, in extending the frontiers of the World Literacy Programme to our localities. The task is indeed vast, and its complexities are manifold, but it must nevertheless be tackled in all earnestness. The surest and most practicable means, it seems to me, in which the organized teaching profession can ensure the long-term success of the world literacy programme is for the WCOTP to call upon its

1. W. Kenneth Richmond: *Education in England*, Page 199.

HUNGARIAN SCHOOLS EDUCATE THROUGH MUSIC

By Gyorgy Aranyossy

AN inspired idea and a determined woman can prove a powerful combination.

In Hungary, an inspired idea of Zoltan Kodaly has resulted in an educational revolution thanks to the efforts of Madame Lajos Nemesszeghy—a determined woman.

Kodaly, famed as a composer, is less well known outside Hungary for his work as a teacher. But he does not restrict himself to the teaching of music alone—although many young composers owe their success to his instruction. Over the years, he has developed a system of general pedagogy based on music. It remained for Madame Nemesszeghy to put it into practice.

The philosophy underlying Kodaly's idea is quite simple: music is, without doubt, instinctive to man. Everyone is responsive to music. **Illiterates, people who rarely read a book, or those deprived of even the slightest artistic talent will occasionally hum or whistle or sing—however far off-key.** Starting with this first principle, one can develop in children, through the learning process, a consciousness of what was formerly only instinctive—and new horizons open up.

At Kecskemet, Kodaly's birthplace, in the great plain of central Hungary, Madame Nemesszeghy set up a school to follow this principle. At the outset, in 1950, the school was ill-housed. For money, it had only Kodaly's royalties, which he presented outright.

To the **standard elementary subjects** of the "general" school—language and literature, history and geography, mathematics, science, foreign languages, drawing and physical culture—were added courses in vocal and instrumental music. These courses were not unduly stressed, however. During their first four years (ages six to ten) the pupils had one hour of singing each day. In the four following

years music took up no more than four hours a week; but in addition to general concepts and history of music, each pupil was given instrumental instruction during these hours. The simple recorder gave way to the violin, the piano or the wind instruments. Furthermore, the better instrumentalists could play in the school orchestra, which gave frequent concerts.

The **principal difference** at this school, however, was in the way music was used. While the child was learning to sing or play an air, he was told about the times in which the composer lived—history was thus brought in—the current of ideas with which the musician aligned himself—philosophy and literature came in here—and the child found new windows in knowledge open to him. In this way, with the awareness of musical pleasure as a go-between, standard subject-matter was taught in a new light, freshly.

Such, then, was the first "**General Music School**" of Hungary. The authorities looked on with a sceptical eye, doubtful of the advantages in any departure from the standard procedures.

However, a curious difference soon became apparent. The pupils were not only passing exactly the same yearly and final examinations as the children of the ordinary schools, but the **"musical students gave evidence of a more developed understanding and a freer spirit.** Their marks were higher in all subjects and, what is more, they exhibited interests beyond the normal academic framework. The success of the school was incontestable.

Today, in Kecskemet, the old creaky house has given way to a modern building, well equipped and sunny. Similarly, the original scepticism in official quarters has been succeeded by an ever-increasing enthusiasm—bringing with it large grants. And, most important of all, the **original school has created more schools.** One hundred such establishments have come into existence since Madame Nemesszeghy's pioneering efforts 15 years ago.

Kodaly's inspired idea—that a knowledge of music is every bit as necessary to the formation of man as standard subject matter—has been proven. As he foresaw, the children, while learning reading, writing and arithmetic, are also learning "the Hungarian language by means of folk-songs...in such a way that they can use the mother tongue as sung with the grace of the mother tongue as spoken."

The fifteen years of experience to date indicate that there is no particular desire by the majority of students to take up a musical career, though some do. But the education at this type of school has produced young people who are more cultivated, more aware of art and human values in general. Their minds have been civilized.

(Unesco Features)

national affiliated organizations to undertake *now* some preparatory work, by means of a survey and other proposals, into the needs of adult literacy work in their areas, prior to the national campaign for literacy being launched by the government, under UNESCO auspices, in their respective countries. In such an exercise, the WCOTP Adult Education Committee will all too readily assist by any possible means in the planning and implementing of a related project of a national literacy programme. UNESCO has, on behalf of the U.N. family sounded the clarion call for the crusade against world illiteracy. We dare not falter. We must all join in the worldwide crusade.

Book Reviews

THE Community Development Division of the Department of Adult Education, University of New England has brought out a number of pamphlets in their Community Development series. It shows how the services of a University can be utilised for the benefit of the community. Its participation in community development helps to stabilise its benefits.

The Practical Issues in Town Development 1962, 8 pp.

The Practical Issues in Town Development is an address delivered in March 1960, by Mr. A.J.A. Nelson, the Director of Adult Education in the University of New England and gives in outline some aspects of community development programmes.

The pamphlet analyses certain general principles which are needed for a community development programme and lists obstacles which come in the way of community progress. It also gives brief description of some community development programmes in U.S.A. and Australia. The presentation of Prof. Nelson is a useful addition to the community development literature.

Problems of Rural Development 1961, 23 pp.

A New England Development Association was formed in 1960 under the auspicious of the Department of Adult Education, University of New England to study the rural problems in that region. Initially, the Association made an intensive study of the problems faced by the grazing industry. This pamphlet is a short report of the study made in that region.

A detailed investigation had been made of the various problems like pasture, disease, pests, drenches, finance extension, market, etc. The problems of rural living like education, health,

mail, electricity and taxations had also been discussed. Various statistical tables are included at the end.

The Survey has tried to cover a vast subject in a short pamphlet and has succeeded to a considerable extent. It revealed that lack of extension teaching was the most important problem. Some of the problems faced by grazing industry in New England are present in Indian condition too, and it is hoped that this pamphlet will serve as a good guide for starting work in this direction.

Dingoes in New England 28 pp.

The Australian native dog is called dingoes. They were widespread throughout Australia before the development of sheep industry. But with the development of the sheep industry dingoes became a menace and methods were sought to reduce their number.

A working party was set by the New England Rural Development Association to conduct a survey on the methods of controlling dingoes in the east of Northern Tablelands. This pamphlet is a report of the survey and provides detailed information about the problem. The presentation of the problem is lucid.

Soldier Settlement in New England 1962, 26 pp.

This pamphlet is a report of the survey undertaken in the New England Tablelands about the problem of soldier settlers in that region. This survey was conducted by Community Development Division of the Department of Adult Education, University of New England in collaboration with New England Soldier Settlers Association.

A thorough study of settlement difficulties had been made and possible solutions to overcome the problem have also been suggested.

The report is significant in that it shows the determined efforts of the people in solving their difficulties.

Some Economic Aspects of Decentralisation 1962, 27 pp.

This pamphlet contains a paper presented by Mr. N.D. Crew at the conference on Decentralisation in 1960.

The paper studies the population and industrial problems in New England and the possibilities which can be made to secure lasting and significant economic development to cause an increase in population and bring into being a process leading to decentralization.

J. L. Sachdeva

DESHPANDE RETIRES

Shri A R. Deshpande who was Adviser on Social Education to the Government of India, retired early this month. He was given a touching farewell by the Indian Adult Education Association on January 4, at 5 p.m. In his speech, Shri Deshpande said that he would continue his association with IAEA and would contribute articles to the Journal.

Shri Deshpande, who is 65 devoted the last 17 years of his life to the growth and development of Social Education in India.

3 Rs By TV In The Ivory Coast

The defeat of illiteracy is one of the principal aims of a vast social and educational programme organized in the Ivory Coast by the Ministry of the Armed Forces and Youth, which is responsible for after-school education.

At present over 10,000 adults and young people are receiving education in 60 "Youth and Labour" centres, 40 women's centres and about 50 cultural centres, under some 200 instructors. Young volunteers from rural areas are introduced to new agricultural and stock-raising methods at a men's and women's community service training school and in rural youth camps. The volunteers are then sent back to their home districts and provided with a long-term loan to introduce these new methods on their farms. In all these centres, the technical and vocational training is accompanied or preceded by a basic education comprising spoken French, reading, writing, arithmetic, hygiene, civics and home economics.

700 evening classes run by primary school teachers are attended by some 14,000 students. Another 13,000 adults and young people are taking literacy classes organized by religious bodies, the Women's Association and youth movements.

Interesting results are also being obtained from an experiment in basic teaching by television. These were the findings reported by the Ministry: "In 1963-64, a hundred Abidjan workers learned to

read, and write and acquired the rudiments of arithmetic after watching 120 closed-circuit television broadcasts of 2 hours each.... This year over 1,000 workers in 30 centres followed a programme of 137 sessions, each lasting an hour and a quarter, broadcast over a period of 6 months. Notable innovations on this occasion were the use of instructors from the staffs of the factories, and the inclusion throughout the programme of the weaker pupils who had been eliminated in the earlier experiment."

To provide the necessary bridge from literacy to education, the authorities intend to include in future broadcasts sequences dealing with child care, civics and everyday problems. They will also open twenty new "Youth and Labour" centres for young people in areas where television can be received. In the region of Bouake, the second most important town in the Ivory Coast, and in other industrial centres, workers are to receive literacy training through the combined efforts of employers and vocational training authorities. In 1966, some 5,000 workers are expected to benefit from such courses.

(UNESCO FEATURES)



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INTERNATIONAL COMMITTEE OF EXPERTS ON LITERACY

TECHNICAL SEMINAR OF SPECIALISTS PLANNED FOR AUGUST

THE second meeting of the International Committee of Experts set up by UNESCO was held in Paris from November 29 to December 8. Dr. T.A. Koshy, represented India.

The membership of the committee has been expanded from 18 to 24 members to give more regional representation and to include specialists from allied fields.

Mr. Gisse Ben Mady, Directeur de E'Animation Secretariat d'Etat an Plan, Dakar, (Senegal) was elected Chairman and M. Philippe Dechartre, Secretaire general, Association Universitaire four to Development des Echanges culturels awel' Afrique et Madagascar, (AUDECAM) Paris, was elected Rapporteur. Mr. Felix Adam of Venezuela and Mr. Miguel B. Gaffud of Philippines were elected Vice-Presidents.

The Committee received the activities of Unesco on Literacy since the last meeting of the committee. The General Conference of Unesco, at its thirteenth session in November 1964 unanimously adopted a resolution which instructed the Director-General to carry out an Experimental World Literacy programme and addressed a solemn appeal to all nations to work together in the eradication of illiteracy.

Following this resolution more than 40 member States proposed that experimental projects should be launched in their countries. Literacy planning missions, generally composed of an economist and an educational planning expert, visited 8 of these countries (Algeria, Ecuador, Guinea, Iran, Mali, Pakistan, Tanzania and Venezuela) which have since forwarded requests for assistance to the Special Fund for literacy projects closely linked with economic development.

The Committee noted with great satisfaction that Teheran Congress was one of the most important steps taken in the world Literacy Programme. The Committee generally endorsed the major findings of the conference and hoped that Member States would implement the recommendations. In the final report of the Teheran Congress it was stressed that functional literacy teaching should be regarded as a complement to school education, integrated within the overall educational plan and related to the national economic and social development.

Other items which the committee considered included the guide for preparation of project designs by countries for submission to U.N. Special Fund, guide for evaluation of pilot projects and new methods in view of the new strategy in literacy. The Committee highly commended the excellent documents prepared by the Secretariat namely the provisional guide for the preparation of pilot Experimental work-oriented Literacy Projects and Draft outline for a guide on the evaluation of experimental projects in the World Literacy Programme. The committee made some valuable suggestions on the preparation of projects and on evaluation.

Lastly, the committee considered a possible modification of the composition and role of the committee in order to reinforce its cooperation with the secretariat. It was felt that the committee has more functions to perform now as the experimental projects get underway and therefore the modifications are welcome if they would enable a more effective functioning of the committee.

In 1966, it is planned to send exploratory missions for literacy planning to some fifteen Member States. A technical Seminar for senior officers and specialists of Ministries concerned with literacy and adult education in Asian Member States will be held in New Delhi in August 1966. Another International Seminar on the Eradication of Illiteracy will be held at Tashkent this year.

Wanted

Indian Adult Education Association requires the services of a competent trade unionist-educationist for coordinating its workers' education programmes throughout the country. Pay Rs. 500-40-900 (all inclusive). Higher starting salary according to qualification. Candidates must either be trained graduates in teaching or social work, or experienced trade union education workers of standing. Apply with testimonials to: General Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi 1, not later than 22nd January 1966.

ADULT EDUCATION

Vol. XXVII February 1966 No. 2

Educate & Train People to Appreciate Democratic Freedom

PRESIDENT RADHAKRISHNAN'S CALL

In a nation-wide broadcast, on the eve of Republic Day, the President said that the leaders should lead the people instead of being led by them. "We must educate them not to conform to the moods of the moment or the passions of the hour. We must train them to appreciate the preciousness as well as the precariousness of the democratic freedoms we possess."

The President added that "to realise the supreme ends of life" and "to produce free creative personalities we have to put an end to starvation, malnutrition, epidemics, illiteracy, social inequalities and industrial backwardness."

President Radhakrishnan expressed the hope that the new Government would fight social, economic and political injustice with courage, integrity and compassion.

PAYING tribute to Shri Lal Bahadur Shastri, he said, "Lal Bahadur was a great servant of the Indian people and was dedicated to peace and progress. He showed unruffled calm and single-minded devotion to peace."

About Tashkent declaration, Dr. Radhakrishnan said that it was a major step onward on the difficult road to peace.

Democracy

About Democracy Dr. Radhakrishnan said, "the world has suffered not so much from our love of wealth or possessions as from the appetite for power. To regulate human activities, to protect mutual rights and enlarge opportunities for human fulfilment, the political arrangement of representative democracy was devised. To be successful, it requires responsible leaders who will strive with vision and imagination to preserve the freedom which has been won by the courage and sacrifice of thousands of devoted men and women and not let it be lost by the selfish indifference or interference of a few."

Our leaders should lead the people instead of being led by them. We must educate them not to conform to the moods of the moment or the passions of the hour. We must train them to appreciate the preciousness as well as the precariousness of the democratic freedoms we possess.

Love for Truth

Our democracy detests the enslavement of the

soul. The human being should not be crushed by the organization, power should not be wielded by a small group, policy should not dictate hatred of others, and the intimate emotional life of men should not be transformed into the life of the robots.

We love our country because we love truth and justice. It is not a question of my country right or wrong. It is a question of making our country measure up to the finest image we have of her.

Our society demands our loyalty and devotion since it provides us with certain liberties and helps us to realise the supreme ends of life, the four purusarthas, *dharma, artha, kama, and moksa*. To

(Continued on page 2)

Editorial Board

Dr. M. S. Mehta

Shri Maganbhai Desai

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

Dr. T. A. Koshy

Dr. H. P. Saksena.

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Unesco Urged to Endorse "Lifelong Education"

Unesco has been urged to endorse the idea of "lifelong education." This was one of the principal recommendations made by the International Committee for the Advancement of Adult Education which concluded its third meeting at Paris on December 17.

THE committee of 24 experts in adult education from 19 countries pointed out in their final report that: "Until recent times, life was divided into two distinct and unequal parts. The earlier (childhood and youth) was devoted to the education considered necessary by society to ensure that the individual was equipped to function effectively in society. During the rest of his life (adulthood) he utilized the knowledge gained in his youth."

(Continued from page 1)

achieve these objects, to produce free creative personalities, we have to put an end to starvation, malnutrition, epidemics, illiteracy, social inequalities and industrial backwardness.

Nothing is so important to man as man. The results of our democracy should be seen in our villages, farms and factories, schools and hospitals. The day cannot now be far off when democracies the world over will give the highest priority to education, health, housing and care for the young, the old and the helpless.

Even if we improve the conditions of life, we cannot neglect the inner life of man. *Man himself has to be changed.* His chief enemy is his own unruly nature, the dark pent-up forces in him. We have been developing desires and starving purposes. Love, which is the heart's compassion, is becoming rare in this world. It must grow wider in extent and deeper in perception.

Peace

Peace is in the hearts of all men of goodwill. We need peace within and without to solve our problems. If the values of civilization are to endure, we must come to terms with our close neighbours and work for world fellowship.

The Future

The grave emotional concern of thinking men today is over the present state of the world. If deep uneasiness disturbs us when we look out on the world, it only shows that a great change must come. We are trembling on its verge. Whether it is a leap forward to unmeasured prosperity or a plunge backward to barbarism, depends on us, on what we make of the spectacular achievements of science and technology. We have enough material explosive which can put an end to life on earth.

Let us work for just and peaceful settlements, wherever possible, and non-proliferation of nuclear weapons as an essential preliminary for complete disarmament. That way lies sanity.

But this traditional form of education, according to the committee, is no longer adequate to provide adults with knowledge to meet new problems. Reasons for this, as given by the committee, include: scientific and technological advances; rapidly increasing economic and political changes; greater civic responsibilities placed on the average citizen; the growing problem of leisure as a result of scientific development; the breakdown of old traditions and customs; the large-scale movement of populations from rural to urban communities; and the ever rising flood of new knowledge resulting from research.

Unesco was asked by the committee to promote the "widest possible discussion amongst those responsible for determining educational policy, teachers, teacher training and pedagogical institutions, etc., of the concept of the "lifelong education", and of its implications in particular national situations."

This "new and revolutionary approach to education," it was stressed, concerned not just adult education, but all education. "Lifelong integrated education," it was suggested, was vital for both developed and developing countries.

This concept, the committee said, had even more relevance to the needs of developing countries which have "the disadvantages but also the advantages of starting their educational structure almost from scratch. With boldness and vision they could turn their present weakness to advantage, and by re-thinking the whole of education afresh in terms of their own needs, could create new educational models for the world of tomorrow—by using this concept of 'life-long education'."

The committee, created as an advisory body to Unesco's Director General following a recommendation of the World Conference on adult education at Montreal in 1960, re-elected as its chairman for the third session Dr. J.R. Kidd, of Canada. The Vice-chairmen were: Mr. Felix Adam of Venezuela and Dr. Miguel Gaffud, of the Philippines. Shri J.C. Mathur represented India on the Committee.

Other recommendations approved by the committee dealt with youth education and the promotion of international understanding; Unesco's assistance to national literacy campaigns and their link with adult education: the role of non-educational and private organizations as well as mass information media in contributing to education; and the need for strengthening Unesco's documentation centres in the field of adult education and for more comprehensive compilation of reports and recommendations by international conferences.

LIBERAL EDUCATION FOR ADULTS

By Shri K.L. Bordia

Director, Vidya Bhawan Rural Institute, Udaipur

THE nature and aim of liberal education have been variously defined. It is said to be "the complete education of men as men." It is "concerned with the nurture of creative energy." "The aim of liberal education is to qualify us directly to realise values." It is "the quest, not of facts, but of illumination or understanding." "Liberal education on its intellectual side provides the values of understanding which make us at home in our world. Liberal education on its appreciative side makes us responsive to the best that has been said and painted and built and sung. Liberal education on its practical side puts the wind of emulation in our sails and gives direction to our voyage. Values are the stars by which education may and should steer its course."

If I may be permitted I might state that liberal education aims at developing the capacity to think, to understand the problems of personal and social life in this complex world of today, to choose between alternative courses of action on the basis of well-thought-out values, to discriminate between the refined and the vulgar, the artistic and the tawdry, the significant and the trivial and to recognise greatness in thought, feeling and action. It includes training in thinking, refinement of emotions, development of taste and training to strive for excellence.

In the past ages liberal education was restricted to a small elite, the free man in Athens, the humanist in Renaissance Europe and the gentleman of the 18th and 19th centuries. But should we be justified in thinking of liberal education only for the privileged few in an age of democracy, in the age of the common man? If not, would it be practicable to aim at imparting liberal education to a whole nation?

The answer would in my humble opinion be that the whole nation, certainly the common man is sorely in need of liberal education. Besides acquiring adequate skill or ability to pursue one's vocation satisfactorily every citizen in a democracy should be able to think for himself and arrive at a judgment on important issues of life. "Democracy depends for its life upon the chance that every man will make all the judgments he can." It "cannot survive a loss of faith that the best man will make the best citizen." As John Stuart Mill has said "A state which dwarfs its men in order that they may be more docile instruments in its hands even for beneficial purposes will find that with small men no great thing can be accomplished." What Alexander Meikeljohn has said about Americans deserves our attention in India. "We are determined that there shall not be in our society two kinds of people. We will not have two kinds of schools—one for gentlemen and ladies, the other for workers and servants." "Every man should be a worker and every man should be cultivated." Only thus can we bridge the gulf between work and culture.

What will be the content of this liberal education for all? The question is not easy to answer. It seems to me that any educational provision which does not include science and its role in the shaping of the modern world will be inadequate for the free citizen of today. Matthew Arnold thought that "art, and poetry, and eloquence, have in fact not only the power of refreshing and delighting us. They have also a fortifying and elevating, and quickening, and suggesting power, capable of wonderfully helping us to relate the results of modern science to our need for conduct,

our need for beauty. Though it is difficult to agree with Arnold when he ascribes to literature the capacity to "relate the results of modern science to our need for conduct and beauty" one is struck by his understanding of the central core of liberal education. How can "our need for conduct," for values to guide our conduct, be related to the results of Science? We in India have a scale of values which has come down to us through the ages. What can be done to reinterpret our values of dharma, Ahimsa and fearless search for eternal verities in the context of this age of science? How to harmonise the scientific spirit with its open-mindedness and emphasis on enquiry based on reason, analysis and experiment with the introspective trend of Indian philosophy and its stress on intuition as the instrument of enquiry? I will not be so arrogant as to attempt an answer, though I believe that a solution of this basic problem of our culture is possible. That science is growing rapidly, doubling itself in ten years poses a grave challenge to the sociologist and the educator. One can hardly imagine the problems which the world will be faced with when space travel becomes a regular feature of life, when computers and other instruments of automation change the shape of not only scientific enquiry, industry and trade but also of personal and family life. It is the task of liberal education and not of vocational or technical training to develop and foster a personality which will have the vision and the flexibility to respond to breathtaking cataclysmic changes.

Another important aspect of liberal education is to be able to form one's own judgment in an age of propaganda. Books, newspapers, films, the radio, advertisements impinge upon one's atten-

tion day in and day out. It is only if one has a firm personal philosophy of life, a clear understanding of basic problems that one can stand the barrage of opinions, exhortations and enticements let loose by various agencies. There is so much to read or see or listen to, the bulk of it being worthless trash or mischievous propaganda that it is very important to be able to separate the gold from the dross.

To sum up, a course in Science which would develop a broad-based understanding of the nature of science, the scientific outlook and method and the revolutionary impact of science on human life should form an essential part of liberal education. So also should a study of the growth of human civilisation and of human values, specially those of one's own culture.

Readings from great literature would also be an important element of liberal education. It is through first rate literature, biography and history including the biographies of great scientists and the history of science written by a man of imagination and maturity that one can have the "habitual vision of greatness" without which moral education is impossible, according to Whitehead. The imbibing of values, the quest for the good life, the pursuit of high-minded excellence—in thought, feeling and action will form the essence of liberal education, and humanities, aided by music and art can be a potent means for achieving the purposes, next only to the direct impact of great human personalities and, perhaps, contemplation of the beauty of nature.

The teachings of great religions and a well-planned course in philosophy should also find a place in liberal education. In fact the philosophical spirit should permeate the study of science, history and literature also. Other branches of learning studied in this spirit could as well be instruments of liberal education. It is not so much the subject matter

as the approach which will make education liberal. Science is often taught in a narrow specialised way. Even literature can be anything but liberal. On the other hand even technical subjects in the hands of a good teacher educate liberally. **What is wanted is that teaching should aim at developing independent thinking, inculcating values, awakening imagination and bringing out inter-relationships between topics and subjects in a broad understanding.** Teaching subject matter in compartmentalised isolation and in a dry-as-dust manner will not lead to liberal education.

Now we might consider briefly the significance of **liberal education for adults**, for those who have settled down in life. Earlier, I have tried to make out a case for liberal education for all, not only for a minority elite. If our aim is to educate everyone in thinking, appreciation and noble conduct the process cannot stop at the completion of formal education. In fact it has to be a **lifelong process.** Even in educationally advanced countries most people have received a grossly inadequate liberal education. **Their judgment needs to be slowly matured, their understanding of life gradually deepened.** Also in a rapidly changing world, new problems, new challenges, new situations will have to be faced from time to time. A continuing education alone will enable men to face them. In India a very small minority receives a satisfactory education before entering life. A programme of continuation of general education is all the more necessary for them to be able adequately to tackle the changing problems of life in a difficult world.

Secondly, adolescent youth cannot bring a mature understanding to bear upon the problems they study, as they have not had opportunities of facing problems. They practise swimming from the shore. The strokes they learn have to be tried after plunging into the sea of reality.

The democratic set up that India has accepted for herself, particularly the introduction of Panchayati Raj through which a vast number of citizens will be required to shoulder responsibility for education, social welfare and Community Development makes it necessary for the average man to develop maturity of thinking, readiness to accept new ways of life, understanding of moral values and sense of responsibility. A massive national plan of general education alone will enable us to run a people's democracy in a complex and rapidly changing world. Every citizen, who is a potential Sarpanch or Pradhan or Zila Pramukh should "be equipped with a new intellectual and emotional apparatus for finding his way in this bewildering world."

It needs hardly to be mentioned that the education of the technician who has been narrowly trained in a trade has to be liberalised to save him from being a skilled barbarian. The trader or the clerk who has had the rudiments of a language course and an insignificant smattering of social studies will tend to ossify into a mere instrument to run a shop or an office unless he is given the opportunity of acquiring an education which would foster wisdom and understanding of men and things.

Even professional men and women who have received higher education will need frequently repeated draughts from the well of learning if they were to remain aware of changing situations and problems.

Thus the ideal before even a nation like ours with very meagre resources should be **life-long liberal education for everybody.** It is only the limitations of the means at our disposal which will restrict the provision of facilities and force us to adopt a scale of priorities. But it is right and proper that the goal should be clearly visualised.

UN ALLOCATES TWO CRORES FOR EXPERIMENTAL LITERACY PROJECTS

The Governing Council of the UN Development Programme meeting in New York has approved requests from the governments of Iran, Mali and Algeria for nearly \$3,800,000 to help finance the first experimental projects within Unesco's new world literacy programme.

ACTION at this first session of the newly-consolidated body launches the operational phase of Unesco's world literacy experimental programme. It marks the first time that international funds for economic development and pre-investment are being earmarked for literacy.

The three projects involve literacy training in terms of economic objectives and stress labour productivity in specific agricultural and industrial sectors.

Iran will receive from the UN Development Programme approximately \$1.5 million and will provide a matching contribution of approximately \$1,850,000 while Mali will receive approximately \$1,120,000 and contribute approximately \$2,300,000. Algeria will receive \$1,157,000 and contribute approximately \$4,880,000.

In Iran, the Special Fund project covers two pilot experiments for a period of 4 years: one in an agricultural area of the Province of Khuzistan benefiting from a newly completed network of irrigation canals; the other involving 26,000 textile workers in Isfahan, 90% of whom are illiterate.

In Mali, two experiments are planned for 5 years. One covers 100,000 cotton and rice growers in the region of Segon; the other aims to increase productivity of some 6,000 workers in state-owned enterprises in and around Bamako.

In Algeria, there are three sub-projects, including one in the rich farming area of Staoueli with its orchards, market gardens, olive groves and vineyards. The first includes workers on self-managed farm estates (5,000 adults), and the second some 20,000 illiterates between the ages of 15 and 35 in the chemical and oil industries of the Arzew industrial area. The third is aimed at some 50,000 illiterates between the ages of 15 and 35 where a big iron and steel complex with several subsidiary industries is being completed.

Literacy to Raise Productivity

The projects will take literacy training beyond the traditional teaching of reading and writing. The three countries will apply international funds to "functional literacy" to train adults to increase their productivity and earning power as well as to become more active in the life of their community.

In the three countries, the literacy projects will involve not only traditional literacy teaching but also agricultural, industrial and vocational training and civics. Experts to be assigned to the projects will include in particular technicians in various fields of industry and agriculture.

The experimental projects will be closely coordinated with current projects of other UN agencies, notably the FAO and ILO to promote better utilization of development funds.

The approved projects reflect a determination to marshal national resources to eliminate illiteracy as a major bottleneck in development. The three countries approved for the first pilot projects are among those with the highest rates of adult illiteracy, ranging from an average of 87% in Iran to more than 95% in Algeria and Mali.

These pilot projects will also help answer such questions as: What is the economic value of literacy programmes? To what extent do they contribute to the solution of social problems? What are the best ways to teach adults? An evaluation covering economic, sociological and pedagogical factors will be incorporated in all projects.

In Mali; the evaluation will be conducted by a Malian official and an international expert; in Iran by the National Centre for Research and Social Studies with the help of two international experts; and in Algeria by the National Literacy Centre also with the collaboration of two international experts.

Requests from other Countries

More than forty countries have already expressed the desire to be selected for similar pilot projects. Some have received Unesco missions to help them design literacy projects linked to development needs.

This new strategy for fighting illiteracy was born out of studies made by Unesco at the request of the United Nations in connection with plans for the Development Decade.

A turning point of the world-wide literacy drive was the World Congress of Ministers of Education on the Eradication of Illiteracy, held from September 8 to 19, 1965, in Teheran, which unanimously agreed to the need to integrate literacy programme. This programme received unanimous endorsement of the Twentieth Session of the UN General Assembly recently.

PLAN OF WORK

RURAL ADULT EDUCATION COMMITTEE OF IAEA

THE Rural Adult Education Committee of the Indian Adult Education Association was established in 1964. During the last two years it has established contacts with a number of institutions engaged in rural development activities of various kinds. It has also endeavoured to identify the factors that may promote the Adult Education movement among the rural people. On the basis of these contacts and analysis, the Committee has formulated the following three kinds of programmes with a view to using adult education as a crucial factor in increasing the productive potential of rural adults.

(a) A correspondence course for local-leaders in rural economy:

It is proposed that about 2000 rural youths be enabled, by means of instructions through correspondence, (and occasional personal contact) to acquire the techniques of 'rural-leadership' in organising productive activities; and at the same time to learn a simple craft or improved techniques of productive work, by means of which, they can increase their family income. The youths will be mostly those who have completed education up to the middle class. The course will consist of a fortnightly 'package of instructions' and the duration will be for one year. Each of the two parts of the course will offer a number of alternatives to every participant in the programme. Thus the rural leadership course will offer specialisation in various organisational methods for rural work. These could be organised through rural institutions; through folk dramatics; through libraries; supporting activities; medical and health centres; co-operatives etc. The other aspect, namely productive activities, will offer alternatives such as preparing compost through

cultivation of vegetables, crafts such as plastic moulders, poultry raising etc. Specific courses, based upon experience, of practical *know how* have been worked out, and the attempt will be to enable every learner to have an additional income as a result of this course.

It is expected that the possibility of increase in income will be sufficient attraction for popularising these courses. The participating youths will be selected from a few selected areas where there are institutions and organisations willing to supervise the courses and assist in the enlistment of the correspondents. Preliminary enquiries show that the Bharat Krishak Samaj in U.P.; a few Zila Parishads of U.P. and Maharashtra are willing to undertake the supervision of the correspondents in their areas. In Maharashtra, young teachers in primary and middle schools will be enlisted for this course.

Moreover these correspondence courses will be supported by a number of institutions or organisations, that are concerned with productive activities in rural areas. Thus for imparting the techniques of compost making the programme will receive support of 'Kora Gramodyog Kendra' which will guide the trainees on the spot, in preparing the compost pits and providing the right mixture.

It will thus be seen that the entire programme of correspondence courses in rural leadership and production-activity is based upon active involvement of a number of institutions whose work will receive the overall guidance of the Rural Adult Education Committee of the Association which will act as a coordinator.

(b) Youth Clubs:

Under this programme, it is proposed to organise a number of youth clubs federating into

Youth Federation in a compact area say a block having a population of nearly one lakh. Each Anchal will have a *Vishva-Bharti* Film Society. To this Film Society will be affiliated a number of youth clubs, located in different villages. There will be for each Anchal one hundred one honorary youth workers (who will have earlier received a correspondence course under Scheme (a) above). The *Vishva Bharti* Film Society for each Anchal will draw up a timetable of showing films, having a bearing upon improved rural life. These films will be arranged by the Rural Adult Education Committee through the help of the Government and the foreign embassies. The Committee will also provide commentary to be read out by the workers. There will be one projector for each Anchal along with the necessary accessories. The projector will be both for films and slides.

Every Anchal will raise its own fund (one rupee per family per month); and contribute 100 rupees per month to Rural Adult Education Committee for the coordination work of this programme.

The local clubs in the villages will organise the audience for the film shows. In addition to this the members themselves will have a discussion after every film show, at which the problems raised and the knowledge gained from the films will be discussed, in the context of their local problems. The Convenor of the club will thereafter send the enquiries, doubts and comments to the Rural Adult Education Committee which will endeavour to send replies. Thus a two way communication will be established.

(c) The third programme will be of the training of the Khadi Commission workers for organising Adult Literacy and education among women spinners of the

Khadi Commission. Twenty-five lakhs women spinners are expected to be given training during the Fourth Five Year Plan period. For imparting this training 12,500 Khadi workers are to be trained at 300 centres. The object of our scheme is to give training to these 12,500 Khadi workers in adult education and literacy techniques, as related to the craft of spinning. The Khadi Workers training course at the 300 centres will be of six month's duration. The Khadi Commission has agreed to earmark one week out of this training in adult education techniques.

For this purpose 30 trainers will be obtained from some well-known and well established adult education institutions, such as Literacy House, West Bengal Social Service League, Mysore State Adult Education Council and NFEC. All of them seem to be interested in the programme. Khadi Commission will spend a sum of Rs. 30/- for each course. It will be necessary for the Rural Adult Education Committee either to negotiate with these institutions for providing the funds for T.A., D.A. etc., or to

raise funds.

This one week's course will be followed by a fortnightly correspondence course, consisting of 'package instructions' to the Khadi workers, while they are operating in their areas. An attempt will be made to solve their problems in organising literacy and adult education programme through this correspondence course. The Khadi Commission has agreed to earmark about an hour every day out of the spinners training for this work. Thus every spinner will get about 50 hours instruction in Adult Literacy and 100 hours in Adult Education while the spinning work is going on.

The reading material will be prepared partly by the Sarva Seva Sangh and partly by the Indian Adult Education Association. For this and other work the Planning Commission, it is learnt, has proposed a grant of Rs. 20,000 to the Indian Adult Education Association.

The details of the three programmes, as explained above, would show that the role of the Rural Adult Education Committee is that of initiating and

of carrying out of programmes which will promote adult education. It will make use of three kinds of agencies. First: national agencies like the Khadi Commission, the Gandhi Centenary Celebration Committee, the Planning Commission, the Ministry of Education, and the Ministry of Food and Agriculture. Second: State Governments, local institutions which will do the actual organisation and supervision work, like the Bharat Krishak Samaj, Zila Parishads, Adarsh Vidyalya, Jagat Pur (West Bengal) etc., etc. Third: there will be specialised institutions for specific assistance such as Literacy House, NFEC and the Kora Gramodyog Kendra. It is not possible to lay down a uniform pattern of assistance from the various bodies, but the Committee will attempt to establish contacts with them and persuade them to cooperate in this task of educating the rural people and to coordinate their work in such a way as to bring about a compact and dynamic programme, which will not only bring light and learning to the rural people but also direct and improve their daily life.

Do what you may, the root of the matter concerning the prosperity of a community or Society is education, which basically means broadening of one's mind and outlook.

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Lal Bahadur Shastri—Man of Peace

THE sudden demise at Tashkent of Mr. Lal Bahadur Shastri in the early hours of Tuesday, the 11th January, 1966, plunged the nation into deep distress and grief. A notification in the Gazette of India Extraordinary said: Mr. Lal Bahadur Shastri went to Tashkent in the cause of peace and it is a great tragedy that just when his persistent efforts towards a settlement for an honourable and enduring peace in this sub-continent achieved fruition, fate delivered a cruel blow and removed him from our midst.

Born in 1914 at Mughalsarai in Uttar Pradesh, Lal Bahadur Shastri lost his father while he was still an infant.

How this infant, born in a modest environment, rose to the highest political office in this country, is an inspiring saga of noble endeavour, unwavering sincerity of purpose, and a high sense of patriotism and integrity in public life.

Lal Bahadur Shastri was only 17 years old when the call came from Mahatma Gandhi and without hesitation he plunged himself in the freedom struggle. He was soon imprisoned. On release he entered the Kashi Vidyapeeth at Varanasi and came under the influence of the savant, Dr. Bhagwan Das. He took the Shastri degree from the Vidyapeeth and re-entered active politics.

At the age of 23, Lal Bahadur Shastri was married to Shrimati Lalita Devi, who has always stood by him as a steadfast companion to the very end of his life of sacrifice and devotion to the Nation.

Highest Integrity

Lal Bahadur Shastri had participated in all the mass movements launched during India's fight for freedom and was imprisoned as many as seven times. In 1946, he was elected to the Uttar Pradesh Legislative Assembly and was appointed Parliamentary Secretary to the Chief Minister. Subsequently, he was appointed Minister of Police and Transport. This portfolio he held for nearly five years.

In 1952, when the first general elections were held in India after the attainment of independence, Lal Bahadur Shastri was entrusted by the Congress Party with the task of organising the election campaign; the great success which the party secured at the polls in these elections was in no small measure due to his organising capacity.

Lal Bahadur Shastri became a member of the Rajya Sabha in the first session of Parliament. He

was appointed Union Minister for Transport and Railways in 1952.

Four years later, he resigned his ministership, because he felt he was constitutionally responsible for a railway accident in which many lives have been lost. This was symbolic of his staunch faith in, and sincere endeavour to live up, to the highest traditions of parliamentary democracy.

Expressing his deep appreciation of this step in Parliament, the late Prime Minister Nehru described Lal Bahadur Shastri as a man of the highest integrity with devotion to high ideals.

The call to assume the responsibility of a high public office came to Lal Bahadur Shastri again in 1957, when he was elected to the Lok Sabha and was assigned the portfolio of Transport and Communications in the Union Cabinet. In March 1958, he became Minister of Commerce and Industry. Later, on the death of Shri Govind Ballabh Pant, in April 1961, the important portfolio of Home Affairs was entrusted to him.

Able Administrator

As Minister for Home Affairs, Lal Bahadur Shastri brought into play his gifts as an able administrator and he handled a number of complex and intricate political and administrative problems with sagacity and skill. He had great capacity for resolving differences and brought to bear on disputes and discords the healing touch of his great personal charm, gentle persuasion and deep understanding.

One of the difficult problems which he solved soon after his assumption of the office of Home Minister was the language issue in Assam. Amongst the important matters which received his special attention during his tenure as Home Minister was the promotion of emotional integration amongst the people of India, a matter which always remained upper-most in his mind.

In August 1963, Lal Bahadur Shastri resigned from the office of Home Minister to devote himself to the task of the re-vitalisation of the Congress organisation. Soon after, he was called upon to join the Union Cabinet as Minister without Portfolio. In that capacity he lightened the burden of the heavy responsibilities of the late Prime Minister and on the passing away of Shri Jawaharlal Nehru the mantle of that great leader fell on Lal Bahadur Shastri.

The smoothness with which the change-over took place was the measure of the nation's confidence in Lal Bahadur Shastri's capacity to direct the affairs

of the country. And the nation was soon to find that its trust in him was fully justified. The onerous responsibilities of high office unfolded his great qualities of leadership.

Highest Leadership

In terms of time, the tenure of Lal Bahadur Shastri was a short one. However, during the span of nineteen months that Lal Bahadur Shastri was Prime Minister the country passed through a period of such severe stress and strain as would test the mettle of the strongest.

During a crucial phase of our history bristling with serious internal as well as external problems he guided the destinies of the nation with strength, determination, wisdom and farsighted statesmanship. A man of genuine humbleness of spirit and of unflinching courtesy, Lal Bahadur Shastri was essentially a man of peace.

He sought peace in the country, peace with her neighbours, and peace throughout the world. His concept of peace, however, was one of peace with honour and behind his modesty and gentle exterior lay firmness of purpose and a resolute will.

When, therefore, the challenge came a few months ago, it found Lal Bahadur Shastri a firm sentinel of the country's honour, freedom and territorial integrity. In this hour of crisis, he provided the nation with a determined and inspiring leadership under which the nation rose as one man to meet effectively the threat of aggression.

These hostilities, which were not of India's seeking, however, did not deflect Lal Bahadur Shastri from his quest for peace and good neighbourliness; the Tashkent agreement was his finest hour and a measure of his sincere effort in the direction of peace.

Lal Bahadur Shastri was a man of the people. Both as an individual and as a leader, he endeared himself to the people. His life was one of complete dedication to the service of the nation. Even in frail health, he did not permit himself rest or respite.

His tragic end, which came in the wake of his vigorous pursuit of the Tashkent talks in complete disregard of mental and physical strain, was characteristic of his devotion to the service of the country and to the cause of peace.

The country has lost Lal Bahadur Shastri when it had great need for his services and the people had discovered in true measure his great qualities of character and leadership. It is for the people of this country to prove worthy of the legacy which Lal Bahadur Shastri has left behind and to strive wholeheartedly and unitedly for the fulfilment of the great tasks to which he addressed himself and for which he lived and died.

On the eve of his death he said to the Defence Minister, "We have now to fight for peace with the same courage and determination as we fought against aggression." The nation can never forget these words which sum up his message to India and to the world.

Dr. N.V. Gadgil Passes Away

WE deeply regret to record the death of Dr. N.V. Gadgil, Vice-Chancellor of Poona University who died on January 12 at Poona. He was 70. Dr. Gadgil was a great supporter and lover of Adult Education. He took an active part in the Conference on University Adult Education sponsored by the Indian Adult Education Association and the University of Rajasthan in July 1965 at Bhopal.

Tributes had been paid to him from leaders all over the country including the President Dr. Radhakrishnan who described Dr. Gadgil as "a bold and independent thinker and a patriotic worker."

The Vice-President, Dr. Zakir Husain also sent a message to the students and members of the staff of Poona University.

The Defence Minister Mr. Y.B. Chavan said, "This is a very personal loss. The country has to bear the loss of another statesman even as it mourns the sudden death of Prime Minister Shastri."

The Chief Minister of Panjab, Mr. Ram Krishan described him a fearless fighter, a bold political thinker and an eminent social reformer.

Born in 1896, Narhari Vishnu Gadgil graduated from Fergusson College, Poona, in 1918. Obtaining his LL.B from the Government Law College, Bombay, he set up his practice at Poona in 1920. That year he became a member of the Maharashtra Provincial Congress executive. From 1921 to 1932 he he was secretary of the Poona DCC, and from 1926 to 1932 a member of the AICC.

Mr. Gadgil was elected to the Central Assembly in 1935 and acted as the Congress Party whip until 1937. He was also President of the G.I.P. Railway Worker's Union's Poona Unit for a long time, and Vice-President of Poona Municipality in 1931. He was imprisoned several times during the freedom movement.

After independence he became Union Minister for Works, Mines and Power and later for Works, Production and Supply. During his ministership several development projects notably the D.V.C. and Hirakund were started. Leaving the Ministry in 1957 he became Vice-Chairman State Bank of India. In September, 1958 he was appointed Governor of Punjab and continued in that post till 1962. He was later appointed Vice-Chancellor of Poona University.

Dr. Gadgil was a well-known Marathi writer and was president of Marathi Literary Conference. He has written a number of books in Marathi and English on economics, politics, constitutional matters and Parliamentary democracy. His travelogues are very much appreciated.

With the death of Dr Gadgil the country has lost a great statesman and adult education movement an outstanding leader who believed that the Universities in developing countries have vital role to play in the promotion and development of adult education.

ALPHABETS AND LITERACY

How the Soviet Republics Put Their Language on Paper

By Robert Mathias

ONE of the world's youngest education ministers, and certainly one of the most polyglot—he speaks 7 languages—was a member of a two-man team of specialists sent to Algeria by Unesco to study ways of relating literacy campaigns to training for economic development.

He is 39-year-old Mirza Ismail Makhmutov, Minister of Education of Tatarstan, an autonomous republic on the middle reaches of the river Volga, in the U.S.S.R., which produces one-third of the oil in the Soviet Union. With his team-mate, economist Didier Lecerf, Deputy Director of Unesco's Economic Analysis Office, Mr. Makhmutov spent six weeks in Algeria examining with the authorities there how literacy and adult education programmes in selected areas of the national economy—such as agricultural development projects, industry or co-operatives—can serve as a spur to increase productivity and economic and social progress.

Interviewed at Unesco House before his departure for Algiers, Mr. Makhmutov said that many of the problems faced by Soviet educators and planners 45 years ago were similar to those of the developing nations to-day. "More than 80 per cent of the population of the Russian empire was illiterate", he said, "a situation comparable to that which exists now in some African, Asian and Latin American countries. And we faced comparable shortages of teachers and school buildings.

"In addition, there was the language problem: half the population did not know Russian and spoke over 60 different tongues. As in India today, there was no common language for the whole country."

In the Russian-speaking areas

and certain republics like Georgia and Armenia with an ancient culture and their own system of writing, the problem was relatively simple. "We didn't have modern teaching aids", Mr. Makhmutov commented, "but we had paper, pens and people."

There were many national groups, however, who had no written language, and there were others whose scripts were too complicated for intensive literacy teaching. "Take my own language, Tatar", Mr. Makhmutov said, "it is related to the Turkic group and had been written for a thousand years in an Arabic script adapted to Tatar phonetics. But this script has a large number of letters—some of them very similar and hence difficult to distinguish—which made printing and teaching complicated."

The Tatars, Uzbeks, Bashkirs and others whose scripts were based on Arabic adopted the Latin alphabet in 1927 for literacy teaching. But ten years later they switched to the Russian Cyrillic alphabet, since experience proved that the Latin script was an unnecessary complication in a country where Russian is the *lingua franca*. Meanwhile, national groups which previously had no written tongue also adopted the Cyrillic alphabet.

"By 1940 literacy had become a fact throughout the Soviet Union and, today, 64 national groups are receiving instruction in their native language", he said.

"Some of the smaller groups", Mr. Makhmutov continued, "such as the Komi (who number about 500,000 in the north-eastern corner of European Russia) and the Udmurt (in east central Russia) who both speak a Finno-Ugrian tongue, are taught in their native language for three or four years and then transfer

to Russian, with their own language as a special subject. Others have eight years of instruction in their mother tongue, while the big national groups—Ukrainians, Uzbeks, Tatars, etc.—study for the whole of their school period in their own language, with intensive study of Russian as a second tongue from the very first year in school. (Children begin school at 7 in the U.S.S.R.). "After this training", Mr. Makhmutov said, "everyone is fluent in Russian and has equal opportunity to go on to higher education.

"Take my own case", he added. "I had my primary and secondary schooling back home in Tatarstan, and then went to Moscow University in 1946."

In between these two phases of his education came the Second World War and Mr. Makhmutov worked as a tractor-driver and later served in the army. After graduating from Moscow University in the late forties he returned home to Kazan—a city of 900,000 inhabitants on the Volga—and taught classical Arabic at the University.

"It is one of the three oldest universities in the Soviet Union", he recalled. "Lenin studied there, and the mathematician Nikolai Lobachevsky, one of the founders of non-Euclidian geometry, was at one time its rector." In addition to Kazan University, Tatarstan has 13 other higher educational establishments, with a student body of more than 50,000 training for jobs in the republic's industries and agriculture.

Mr. Makhmutov speaks fluent Arabic in addition to Russian, English, Turkish, Bashkir, Uzbek and his native Tatar tongue. Experience in the Soviet Union tends to prove that one year of

(Continued on page 11)

THE PERIODICAL PRESS AND EDUCATION

HOW magazines and periodicals can serve education in general and literacy in particular was the subject discussed by Mr. Tor Gjesdal, Director of Unesco's Department of Mass Communication, before the 15th International Congress of the Periodical Press, which met in Rome.

The Congress, reviewed a number of questions relating to printing, advertising and distribution, as well as technical problems. Among others, delegates heard speeches by Prof. G. Polyani, president of the Italian national research council, on "the periodical press and scientific research", and by Mr. B.R. Sen, Director-General of FAO, on "periodical press and the Freedom-From-Hunger Campaign".

In his speech on "the periodical press and education", Mr. Gjesdal compared the mass media

(Continued from page 10)

primary studies can increase literacy by as much as 30%.

Algeria already has several schemes for literacy and adult education. Schools for workers (Ecoles du Travail) have been established in various areas, and teaching by correspondence, now in its second year, is organized throughout the country with 1,500 correctors working in 250 teams. This form of teaching is intended for students in the first three grades of the secondary course and is also compulsory for instructors in the workers' schools and other adult education groups. The correspondence school publishes a special newspaper, "La Republique", in both Arabic and French, containing the texts of lessons in grammar, history, geography, mathematics, science and so forth—illustrated by maps and diagrams—and the homework required of the pupils. This teaching is supplemented by courses broadcast over the Algerian network in Arabic and French. (UNESCO FEATURES)

to a kind of "unwalled school". To-day, he said, knowledge wears out faster than ever before, and there is need everywhere for "continuing education" so that "the individual may be able to refresh, enlarge and even completely revise his store of information". In this process, the periodical press has an immense role to play, and it can also serve as "a bridge to wider avenues of learning" for the world's 700 million illiterates.

"When formal education is over," Mr. Gjesdal said, "an exceedingly high percentage of our ideas and cultural experiences generally reach us not only through but from the mass media of information...which are production agencies in their own right, producers of ideas, centres of original creation, an educational force in the broadest sense."

What are the characteristics of the periodical press that make it uniquely qualified to assist in the continuing education of its readers? In the first place, said Mr. Gjesdal, "the periodical stands midway between the daily press and the book, combining some of the timeliness, flexibility and popularity of the newspaper with the depth and lasting value of the bound volume. Moreover, in countries where the daily press is limited in range and audience, where there is a shortage of paper and transportation facilities, the periodical press may well be the only reading material accessible.

"Secondly, the periodical is a specialized publication. The reader picks it up from a newsstand or subscribes to it, because it satisfies some special need he has. Whatever that need—be it science or fiction; political commentary or financial news, fashion or comics—he soon develops a close affinity with his magazine. He gains knowledge from it, he gets his entertainment from it, he keeps himself informed. In the broadest sense this is exactly what education is!

"The third qualification that the periodical has as a potential educator is its accessibility. The periodical, of all the media, is best suited to prolonged and related exposure, whether it happens to be a weekly, a bi-weekly or a monthly. Since its production is a comparatively slower process, it is also possible to present its material in a well-thought-out manner, much like the teacher who has put so much preparation into his lecture.

"Following from this is a somewhat recent development—the periodical which abstracts from useful and pertinent articles, books, etc., and draws the attention of the reader to literature which might interest him; it summarizes the highlights for him. This, too, is education, especially at a time when it is impossible for any one person to keep up with the rapid developments in his professional field without such specialized services."

Turning to the special needs of the developing countries, Mr. Gjesdal underlined the vital role the periodical press can play in assisting literacy campaigns. "Literacy teaching", he said, "is doomed to failure unless it is backed by literature for new readers. Specially designed periodicals produced with a controlled vocabulary, functional, attractive and in large type, well-illustrated and with plenty of white space, are essential for new literates. So are 'normal' periodicals of a local or regional nature which provide continuous reading matter to those who have acquired the new skill.

"Here is a field which would merit increased international co-operation and assistance," Mr. Gjesdal concluded, and he cited among the issues requiring urgent attention: the training of technical, graphic and editorial personnel from many countries, the establishment of small printing enterprises, and technical instruction in the use of new techniques.

(UNESCO FEATURES)

The Responsibility of the Teaching Profession for Reduction of Mass Illiteracy

By Robert A. Luke

Secretary, WCOTP, Committee on Adult Education

TODAY, everywhere in the world, support for basic education for adults is becoming popular. Both the "developed" and the "developing" nations are spending fortunes to help a large proportion of a nearly endless tide of undereducated adults acquire the minimal levels of educational skill required to live in this changing world. No longer, as has been true so often in the past, do those who control a nation's purse strings turn deaf ears on the pleas for public funds for basic education for out-of-school youth and adults. Rather, it is not uncommon in many countries for it to be governmental officials themselves—rather than the educators—who have taken the lead in demanding that an increased amount of the educational dollar go to provide opportunities for undereducated adults.

This is as true in the United States as in the rest of the world. Here, as a part of the Economic Opportunity Act, a war against illiteracy has been made a part of the war on poverty. Support for the passage of this part of the Economic Opportunity Act, as well as for the basic education sections of the Manpower Development and Training Act, came as much from outside the education profession as from within.

But while a great need still exists in the United States, it cannot be compared with the vastness of the need in Africa, Asia, and Latin America. In many of the countries on those continents from 60 to 90 per cent of the adult population must still be helped to learn to read as a first step toward taking their part in programmes of social and economic development.

The initial champion for a worldwide attack on adult illiteracy was, of course, UNESCO. It is now, and it has been since its founding, in the forefront of a great effort to involve international agencies and national governments in a concerted attack on one of the basic causes of ignorance, poverty, and disease—adult illiteracy.

In the early days of UNESCO's history, efforts in this direction were called "fundamental education." Many countries of the world have preferred the term "community development," and occasionally demands are heard for a no-nonsense "literacy campaign." Today, the term "adult education" is carrying into battle the world-wide efforts being undertaken to increase the percentage of adult literates.

That there has been this semantic concern is significant because it illustrates that a studied effort has always been made to regard literacy not as an end in itself but as a part of a much wider programmes of community enrichment, economic development, and increased individual self-realization.

In 1962, at the direction of the General Assembly of the United Nations, UNESCO carried out an inquiry into the extent of, and possibilities for, eradication of mass illiteracy. One year later a report was presented in which it was noted that there were at least 700 million adult illiterates in the world and that certain countries were reporting a rapid increase in adult illiteracy. India, for example, reported 174 million adult illiterates in 1951. Ten years

later, the Indian government estimated the number at 333 million. This stark fact is true even though school facilities in the same period increased by 16 per cent. (The figures quoted are, respectively, 80.7 per cent and 76.3 per cent of the population.)

In the fall of 1964 at a meeting of the General Conference of UNESCO in Paris the broad guidelines were approved for a programme to be carried on between now and 1970.

The following summary represents the position of UNESCO concerning literacy programmes at the present time:

1. While literacy is a human right and so proclaimed in Article 28 of the Universal Declaration of Human Rights, UNESCO takes the position that an expansion of adult literacy work is essential for economic and social development. UNESCO, however, lacks sufficient evidence to prove this assumption. Research projects, therefore, hope to demonstrate by 1970 that literacy is a necessary component of accelerated economic and social development.

2. During the next four years the Special Fund of the United Nations is prepared to consider the feasibility of financing experimental programmes in eight countries in the world, particularly as they relate to the economic implications of illiteracy. UNESCO will help governments prepare pilot projects for presentation to the Special Fund. UNESCO's major objective, however, remains that of stimulating the planning and execution of literacy programmes in as many

countries as possible, not merely in eight.

3. A second aspect of the demonstrations to be conducted during the next four years is the development of additional insight into how to balance the requirements for adult literacy with the requirements of other parts of the educational system—the primary schools, secondary schools, technical schools, and higher education.

If this concern with the eradication of adult illiteracy is not to be just a movement on the part of the civil servants of government but rather a popularly inspired movement throughout the world, it must have the full and sympathetic support of the organized teaching profession. In plain language, this means that teachers of boys and girls in the primary schools of the world, in the technical schools, and in institutions of higher education must see that the need to provide individuals who are no longer children with basic educational skills is as much their concern as is providing these skills to boys and girls.

This is not an easy task. Competition on the part of all organized elements of education for a greater share of the available tax dollar is just as great now as it ever was. The specter of stretching the present educational tax dollar to cover the needs of another 700 million students is enough to make even the most sympathetic administrator or teacher shudder with apprehension.

Quite apart, however, from the economic aspects of the question is the simple fact that elsewhere in the world, as here in the United States, the mission of the public schools is almost universally thought of as an enterprise developed solely for children. There are many who sincerely believe that if, for whatever reason, adults missed their chance for an education the first time around, it is regrettable, but they will have to remember that schools are for children.

Teacher associations must

struggle resolutely for improved conditions of employment, increased professional status for teachers, and higher living standards. The task of promoting the cause of the undereducated adults of the world seems to some to be too great an added burden.

Yet, the amazing fact is that in spite of all of the obstacles standing in the way, members of the organized teaching profession are becoming involved in the education of adults. The teacher is increasingly seeing himself as an instrument for development, and he is recognizing that he has a teacher's responsibility to become involved in the way reading, writing, and other basic skills are taught to the adults in his community.

The extent of this change in position is nowhere better seen than in the way the World Confederation of Organizations of the Teaching Profession has reacted to this need. Prior to 1959 there was no committee on adult education. When a committee was organized, its membership represented only North America, Latin America, Denmark, and Japan. In 1960 the committee membership called on adult education workers from the United Kingdom, Australia, New Zealand, Thailand, India and Ghana to advise the committee. Today, on the core committee there is one member representing the United States, one from India, and one from Uruguay. Under the leadership of its committee, the programme of WCOTP through its publications, journals, reports, and international and regional meetings has increasingly focused on meeting the needs of teachers in the developing countries who are being drawn into the stepped-up war on adult illiteracy.

In view of the vastness of the educational tasks to be undertaken throughout the world on behalf of the children and adults, it can be said that the idea that schools are established and teachers are hired to help individuals learn the basic skills of

reading and writing irrespective of age has scarcely started. But, in addition to all the other changes taking place in the world today, concepts about education are changing also. Schools are being redesigned to meet the needs of children and adults. More important, teachers themselves are helping evolve a new concept of education which does not separate elementary, secondary, tertiary, and adult education, but which works toward making them all part of a continuous and interactive pattern of growth and change.

Unesco Award

Four scholars from India have been selected for the award of UNESCO fellowships for study in Sweden and the U.K. under the scheme of teacher and learner grants in adult education for 1965-66.

They are : Mr. J.M. Mulani, Chief Executive officer, Gujarat Cooperative Union, Ahmedabad; Miss Roma Devi Sharma, Deputy Director (visual aids), National Co-operative Union of India, New Delhi; Mrs. Promila Madhusudan Dandavate, Bhawani Shankar Road, Bombay; and Mr. J.L. Sachdeva, Indian Adult Education Association, Delhi.

National Council of Women's Education

The National Council for Women's Education, at its meeting in New Delhi on February 7, adopted a resolution stressing importance of adult education programmes in raising the standards of living, boosting agricultural production and propagating family planning.

Earlier, inaugurating the meeting, Mrs. Violet Alva, Deputy Chairman of the Rajya Sabha stressed the need for a national policy for building up a cadre of trained teachers in India.

Mrs. Raksha Saran, Chairman of the Council suggested correspondence course for training teachers.

EXPANSION OF FACILITIES FOR WOMEN EDUCATION

“THE Fourth Five Year Plan aims at making a significant advance towards achieving larger enrolment of women at different levels of education, the overall objective being to provide the same educational facilities to boys and girls and to ensure that the access to education at all stages is equally balanced. To achieve this, it is necessary to aim at enrolling 100% in the age-group 6-11 by 1966 and 100% enrolment in the age-group 11-14 by 1981.”

This was stated by Shri Prem Kirpal, Union Education Secretary, while addressing the Valedictory Session of the UNESCO Seminar on Access of Women to Education at New Delhi.

It was expected, Shri Kirpal said, that by the end of the Third Plan, the percentage of girls receiving education to the total population in every age group will be 60.6 at primary, 17.2 at middle 7.8 at secondary and one at University level.

One of the heartening features of the expansion in women's education at college level, according to Shri Kirpal, was that more and more women were taking to professional education like teaching, nursing, medicine and home science. The number of women teachers, for instance, rose from 1,16,666 in 1949-50 to 3,26,433 in 1961-62. “There are today 75 colleges in the country which provide facilities for Home Science and the latest enrolment of girls in these colleges is nearly 9,000”.

Shri Kirpal said in 1949-50, there were 438 schools of vocational and technical education with an enrolment of 35,714 girls. In 1961-62, there were 896 such schools with 82,368 girls on rolls. The Third Plan envisaged the setting up of 24 women's polytechnics, out of which 17 had already been established.

Rev. Smyth Visits IAEA

Rev. Francis J. Smyth, Director Coady International Institute, St. Francis Xavier University, Antigonish, Nova Scotia, Canada, visited the head-quarter of the Indian Adult Education Association on January 2. He had discussions with the staff of the Association on Adult Education programmes in India, and explained the present activities of the Coady International Institute with particular emphasis on Antigonish Movement as a process of adult education through economic development and cooperation.

Rev. Smyth is on a tour of India as a Unesco Fellow under the East-West Major Project.

Bombay Celebrated Social Education Day

Social Education Day on December 1, 1965 was celebrated with great enthusiasm throughout Bombay by the Bombay City Social Education Committee. The celebrations started with a procession of social education workers headed by Shri G.K. Gaokar, Social Education Officer. Meetings, where talks were given on importance of social education in present day India, were held at different places in the city. The removal of illiteracy was stressed in all the meetings. A debate on the topic ‘Social Education should be made compulsory’ was also organised.

The celebrations concluded in the evening with a mass meeting of workers which was addressed by Shri H.R. Karnik, Principal Maharishi Dayanand College. He emphasised that a crash programme to wipe out illiteracy from the city should be started.

The meeting was presided over by Smt. Sulochana Modi, President of the Bombay City Social Education Committee and Vice-President Indian Adult Education Association.

Nehru Literacy Fund

The following donations to the Nehru Literacy Fund were received during the last month :—

Dr. & Mrs. J. Draper	Rs. 150/-
Dr. K.G. Saiyidain	100/-
Rajkiya Nehru Madhamik Shala, Vanasthali	11/-
Jawaharlal Nehru Junior High School, Inkarpur	5/-
Government Higher Secondary School, Swaimadhapur,	15/38
Board High School, Poolanpatti	5/-

Total Rs. 286/38

Dr. Laroia Dead

Dr. Banarsi Das Laroia, Vice-Chancellor, Bangalore University, died on January 29 at Vellore, near Madras.

Dr. Laroia, 64, is survived by his wife, four sons and two daughters. He had been suffering from blood pressure for the last few months and had undergone an operation a few days earlier.

Dr. Laroia was the first Vice-Chancellor of the Bangalore University since its inception in 1965.

Earlier, he was the secretary of the Inter-University Board of India and Ceylon, and the Assistant Director of National Chemical Laboratory, Poona. He was also the Dean of the Faculty of Science, Delhi University.

Mysore Chief Minister Nijalingappa, paying a tribute to Dr. Laroia, said he had laid a firm foundation for the University.

Book Reviews

Adult Education Procedures Methods and Techniques: A classified and Annotated Bibliography, 1953—1963 compiled by George F. Aker, Library of Continuing Education. Syracuse University, 1965. 163p. Price \$ 7.00

AN annotated and classified bibliography of research studies it describes practices and thinking on problems of adult education methodology during the past ten years.

The bibliography mainly deals with special area of residential centres for continuing education, and the area of procedures. Part II contains a series of articles and papers written about residential centres and continuing education, and part III to V present the literature that relates to specific methods and techniques designed to facilitate the dissemination of information or to foster the acquisition of knowledge.

The Research studies have been provided with essential abstracts but other listings are provided only with brief annotations. The classification system is fairly good but needs refinement. Unless one has a fairly clear idea of what he is looking for, he might find it necessary to pursue several of the sections, before he is able to find the appropriate one.

J.L. Sachdeva

Towards New Pilgrimage, by Netrapal Jain, Allahabad : Indian Press (Publication) Private Ltd., 1964, 203P. Price Rs. 8.00.

THIS is a study of the cooperative movement, agriculture, local-self-government and peasant's institutions, and the very striking institutions of Denmark, viz., Folk High Schools. The author very ardently believes, and quite rightly to some extent, that this kind of system will be much useful in Indian conditions. Based on this study, particularly of adult education, the author has made a case for bringing about popular rural enlightenment. It generally makes easy and fascinating reading.

The book consists of 13 chapters and is divided into two parts. The first part deals with the background history and with the factors leading to the evolution, growth and sustenance of the Folk High School Movement in Denmark. The second part deals with conditions in rural areas in India. In the light of the existing political, economic and social conditions obtaining in the villages, the author suggests a plan for a better system of education, which will truly enlighten the rural population, and prepare it for the responsibilities vested in it by the Panchayati Raj.

The first chapter deals with special features of the conditions in Denmark and India, bringing out similarities and differences in these. The author states that rural India today finds itself in a situation similar to what Denmark passed through, some 90

years ago. Denmark is still considered to be an agricultural country, her industries also being based on occupations subsidiary to agriculture. The author then goes on to narrate the history of Denmark, her land reforms, and her concerted efforts to improve agriculture, which is a problem of vital importance to India today.

The later chapters in part I describe other factors, mainly the Folk High School, which has contributed to the general advancement of that country. Other factors which strengthened the Danish political, economic and social system are said to be local self-government, farmers' organisations, agricultural advisory service, and the cooperatives. To a considerable extent, the Community Development set-up in India combines all these, and with the introduction of Panchayati Raj the setting almost seems to be complete for realising the dream of rural uplift.

The second part of the book analyses more closely the Indian setting. The author very correctly pinpoints the crux of the problem of development in India. Although we have developed a tolerably reliable system of scientific and objective economic analysis, but still the whole edifice depends upon the big ifs, i.e., if people cooperate, if people participate, if people understand, if people as individual realise their responsibility, if people can be trained, if people are educated, if mass consciousness can be instilled some how and the like." But is this not the problem of democracy itself? It is here that the author feels that the system of Folk High School will help to educate the masses in a right manner, help the farmers gain self-reliance etc. There is another factor required, a broad sense of nationalism, or national integration, without which we cannot go forward.

Chapters 9 to 13 contain a well thought out plan for popular enlightenment in the rural areas. They contain case material to support the author's views on the integration of the current schemes of rural education implemented from different directions. The people's own voluntary organisations are said to be the second front in the war of bringing meaningful economic democracy to the people, the first front being an efficient official machinery. The author ably discusses a system of rural education, and administration.

The book is intended basically to stimulate purposeful thinking and it fulfils the purpose to quite some extent. It is a welcome book, particularly at a time when Panchayati Raj is trying to find its place in the country. Panchayati Raj is something which is introduced by the Government, perhaps without much consideration regarding the readiness of the people. This makes it all the more necessary to educate and enlighten the people concerned through a system which will produce active citizen who will take the full share of their responsibility. This book stresses this need more than adequately. *Towards New Pilgrimage* is a valuable addition to the development literature in the country.

A.V. Harlekar

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ADULT EDUCATION

Vol. XXVII March 1966 No. 3

Adult Education Needed For Agricultural Improvement

Dr. V.K.R.V. Rao, member, Planning Commission, said in Lucknow on February 13 that adult education had been given the highest priority under educational programmes in the Fourth Plan and allocated a sum of Rs. 70 crores.

About Rs. 20 to 21 crores had been earmarked for production of books in all languages and an equal amount had been set apart for libraries, he said.

Dr. Rao who was presiding over the 13th anniversary celebration of the Literacy House, said that adult education had its direct bearing on agriculture and the economic advancement of the country. He said the most important input in agriculture was human skill, his knowledge, perseverance and motivation.

TO revolutionise and improve Indian agriculture it was necessary to educate the rural population majority of which was engaged in agriculture. Without education there could not be, asserted Dr. Rao, any progress or any food or industrial production whatsoever.

Dr. Rao suggested launching by some agency of a country-wide campaign to wipe out illiteracy on the lines of Iran, Indonesia and Cuba. The aim should be to educate all illiterate people between the age of 13 and 45 by 1970. And this could be done only when the task was taken up and carried in a missionary spirit.

India could not afford to wait and the earlier it was done the better it would be for all.

Dr. Rao said that literacy in itself was of no value unless it tended to be used in the interests of people themselves. Literacy should provide an adult the means and the impetus to help him improve his economic condition.

Dr. Rao congratulated Mrs. Fisher and the Literacy House for doing yeoman's service in this direction and felt she should have come to Lucknow much earlier. He wanted her to open such houses in all the States.

He laid special emphasis on the need to spread literacy through puppet shows to make it a more effective programme as was already being done successfully by the Literacy House through its mass communication section.

Dr. Rao regretted that U.P. which was the largest State, had a 'miserable' record of illiteracy, specially in the field of women's education. U.P. was absorbed more in material problems and had neglected girls' education badly. He wanted the U.P. politicians to realise that education was not an end but a means to achieve a higher goal.

Touching the food problem he said the country's economic as well as political future would be bleak unless agricultural productivity per acre was raised.

The Fourth 'R'

Dr. Radhakamal Mukerjee, Chairman of the Indian Literacy Board, observed that adult education in the present social context should aim at training not only in the three R's—reading, writing and arith-

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...—but also in the realm of human relations in the emerging democracy.

Dr. Mukerjee observed that the success of democratic decentralisation and Panchayat Raj largely depended upon the achievement of adult education that must not produce ambitious and scheming politicians or greedy money-lenders and contractors in the villages—not leaders in the strife—but honest, active and efficient citizens, who could activate the cooperative, the panchayat and the school.

He said that the panchayat should embody the new values of social equality against casteism, the co-operative should promote economic justice against exploitation by the class system, and the school should focus human worth and dignity against defeatism and fatalism.

These triple levers of Indian democracy could be harnessed for an immense mobilisation of the masses for the construction of canals, roads and panchayat ghars, for erosion control and afforestation and for gathering natural fertilisers from ponds and marshes, all through voluntary labour.

The next Five-Year Plan should decide to fix a target year, say 1980 for the complete liquidation of adult illiteracy in the country. This should be given the first priority as the most efficacious means of improvement of agricultural production and speeding up progress in all fronts, he added.

Farmers' Institute

The 87-year old founder of the Literacy House, Mrs. Welthy Fisher, in her brief speech, stated that the institution was going to establish a Young Farmers' Institute shortly. The institute would be built on a 75-acre farm in Neewan village, 12 miles from the Literacy House.

Selected farmers would be given training at the farm under expert guidance in modern techniques in agriculture who in turn would go back to the fields to train others.

Mrs Fisher was lustily cheered when she announced that she had donated the entire amount of the Magasaysay Award (about Rs. 50,000) she got, to the proposed institute.

Annual Report

Presenting the annual report, Shri K.N. Srivastava, Director, disclosed that in recognition of the services of the Literacy House, the US Agency for International Development had provided a grant of Rs. 80 lakhs for a period of five years to strengthen its development.

About half of this grant had been earmarked to start literacy programmes in different parts of the

country by providing assistance to existing agencies. The report spotlighted the institution's various activities in detail.

New Executive

Earlier, the India Literacy Board re-elected Dr. Radhakamal Mukerjee as Chairman for 1966-67. Dr. Mohan Sinha Mehta was elected Vice-Chairman. Sarvshri J.C. Mathur, S.C. Dutta, Dr. T.A. Koshy and Dr. V.C. Vora were elected members of the Executive Committee.

Social Education Week Celebrated in Mysore

SOCIAL Education Week was celebrated in December 65 in 358 Adult Education Centres in Mysore by the Mysore State Adult Education Council. Several meetings were held which were presided over by local leaders and distinguished guests. Ministers, Members of the Assembly and of the Council spoke on the great task of wiping out illiteracy. The local artists and the leading folk-arts parties also participated in these meetings.

A large number of subscribers were enrolled for both "Belaku" weekly news sheet and "Pustaka Prapanch," a monthly magazine, published by the Council. Vidyapeetha students voluntarily, took part in Sharmadan Work like general cleaning of roads, construction of latrines, etc.

Shows of educational films were organised in 84 places. Library anniversaries were celebrated in 57 centres. Book exhibitions were also arranged.

Literacy classes, Community centres and libraries were also opened at 11 places.

Meeting Europe Courses

The European Bureau of Adult Education has organised Meeting Europe Courses for those who want to get a better understanding of Europe as a cultural entity and who like to spend a week in the company of young adults coming from several European countries and their continents. The programme includes (a) an introduction to the country where the course is held and the place of the host country on the European scene, (b) Europe and how it is taking shape, its problems, its possibilities and responsibilities (c) formal and informal discussions on National and European problems, excursion and contacts with local people.

The fee for each course is £ 10 (\$ 30) which includes tuition, simple accomodation in a residential centre, board and excursions.

The first course was launched at an International Conference on Residential Adult Education in 1962. The fourth course is to start from July 9 this year. The application forms for the course can be had from European Bureau of Adult Education, Huize, 'Kranenburgh, Hoflaan 22, Bergen Nh. Netherlands.

ONE encouraging result of the Unesco World Conference on adult education in Montreal in 1960 has been the emergence of a programme of planned and continuing consultation and co-operation between adult educators in the Asian-South Pacific area—particularly in South and South-East Asia.

During the Montreal Conference, delegates from South-East Asian countries met the delegates from Australia and New Zealand to plan follow-up programmes for the regional area of South Asia.

It was agreed at Montreal that the Saigon Conference on Adult Education (already proposed) should be the first in a planned series of seminars and conferences in the Asian-South Pacific area, aimed at carrying on the work of the Montreal Conference. It was further agreed that the Saigon Conference should deal with adult education in its Asian context under two headings "Adult Education in the Urban Setting in Asia" and "Adult Education in the Rural Setting in Asia". The Saigon Conference was planned for late 1961 or early 1962.

It was further agreed that the Saigon Conference should be followed two years later by a regional seminar which would deal in more depth with two aspects of adult education—"The Role of the School" and "The Role of the University in Adult Education", this second seminar was planned for 1964 and it was agreed (at Montreal) that it should be held in Sydney, Australia.

Both seminars were held as planned, both were broadly representative of the individuals and of the institutions and agencies active in adult education in the region and both were successful in carrying forward in an important way the task of creating close and continuing co-operation between adult educators throughout the regional area of Asia and South Pacific. The reports resulting from the seminars represent a useful contribution to the literature on adult education—particularly with regard to the needs of the Asian-South Pacific area.

Regional Cooperation

One result of the Sydney Seminar was the placing of the already growing co-operation in this regional area on a more organized basis through the creation of a regional non-governmental organization to foster co-operation in the future and to further, through organized action, principles and recommendations arising from discussions and deliberations at Montreal, Saigon and Sydney. This new body was given the title of Asian-South Pacific Bureau of Adult Education, and thirtythree delegates representing eleven countries and territories in the area, enrolled as founder members of the new Bureau. Less than two years later membership has increased to over 130, representing the leading adult educators in a number of Asian and South Pacific countries

stretching from India in the east to Japan in the west and from Thailand in the north to New Zealand in the south—in all twelve countries and two island territories. S.C. Dutta (India) is the Chairman and Arnold Hely (New Zealand) Secretary of the Bureau.

Since its foundation, the Bureau has been closely associated with two major regional conferences and has organized (in association with the Philippine adult educators) a third conference. The first was the very important Leverhulme Conference on "South-East Asian Universities in Adult Education" held in the University of Hong Kong in October 1964; the second was the WFUNA Regional Conference on "Teaching about the United Nations in Schools and Adult Education" held at the University of Malaya, Kuala Lumpur; the third was a conference in Manila attended by approximately fifty Philippine adult educators representing fourteen institutes and agencies concerned with adult education in the Philippines.

Conference in Delhi

Plans have been made to hold a third regional conference in 1966 in New Delhi in co-operation with the Indian Adult Education Association. The theme of the 1966 conference is to be "The Role of Educational Organizations and Institutions in Literacy and Post-Literacy Work". This conference was proposed as early as 1964 at the Sydney Seminar, but in view of the recent World Conference of Ministers of Education on the elimination of illiteracy held at Teheran this year, the 1966 conference of ASPBAE will provide a most useful regional follow-up to further the work prepared by the Teheran Conference.

The Bureau is publishing a quarterly Newsletter dealing with the adult education programmes and projects throughout the regional area and is to publish a journal from 1966 onwards (to be issued twice a year).

Developments in adult education throughout the Asian-South Pacific area have received a marked fillip through the stimulation of the two world conferences held at Montreal and through the regional conferences of Saigon, Sydney, Hong Kong and Manila. The favourable atmosphere now existing for rapid progress should not be allowed to dissipate. **The Asian-South Pacific Bureau of Adult Education can make useful contribution to further progress but, to do so, it needs the support of all adult educators and adult education institutions in the Asian-South Pacific region.** Above all, it needs the support of the United Nations special agency for education, UNESCO, whose efforts in the field of adult education at the international level have done so much to lay the foundations upon which ASPBAE has been erected.

On Establishing An Extra-Mural Department In A South-East Asian University

By Dr. John Lowe*

AN extra-mural department cannot, like Venus, emerge from the sea. At a certain point in the evolution of a given university an individual or a group of people have got to decide that it ought to have an extra-mural department. The decision may rest with its vice-chancellor or the university council or the Government that controls its finances. The reason may be a desire to provide a special public service.

For the purpose of this paper I intend to make four assumptions. The first is that I am dealing with a situation in which a university in a developing country has voluntarily decided to establish an extra-mural department. The second is that the university will take care to spell out its objectives before it moves on to securing financial support, appointing staff and earmarking accommodation. The third assumption is that such a university will require external help in the form of expatriate staff or monetary aid or both. My fourth assumption is that profitable use will be made of whatever external help is forthcoming.

I know that my second assumption—that a university must have a clear purpose—is a big one, but I believe that no one can venture into extra-mural studies unless one has first determined what the purpose of adult education is and what contribution the universities can make towards it.

Let me begin with the meaning of 'adult education'. It is useless to export to the East views that are peculiar to Britain or the United States. For example, the traditionally narrow British con-

ception of adult education as being liberal in spirit and non-vocational in purpose is unacceptable and even incomprehensible to a Thai or a Malaysian.

Furthermore, there is not even a uniform definition of the word 'adult.' In Singapore, for instance, it refers when applied to education, anyone of any age who has completed full-time education or, indeed who has never had any formal education at all. After all, many grown-up people in the past have never been to school and many children do not go to school at the present time. Yet young and old, children and grown-ups, may be mixed in what are faithfully described as 'adult education' classes. Indeed, in Singapore, at any rate, adult education means nothing more or less than teaching people to read and write or to practice elementary technical skills and providing formal education up to the pre-university level for those who for one reason or another cannot find places in a regular day school.

In my view, the only meaningful definition of adult education that a university can adopt in an Eastern context is the most comprehensive one, namely, the education of any person of any age who has completed his or her full time education regardless of whether that person is vocationally or non-vocationally oriented and regardless of the providing agency. In other words, one should draw no distinction between what is liberal and what is non-liberal, between the 'academic' and the technical, between studies in the sciences and studies in the humanities. The only criterion should be pragmatic: is the education that is being or to be provided directly relevant to community needs?

If that comprehensive defini-

tion be accepted, what then is the special function of the universities? I would suggest that a university extra-mural department may set itself five aims. Where it places the emphasis will naturally depend upon local circumstances. The five aims are:

- (i) To offer general interest courses which may be of varying lengths.
- (ii) To design courses for special groups each of which may be characterised by some clear homogeneous quality.
- (iii) To offer vocational courses, which may be degree or certificate or diploma or postgraduate or professional courses according to the policy adopted.
- (iv) To undertake research into any aspect of the education of adults.
- (v) To train people at various levels for work in the adult education field.
- (vi) In general, to stimulate the intellectual and cultural life of the community.

My third assumption is that a university will have to seek outside help. This may involve securing from external sources one or more of the following: staff, capital grants, travel grants, overseas scholarships for local personnel and equipment. Exactly how much aid is requested will hinge on such factors as the size of local resources, the scope of the initial development plan and the degree of enthusiasm for invoking outside help.

My final assumption is that profitable use will be made of external assistance. This is a crucial point. I cannot stress too strongly the need to ensure that whoever is going to help be afforded every opportunity to do

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a useful job. During my short spell in Singapore I have met at least six 'visiting experts' who felt frustrated and even deceived by what they considered misleading terms of appointment. Very often, the chief trouble is that all the interested parties have not been properly briefed, conditioned, if you wish, to accept the outsider and to welcome his proposals.

Probably the surest way of insuring at least the tacit support of interested parties is to appoint a committee consisting of representatives of both the university, the responsible government authorities and such other bodies as appear interested. The chairman of the committee should ideally be the chief executive officer of the university but, failing him, it should be a senior person who commands respect within and without the university. It should also be understood that the composition of the committee will be subject to change in the light of the practical experience of the department. More detail comments on the composition and uses of an extra-mural committee will follow later on.

May I now suppose that a university has decided to set up an extra-mural department, that its motives are honourable, that it has laid down carefully prescribed aims, and that a committee, consisting of the persons and groups enumerated above, has been appointed. What should be the next step? If, for convenience, I can momentarily assume that the university may not desire outside help, there are four possibilities:

- (i) For the committee to introduce an extra-mural programme by making ad hoc arrangements or employing a university lecturer (say, a tutor in charge). It will be clear from my foregoing remarks that I would deplore this procedure.
- (ii) The committee could appoint local person as director and arrange for

him to spend a period abroad studying the aims and methods of overseas extra-mural departments. He could be financed by the university itself or by a foundation. Personally I think this would place too great a burden on the selected candidate. In any case, time will be saved by appointing an experienced person from overseas.

- (iii) A local director could be appointed on the understanding that he be advised for a period of one or two years by a visiting consultant. Where local susceptibilities are particularly sensitive about the appointment of expatriates to key positions this may be a good idea.
- (iv) But I think the wisest course is to appoint a senior and experienced person from overseas on a short-term basis. Emphasis should be placed on the importance of having a senior person already well-established as a director provided that secondment can be arranged.

This leads me straight on to the question of staffing. How large should the staff be and what is to be done about status? It seems to me that as soon as possible there should be three members of staff, including the Director. My reasons are as follows. At least two people are required to run an extra-mural programme because, apart from the question of leave and absence through sickness, there is a good deal of evening and weekend work to be done. Moreover, in addition to teaching and research, the staff will have to undergo a good deal of organizational and liaison work. For the time being, at any rate, it will scarcely even be possible to confine the duties of extra-mural staff to teaching and research.

What principally concerns me, however, is the need to insure that a local person can take over

the directorship as soon as possible. Now while this can be done at least adequately by inducting him on the spot, I feel that someone who is about to undertake an important administrative as well as academic post should also have an opportunity to spend some time abroad. If possible, I would recommend that he take a diploma in adult education at the University of Manchester or alternatively, one of the post-graduate courses available in the United States. However, it will be impossible for the visiting director to supervise the department by himself. Hence the call for two other members of staff. One other point about local staff. They should have a certain standing in the community and be able to converse easily in the dominant local language or dialect. If not appointed from within the university then I would envisage their being appointed at a level some way above the bottom of the lecturer scale. It is incidentally, important to anticipate charges of empire-building by pointing out that while three members of staff are required at once, it does not follow that any more staff will be required within the near future.

At any time status poses a problem for extra-mural personnel. In a South-East Asian University the problem can be particularly acute simply because almost nobody has any experience of extra-mural work forming an integral part of a university's public function. I consider that the Director ought to be appointed as Professor of Adult Education so that there can be no questioning of his rank and authority and he can have automatic access, by virtue of his office, to the inner councils of the university. He should have the same direct representation on university committees as other heads of departments by right and not by special dispensation. Similarly, the rest of the extra-mural staff should enjoy exactly the same terms of appointments as members, say, of the department of Physics.

It is hard for people to understand that the administrative load of an extra-mural department is necessarily third only to that of the Registrar's and Bursar's office respectively. In particular, few people realize how much time has to be spent in answering telephone calls, mailing circulars and letters, and dealing with personal enquiries from the general public, not to speak of a large amount of evening work. There is accordingly a marked tendency to allocate too small a staff to a budding extra-mural department. In a sense it is perhaps only fair that the department should demonstrate its need before being given staff. What I would propose is that at least one clerk or clerk/typist be appointed for every academic member of staff. Furthermore if the practice is acceptable, it may well be best for one of the non-teaching staff to be appointed as an assistant registrar or administrative assistant.

As to accommodation, one requires both office space and either classrooms or lecture theatres or both. If a university is situated at some distance from a city centre, it is desirable to have a 'downtown' office and classroom facilities that are centrally located. The minimum office accommodation should include rooms for the director and each member of the academic staff and a general office. The general office should be conspicuously sited and it should be large enough for division into two parts, a counter being introduced for the purpose of separating members of the public from the office staff. The director's office should be spacious and as well equipped as the prevailing regulations will permit, not so that the director may feel self-important, but that he can talk to visitors in a reasonable degree of comfort, perhaps hold small conferences in situ, and in general present a favourable public image of the university. Indeed, the offices of the director and the academic staff should be used for interviewing students both during the day

time and in the evenings.

As a rule, there will be no shortage of rooms for teaching purposes. A difficulty may arise, however, if the university has not been accustomed to arranging evening lectures. In this case, it may be necessary to improve the lighting around the campus and to establish a good relationship with that section of the administration responsible for opening and closing rooms, and looking after interior lighting and air-conditioning units. Problems may also occur in respect of working overtime and the payment of overtime rates. Before starting evening lectures it may be wise to anticipate possible trouble over the parking of cars.

Though the first consideration in setting up an extra-mural department is to ask whether appropriate funds can be made available, I have deliberately delayed a discussion of financial problems until this stage because, in practice, they tend to present themselves only after the programme has got under way. Nevertheless, there are, I believe, three principles that ought to be adhered to from the outset. First, it will be necessary to allow the department a capital reserve with which to meet any losses incurred on, say, the first two years' operations. Secondly, it will be necessary to give the department a nominal grant for administrative costs on the clear understanding that a realistic grant will be awarded when the actual costs of running the department have become clear. In other words, in preparing the university estimates a moveable sum should be allocated to extra-mural studies. The third principle is to seek the aid of foundations. I have found foundations in this part of the world extraordinarily willing to help. All they ask is that they should be presented with a good case and that their investment will result in a lasting achievement.

Difficulties are bound to occur over the amount to charge in admission fees and the scale of

fees to be paid to lecturers. The idea of subsidising students attending higher educational institutions is unfamiliar in the East. At the same time, paradoxically, there is reluctance to pay university lecturers additional fees for additional work. How can these two opposing points of view be reconciled? I would suggest that university authorities should be presented with an argument along the following lines.

"The cost of organising an extra-mural department is governed by two factors: administrative expenditure and course admission fees. The administrative expenditure consists of two elements: (a) permanent courses, some of which are more complicated to arrange than others. Fees to lecturers absorb the lion's share of the cost of administering any course. When the object is to declare a profit or at least to balance the accounts, a university is compelled either to charge inflated admission fees or to offer only those courses which are likely to attract large audiences. To charge high fees, on the one hand, is tantamount to admitting that it is exclusively concerned with those members of the public who have ample means. To confine its attention to popular courses, on the other hand, is to shirk its obligations to the community. It is assumed that this university intends to uphold the principle of serving the general good and that, therefore, it will offer courses and facilities not on the basis of their profitability but on the basis of community needs. At the same time, there are several reasons why the university should not set too low a premium upon its services or underwrite a heavy loss:

- (a) On the whole, the public does not value things which are entirely free or ridiculously cheap. Indeed, if a university charges very low fees, there may be an impression that it is providing sub-standard courses and services.

- (b) In the absence of any fee or by charging a very low fee there may be far too many frivolous enrolments.
- (c) It would be unfair to charge lower fees than other established institutions already conducting evening programmes. Indeed, since our courses will be pitched at a higher standard, it will be necessary to insure that our fees are also proportionally higher.
- (d) We cannot be expected to maintain courses for very small numbers of students.
- (e) As a general rule we would be justified in running Vocational Courses either at their economic cost or at a profit.
- (f) In the long-term it would be unhealthy to allow the extra-mural department itself to flourish a blank cheque. Accordingly there must eventually be a ruling that the department should recover x% of its total expenditure in fees. In the initial stages of its development, of course, such a ruling would be unworkable.

In the light of the above considerations it is therefore recommended that as a purely temporary expedient a university adopt a scale of fees as follows:

- (i) Non-vocational courses—fee to cover 25% to 50% of costs.
 - (ii) Courses for Special groups engaged in community work—by special arrangements.
 - (iii) Courses for groups sponsored by Industry, Commerce and Professional Associations not engaged in community work—at least the economic cost of the course.
 - (iv) All other vocational courses—at least the economic cost of the course.
- Lecturers are entitled to receive a reasonable fee. This is

not only sound professional practice but probably the only way of securing their co-operation. A programme that relies on the altruism of lecturers will not last long even if it manages to get off the ground. It is suggested, therefore, that the university pay the standard rate per hour given to the part-time lecturers employed by internal departments."

In addition to the basic office equipment an extra-mural department requires a direct outside telephone line in order that time will not be lost by going through the university exchange and, more important, in order that it may make and receive telephone calls in the evenings when the internal exchange has closed down. Ideally it will also require a duplicating machine, and an addressograph machine. If expected to handle its own accounts, it will also require an adding machine.

Earlier I referred to the wisdom of appointing a committee at an early stage in the planning of an extra-mural department. It will be equally wise to convene a meeting of that committee as soon as possible after a director has formally assumed office. The question is: who should belong to that committee? Ideally, the chairman should be the vice-chancellor of the university since it is important that he be closely informed of the initial plans and problems of the department. If the vice-chancellor is already overburdened with committees, as he probably will be, then there are two possibilities: either a senior professor or the director himself should take the chair. Personally I am in favour of the director acting as secretary of the committee. The composition of the committee should strike a nice balance between university and public interests. To get important sections of the public interested in the work of the department is vital. Besides their advice about courses and publicity methods will be indispensable, I would accordingly recommend that the following be invited: the deans of faculties, the

Professor of Education, one representative of the non-professional staff, members of the academic staff of the extra-mural department itself, a businessman, a trade unionist, a representative of women's organisations, a librarian, representatives of the government's Ministries of finance and Education respectively, a representative of the state broadcasting system, and one or more representatives of well-established adult educational institutions, particularly of government sponsored institutions. Where there are distinct cultural groups in the community, they should also be represented. Some people will express fear at having a large committee. I do not think this matters especially as the committee's function will necessarily have to be an advisory one.

I have just said that the committee will act in an advisory capacity. This must be so because no university will allow decisions affecting its policies and finances to be made by committees consisting in part of laymen. Nonetheless I see no reason why the committee should not be outspoken on financial as well as policy matters. **Busy and important people will not sit on committees if they find they have not even the power to influence policy.**

At last I must turn to the harsh reality of organizing an extra-mural programme in practice. How soon should one begin? In my opinion it is necessary at once to start a survey of existing arrangements for adult education and to draw up an estimate of needs and a brief of what the university's contribution ought to be. At the same time, I am convinced that it is essential to organize at least a pilot programme of courses with the minimum of delay. Why? Because one can only explain what extra-mural work is by organizing extra-mural courses. In other words, to arrange courses and get members of the public to pay to attend them, preferably in large numbers, may well be the only possible point of departure. In any case, if a director visits a

university on a short-term secondment he must act fast or not act at all.

Starting a major programme should also be a high priority for a visiting director, for he must be present when the great majority of problems are met and overcome. It would be unfortunate if a visiting director prepared a plan of campaign and then left a half-trained local person to implement it. The overriding function of an extra-mural department is to arrange courses. This involves creating a special kind of machinery and dealing with a variety of problems which cannot be foreseen, but which are at least soluble by an experienced person. In my opinion, the basic administrative machinery should have been created and the chief problems arising should have been solved before a visiting expert is ready to leave.

A programme cannot be planned in the void. Hence my suggestion that a survey of existing local facilities and community needs should be begun immediately. Such a survey will not only enable the new department to determine its particular function, it will also provide valuable data for all those interested in the development of adult education and make it clear from the outset that one of the chief duties of the department will be to carry out research.

Research is tremendously important. It provides a necessary service which no one else is likely to have undertaken or wishes to undertake. It is good for the morale of the staff to feel that adult education can be treated as a subject discipline. Finally, it justifies the appointment of staff on terms of parity with internal lectureships.

For similar reasons the training of those already engaged in adult education or those who are anxious to take it up as a career should also be a high priority. Since a visiting director will presumably come out flying the flag of an 'expert', it should be well

within his powers to start at least a series of weekly seminars on the aims, organization and problems of adult education.

Exigencies of space will not permit me to deal with further problems here. I shall therefore content myself with taking a stand at the point when a visiting director is about to leave. This is the kind of future prospectus he should leave behind for his successor.

"The Director will be head of the extra-mural studies programme and will be responsible to the University Senats and Council for the organisation and general conduct of the programme. In particular, the Director will be required to consider and adjust the programme in the light of the special needs of the public. He will be expected to concentrate development on those aspects of further education involving serious academic study appropriate to a university. This may involve the development of courses on the following lines, in close collaboration with teaching departments within the University :

- (a) Refresher courses, including courses in fields in which there has been substantial development in recent years, e.g., Applied Chemistry, Economics, Physics, Statistical Studies.
- (b) Residential courses, including courses for those who have had no previous opportunity of pursuing university education.
- (c) Courses which will encourage studies to pursue a systematic curriculum, leading possibly to examination and some form of certificate.
- (d) Training courses of varying lengths for those engaged in the field of adult education either as teachers or as administrators.
- (e) At the discretion of the Director of the School of Education, an optional

course in adult education as part of the University Diploma in Education.

- (f) Sound radio courses organised in collaboration with Radio. The Director will also be expected to examine the possibilities opened up by the development of new media of communication, such as television.
- (g) To sustain the programme of research in the field of adult education to be conducted by the Extra-Mural Studies Department. The following areas of study may be appropriate :
History of Adult Education;
Comparative Adult Education studies;
Curriculum studies.

The University is aware of the importance of systematic courses of a general cultural value and it is hoped that the Director will retain and develop such courses as are of appropriate academic standard.

In addition to the general organisation of the programme given above the Director will perform the following duties, subject to such modifications as may be approved by the University from time to time :

- (a) Service on the number of committees, and linking the University with relevant outside organisations.
- (b) The development of close collaboration with teaching departments within the University, and with other organisations concerned with adult education.
- (c) The supervision of the programme of courses, including the provision of tutors.
- (d) The supervision of the educational services rendered to classes and tutors, viz., book supplies, visual aids, cyclostyle notes, etc."

METHODS OF COOPERATIVE EDUCATION

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I. INTRODUCTION

METHODS of education for the members and the employees of the cooperative movement in the context of developing movements in South-East Asia will be discussed in this article. No attempt will be made to examine the methods of cooperative education used in the Region.

The methods of cooperative education can be meaningfully discussed only with reference to the audiences. The two main types of audiences are the members and the employees. In addition to these two major audiences, education programmes may have to be directed at potential members in order to expand the area of influence of the cooperative movement. The sympathy and support of the social groups, such as youth, women and personnel working in the government development departments, could also be important for ensuring a coordinated development of the movement.

The paper has been divided into two parts dealing with education methods for members, and methods of training for the employees in the cooperative movement. Wherever possible, reference will be made to the methods suitable for social groups outside the cooperative movement.

Choice of Method

No single method it may be stated would generally serve the purpose in an education programme for any particular group of people in the cooperative movement. It will be necessary to use several educational methods together in order to produce the desired impact.

The important considerations in the choice of methods for any particular group

are the objectives of the educational programme, the subject matter to be taught, and the academic background and cooperative experience of the participants. For instance, if an education programme is formulated with the aim of organising cooperative societies, the methods suitable may be the organisation of propaganda meetings and group study by the potential members. At the propaganda meetings, the extension worker will try to interest potential members in the cooperative movement and will discuss with them the principles of Cooperation, the advantages of cooperatives and the technique of organising them. The potential members may then study the usefulness of a cooperative society in the context of their own problems, together with the techniques of its organisation.

Audience in the cooperative Movement

The nature of an audience will have a great bearing on the selection of methods. The analysis of members and employees in the movement should be with regard to their functions and responsibilities in their respective cooperatives. The members of cooperatives may be classified as: 1. Ordinary members. 2. Elite members and managing committee members and 3. Office-bearers.

The term elite members are those members of the cooperative societies who are actively interested in the work of the society and who, given proper training, would be potential leaders. A broad classification of cooperative employees are: 1. Junior personnel 2. Intermediate personnel and 3. Managerial personnel.

Social groups, outside the coop-

erative movement but interested in education programmes, may be classified as: 1. Those persons who are not in the cooperative movement, but who may be willing to join cooperatives. 2. Important social groups, such as youth and women. 3. Personnel working in the government departments, and 4. Leaders in the local self-governing institutions.

2. EDUCATION METHODS FOR MEMBERS

Techniques for Ordinary Members

The general body meeting provides an excellent opportunity for the members to learn about their cooperative society and the various aspects connected with it. At these meetings, the annual report is discussed and the broad policy of the society is defined. However, the general body meetings of cooperative societies are not usually well-attended and special efforts should be made to increase attendance. Frequent membership meetings may be organised; these need to be made attractive by arranging additional recreational and social programmes.

Mass Media

Mass Media includes radio, films and TV. Although a large number of people can be contacted through these channels, there are certain limitations. Unless they are used in a well-designed educational programme as for example in group discussions, the educational influence may be superficial.

Cooperative Publications

Newspapers, magazines and publications are the carriers of knowledge and can exert a great influence on the masses. The cooperative movement can utilise

newspapers to provide both members and the general public with information on its ideology, achievements and problems. If the newspapers brought out by other agencies are to be effectively used by the movement, the apex cooperative organisations should develop relations with the general press and feed them with articles, new-stories and other useful information.

The cooperative unions in advanced cooperative movements bring out magazines for members and also publications on socio-economic conditions and the cooperative movement. The family magazines viz., 'Vi' and 'Ic-no-Hikari' of the Swedish and Japanese Cooperative Movements respectively are good examples among such publications. Those journals deal not only with matters concerning Cooperation but include articles of general interest such as short stories, pictorial pages and children's comics. The advanced movements also bring out specialised periodicals for various categories of personnel, such as the board of directors, managers and accountants.

The building up of library and reading room facilities by various cooperative societies for their members is another instrument through which education can be carried to the members. The pioneering Rochdale Society, placed special emphasis on building up a library and providing quiet reading facilities to the members. It should be mentioned however, that the efficacy of printed material in the Region would be restricted on account of widespread illiteracy.

Techniques for Elite Members

Particular attention should be given to the "elite" members for several reasons: firstly, they are a potential source from which managing committee members are elected. Secondly, they usually take the lead in discussions and help in arriving at decisions at general body meetings. Finally, knowledge to the elite members is likely to be

passed on to fellow members in informal meetings between the two, since the former take more active part in community life.

Study Circle Method

The study circle method, which has yielded very good results in the Scandinavian countries and other advanced movements in the West, is particularly suitable for the elite members, the members of Managing committees, office-bearers and junior employees. It is useful in informing the members about the activities and the current problems of cooperative movements and in providing them with necessary education for developing leadership qualities. Another variant of this method is the group discussion method wherein discussion sheets are used instead of the study material. The discussion groups and the study circles can also be organised with the help of films, radio broadcasts and TV programmes.

Project Method

Under this method, the group carries out a project of local significance, such as the construction of a road or a warehouse required for the cooperative society. Members' participation in an activity of this kind, under the aegis of the cooperative society, increases the sense of member participation and often leads to pride of achievement among members,

Seminar Method

The seminar is an educational technique based on the active participation of members in discussions on the subject under study. There are two ways in which seminars can be conducted. One way is to include in the programme lectures from specialists, group discussions on selected questions, and plenary meetings to discuss group reports and the report of the seminar as a whole. Documentation may include selected readings and papers prepared by the lecturers on the subject under study.

The other method is to divide the participants on the basis of their specialisation into two or three groups, after a general introduction on the scope and methods of the seminar. The sponsoring organisation may prepare agenda notes on the topics included in the programme, and indicate, among other things, points for discussions. The agenda can be split up into two or three parts and each assigned to different working groups for discussions. After the groups have prepared the reports of their discussions, a plenary session may be organised to consider them. In both these forms, field visits may be included in the seminar programmes.

The first method of conducting the seminar is likely to give better educational results than the second, because of the use of expertise. A similar technique can be used in the training courses for employees as well. The mechanics of the seminar in the second form approximate those of the conference. It calls for much greater knowledge and experience on the part of the participants than the first method.

The practice of holding weekend seminars for the leaders of the primary societies is widely used by the advanced movements. The seminar technique can also be used with great advantage for leaders at the secondary levels.

Study Tour

The cooperative movement has made extensive use of this technique for the education of its members, leaders and employees. Members in a particular locality may be taken to see the working of a successful cooperative society in a neighbouring area and to observe for themselves the methods and practices followed by it. Study tours are also arranged internationally for leading cooperators of one country to study the organisational structure and operational techniques of cooperative movements in other countries. It is essential to plan the study tours thoroughly; other-

wise they are likely to degenerate into sight-seeing excursions.

Training Courses

Some cooperative movements in South-East Asia organise short training courses of the duration of two to three days for ordinary members and one or two-week courses for managing committee members. Such courses are generally organised in the members' localities and in the evenings when members have free time. The instructors go from place to place organising these courses.

The experience of several countries of South-East Asia in this field indicates that it is not possible to provide continuous education to the ordinary members through the training course method. Further, while the costs involved in conducting training courses are high, effect ordinary members is not great. It would, therefore, appear that an intensive education method, such as the training course, should be used mainly for the office-bearers and employees.

Resume

Cooperative education should be broadly based so that membership as a whole gains increased knowledge and provides support to the elected leaders in their societies. Further, a selective approach would be necessary, whereby the movement concentrates its educational activities on the elite members, a potential source of leadership, and elected members to equip them for the effective discharge of their duties in the societies. Finally, cooperative education methods should use democratic procedures are so that the members receive training in parliamentary procedures during the study programme.

3. Methods of Employment Training

A judicious combination of several methods with varying emphasis may be necessary with reference to the different types of employees. An important

consideration to be kept in view in formulating the training programmes for the employees is that these junior employees, who have shown ability and who are willing to put in the necessary effort for education, be able to assume more responsible positions through participation in courses at successively higher levels. Thus, while the elementary training courses for the junior employees may emphasise on-the-job training and practical work, they should also give the trainees some knowledge of the principles and structure of the cooperative movement.

Training Courses

The most common system of training is the organisation of courses. Quite often the movements in the developing countries are tempted to look to the universities for guidance in formulating the syllabi, and for deciding upon the training methods for the employees. However, the objectives of training programmes for cooperative employees are not necessarily the same as in the case of university education. The objectives of cooperative training are the development of skills among personnel in the performance of their specific tasks, together with the fostering of initiative and competence for analysis of problems as they arise.

Lectures

The traditional lecture method, in spite of many limitations, will naturally have a place in any system. Lectures are useful for presenting study material from a variety of sources to trainees in a systematic form; they also help students understand the various viewpoints on a particular problem or the implications of different situations. The teacher can open up new vistas of thought among his students through his wide-ranging knowledge and stimulate thinking on their part by well-directed reading.

It has been recognised that the work of the teacher can be

made more explicit and interesting through the use of audio-visual aids. The teacher may use various teaching aids and demonstration material, such as the black-board, maps, charts, film-strips. In a practical subject like Cooperation, the need for the use of audio-visual aids cannot be overemphasised. For instance, a teacher, who is trying to explain the stocking of goods in a consumer cooperative shop can do it more effectively through the use of slides showing arrangements of goods in a model shop.

Further, the lecture can be made more effective by turning it into a discussion between the students and the lecturer. After giving a short exposition of about 10 to 12 minutes, the teacher may pose leading questions and involve the students in carrying the discussion further. The teacher may also use the last few minutes of his lecture period for ascertaining the extent to which the students have grasped the subject and for indicating the reading material.

Group Discussion Method

The group discussion technique has already been described with reference to member education. In order to make group discussions effective in the training courses, it would be useful if the teacher suggests reading assignments to the trainees a few days prior to the discussion and asks them to read the relevant material before coming for the group meeting. The training class, if it is large, may be divided into several small discussion groups and the discussion carried out under the guidance of the abler pupils. Through this method, the trainees will learn parliamentary procedures so essential for the work in a cooperative society and will develop power of expression and confidence. The participation in group discussions may help the trainees to locate certain points in the lectures which they have not clearly understood and which they could later check with the teacher.

Practical Training

Practical training should acquaint the students in detail with the work of cooperative societies by creating an understanding of their problems, developing practical skills for specific jobs and training the students in locating and solving the problems. The main methods of practical training are outlined below:

Practical Assignments

The trainees could be given practical assignments depending upon the aims to be achieved. For instance, the shop assistants in a consumers' cooperative shop may be asked to handle the customers and the necessary weighing machines. The senior executives being trained for managerial tasks, may be given assignments involving specific problems, such as analysing the capital problems of a society and suggesting measures to develop funds for achieving efficient operations. The trainee may be assigned a responsibility to do the suggested reading and to prepare a paper on a particular subject. The paper can then be discussed in a seminar between the teacher and the trainees concerned. The discussion may be carried out in such a manner that it will stimulate and provoke discussion. Such a system will develop in the students faculties of independent study and thinking together with a capacity for critical analysis and expression of ideas.

Observation Tours

The trainees may be taken to visit primary and secondary cooperative institutions to familiarise them with the organisational structure and activities of cooperatives and to give them an opportunity to discuss problems with the leaders and officers of cooperative societies. Some precautions are necessary in order to make the observation tours fruitful. First, the trainees should be given a broad idea about the society to be visited and they should be asked to formulate questions through

which further information could be collected. Secondly, the number of trainees to be taken to an institution should not be very large. Thirdly, a trained guide or a lecturer may accompany the trainees so that the programme is conducted on proper lines. However, the tours have some limitations. They can be too hurried and so may give only a superficial idea to the trainees.

Participation in the Work of Cooperatives

The trainees should be attached to a cooperative institution for a fixed period of time to carry out certain duties under the guidance of an officer of the society. The tasks that may be assigned to them should be similar to those they will be called upon to perform later in a similar institution.

Such on-the-job training is useful for the purpose of developing skills among the trainees and for informing them about the typical problems they are likely to face in their work. It would also enable the trainee to study much more closely the organisational set-up and the operational practices followed. However, this kind of training demands considerable attention and time from the officer of the society to whom a trainee is attached. The officer should have a sympathetic understanding of the trainee's problems and should be aware of his own contribution towards his training. Quite often an officer immersed in his daily tasks, may be unable to give the trainee undivided or adequate attention. Such a situation considerably diminishes the value of on-the-job training.

Further on-the-job training is likely to turn out to be purely procedural unless adequate care is taken to see that the student comes in touch with the day-to-day problems of the cooperative society and the manner in which these problems are dealt with. In order to achieve this object, they should be attached to senior officers and even associated in the preparation of the agenda papers

for meetings and reports on various problems and projects, as also with the deliberations of the managing committee.

Case Studies

In physical sciences, the student acquires practical knowledge by carrying on experiments in the laboratory. In the social sciences the laboratory is the society or organisation in which the student must study life situations in order to acquire first hand knowledge. This applies to the cooperative movement also. Case studies and research are important tools of practical training since they give students an insight into the problems of the cooperatives and train them in methods of collecting and analysing relevant information. The students may also develop judgment, since they will be asked to suggest approaches to deal with the problems studied by them. From the point of view of training the students' minds, developing their critical faculties and the ability to deal with actual life situations, the case study method is likely to be of great value.

Some Questions

We have discussed above various methods for classroom teaching and the practical work for students, which can be used in the training courses. An important question to be considered now is whether lengthy training courses should be organised, giving intensive basic training for certain categories of employees, or whether the training system should comprise of a series of short courses. The ICA Regional Seminar on Cooperative Employee Training organised by the ICA Education Centre in October 1964 had indicated that a majority of cooperative institutions in the Region were not in a position to release their employees for long periods of training as it involves employment of substitutes. This means that the courses should be of shorter duration. Also, many junior employees without a certain basic academic qualification, are not in a

of the advanced training. If short training courses are devised on a ladder system i. e., at successively higher levels, it would be possible to give the junior employees advanced courses.

The second question relates to the possibility of combining, for training purposes, into one programme the study circle method, practical work being done by the employees during their employment period with the society, and the short training courses. Such a combination will help to ensure that the costs of training programme in the developing movements are kept as low as possible; or to say it in other words, the maximum possible benefits will be derived from the limited resources available for training purposes. While some practical training during the training courses is essential, the work being done by the employee in his cooperative organisation could be arranged to link it with his practical training. The employees who are undergoing such training programmes should be properly guided and supervised by an

necessary that the person supervising the work of the under-study, be given some direction, as also some remuneration for the work to be done by him. In small societies, the supervisor may be the manager himself while in the bigger societies, the supervisor may be the departmental head or the immediate superior of the employee concerned. The employee could also carry on studies through the study circle method, while he is working with the society. Such an integration of practical work done by the employee in his society itself combined with the study circle method and the ladder system of training courses, will provide an economic and effective system of training courses for the developing movements. Secondly, since integration between the theoretical teaching and practical work would be established, such a system will not have problems of transfer of trainees from the classroom to the field.

4. CONCLUSION

We have discussed a variety

of methods for member education and employees training. For general membership, the methods mentioned included general body meetings, mass media, and cooperative publications; for the elite members, who would be potential leaders and for the elected members who need training in their present tasks, some intensive education methods requiring greater effort on the part of the participants were outlined. The methods suggested in this connection were those of the study circle, group discussions, projects seminars, conferences and training courses. With regard to employee training, the importance of suitable combination of theoretical and practical training during the training course was emphasised. However, an overwhelming emphasis on the training course alone in the employee training system would be extravagant for developing movements. It was therefore suggested that the work of the employee in his society, study circle course and training courses should be suitably integrated in order to bring about the desired results.

STATEMENT ABOUT OWNERSHIP AND OTHER PARTICULARS ABOUT NEWSPAPER (INDIAN JOURNAL OF ADULT EDUCATION) TO BE PUBLISHED IN THE FIRST ISSUE EVERY YEAR AFTER LAST DAY OF FEBRUARY.

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Report of the Role of Schools and Universities in Adult Education (Sydney) (1964) Melbourne, Australian Association of Adult Education, 1965, 128 p. Price \$ 1.

THIS is a report of the Unesco Seminar on "The Role of Schools and Universities in Adult Education" held in Sydney in 1964.

The Seminar examined the contributions of adult education to social and economic welfare in developing countries and discussed the problems associated with the work of universities and schools in adult education with special reference to those problems in developing communities.

The seminar divided itself into two commissions—one on the Role of Universities in Adult Education and the other on the Role of Schools in Adult Education. Each commission had given its separate report. Certain common problems were discussed by both the commissions.

The report contains two background papers namely 'Social Change in South-East Asia' by C.D. Rawley and "Adult Education needs for the Deve-

two seminar papers on the role of universities and schools in adult education written by W.J. McCallion and M.B. Gaffud respectively are also included in the report.

This problem was dealt in the Montreal and Saigon conferences but the study in depth the specific roles which school system and universities should play in adult education was done only at Sydney Seminar. This study is significant in another way. It was the first study undertaken for countries of the Asian region. The seminar like other previous conferences of Unesco emphasised in strongest terms the urgent need for the immediate and rapid expansion of adult education.

The question whether the Universities should play an important role in the promotion and development of adult education is being widely discussed in this country and this volume undoubtedly will serve as a useful base for further discussions on this topic.

The copies of the report are available from Australian Association of Adult Education, 256, Flinder Street, Melbourne, Australia, at a cost of \$ 1.00 post free. Those who will place an order for 10 or more copies will get for half a dollar each.

J.L. Sachdeva

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Shramik Shiksha Sadans to be Started in Delhi and Bombay

UNESCO is assisting the National Fundamental Education Centre to set up two Poly-Valent Centres (Shramik Shiksha Sadan) for the education of workers during 1966-67. These Centres will provide educational facilities of a varied type to suit the needs of the workers in the present day Indian Society.

A study-group was held in New Delhi from February 17 to 28 to suggest guidelines for the organisation of Shramik Shiksha Sadan, which would seek to combine literacy with citizenship and vocational education, and will bring the benefits of cultural institutions within the reach of the workers.

The study-group was inaugurated by Professor W.E. Styler, Director Department of Adult Education, University of Hull, England.

In his inaugural address, Prof. Styler said that Institutions like Poly-Valent Centres are very important for industrial development of a country. He added that such Centres are versatile institutions and should cater to all needs of workers and thereby endeavour to serve the needs of the changing society. He traced the history of workers Education in Great Britain by pointing out that institutions of this type played an important role by providing general, technical and commercial education to workers. He was also of the opinion that such institutions have proved successful in countries like Singapore and Yugoslavia.

In view of India's socio-economic conditions of workers, he expressed the hope that Poly-Valent Centre would serve the needs of the workers in this country. He suggested that these institutions should be multipurpose in nature and go on changing their functions as necessitated by the changing needs and requirements in this country.

Among those who presented papers, during the discussions were Dr. T.A. Koshy, Dr. H.P. Saxena and Mr. S. Tonkovic. Dr. B.N. Datar, Shri B. S. Randhawa, and Shri V.S Mathur took part in Panel discussions.

In the general discussions on "Programming of Vocational and Technical Education of Workers" questions were asked whether it would be advisable to include technical education under the programme of Poly-Valent Centre, as there are already some organizations having programme of technical education? It was observed that Poly-Valent Centre was an experimental project to see how an integrated programme of Education of Workers would function.

The Poly-Valent Centres would not compete with the existing programme of technical education but would prepare workers for better utilisation of existing technical training, develop vocational training in those trades which are not available at present and offer vocational training for the self-employed workers

Later initiating the panel discussion, Shri V.S. Mathur, Regional Secretary ICFTU pointed out that a programme for Education of Workers aims at helping them to equip themselves to do their duties better as workers, as citizens, as family members etc. He said that the role of education should be to make the worker aware of his obligations and responsibilities. He observed that the condition of workers in India is depressed and often they are harassed. In this context he emphasized the role of education in enabling trade unions to strengthen the workers' movement and thereby bringing about better conditions of work for them. He was of the opinion that education should aim at developing intellect and character of workers. In achieving all these objectives the role of Poly Valent Centre was emphasised. Various agencies namely government, management of industries, local authorities etc., he said, could take the responsibilities of educating the workers.

Dealing with methods, Shri Mathur said that methods of teaching largely depend upon the subject matter, availability of material and purpose and hence vary from place to place and one course of study to another.

Replying to a question on distinction between general education and participation education, Shri Mathur said that Adult Education refers to the age of the learners and is broader in scope whereas workers education is education with greater emphasis on problems of workers. Participation education he felt should aim at educating workers for more participation in the affairs of industries as well as local governments. Shri Mathur favoured the idea that vocational education should form a part of education of workers. On the question of syllabus Shri Mathur pointed out that it would be unwise to prepare a fixed syllabus for education as the content would always depend upon needs and capacities of workers and the objectives of the course.

Concluding his presentation Shri Mathur observed that participation of workers need not be confined to industrial functions alone but education must help workers to participate in various activities outside the factories, as citizens, as members of their trade unions and members of the community at large.

The Study Group ended on February 28, when Shri L.S. Chandrakant, Joint Director, National Council of Educational Research and Training delivered the valedictory address and congratulated the participants for drawing up a blue-print for the Centres to be started in Delhi and Bombay.

Nehru Literacy Fund

The following donations to the Nehru Literacy Fund were received during the last month:—

Miss Ruth D. Kolling	Rs. 95—00
Inspector of Schools, Sawai Madhopur	„ 65—21
Lady Supervisor Social Education/Mobile Squad, Patiala	„ 185—58

Total Rs. 345—79

Youth Rally in West Bengal

A rally of about 5,000 rural youths was organised by Adarsha Vidyalaya, Jagatpur (West Bengal) as a part of the annual function of the Vidyalaya to enrol one hundred one youths between the ages of 16 to 25 for undergoing a correspondence course for Rural Leadership. Shri Satyen Maitra, Associate Secretary and Shri Saligram Pathik, Convener, Rural Adult Education Committee attended the rally on behalf of the Indian Adult Education Association. Mrs. Welthy Fisher founder of Literacy House, Lucknow was also present at the meeting.

The General Secretary of the Association, Shri S.C. Dutta sent the following message on the occasion:

“I am very happy to know that the Adarsha Vidyalaya is holding its annual function. I send my good wishes for the success of the Vidyalaya and the various programmes that you are planning to launch, to make the Vidyalaya the Centre for social and economic development of the area.

The most important and strategic section of the rural population is the farm youth. By nature, tradition and temperament, he is fitted for the role of an agent of change and therefore of development. If you can mobilise the youth of the area and prepare them through education for providing leadership to the rural people with a view to bringing about change in their attitude and helping them to lead better and more satisfying life, you will be doing a great service to the motherland.

A peasant by nature is conservative. Educational processes will have to be utilised to bring

Rajasthan Adult Education Conference

THE Rajasthan Adult Education Conference was held in Jaipur on February 28 and March 1. Dr. Mohan Sinha Mehta presided.

The object of the Conference was to strengthen the adult education movement in the State by bringing together the various agencies in the State doing adult education work and establishing concord and co-ordination in their work. The Department of Adult Education of the Rajasthan University took a leading part in convening the Conference and the Director Shri Uma Shankar Gour worked day and night to secure the cooperation of all the agencies in the State.

The Conference also attempted to present to the general public the clear meaning of adult education.

Addressing the Conference, Dr. Mehta said, “the education of an individual begins when he is born and ends with his death. We should accept the concept that education is a lifelong process.”

Speaking about the removal of illiteracy, Dr. Mehta said, “it should be treated like a national emergency, in fact as a social calamity, for which a country-wide campaign has to be organised, in which the Government, non-official agencies and individuals of character, influence and experience should join hands and work together.”

About the future plan of Adult Education in Rajasthan, Dr. Mehta said, “a mixed council (of official and voluntary workers) should be set up for organising programmes of Adult Education in Rajasthan. It should function independently. This body should be provided appropriate resources and have the services of competent workers.”

Concluding, Dr. Mehta said, “Education of the adult is urgent. It alone can save us from catastrophe.”

The Conference decided to form the Rajasthan State Adult Education Association with Shri Ram Niwas Mridha as President.

about a change in his attitude, knowledge and action. We have to broaden his mental horizon and inculcate in him a belief that improvement is possible by hard work. This will make him work for a change. The rural youth is the best instrument to bring about this transformation and I have full faith that the youth of your area will rise to the occasion and fulfil the task history has cast on them.

Once again, I wish you success in your very difficult and challenging but patriotic endeavour.”

WELFARE PROJECT FOR U.P. WOMEN

PRAI'S PIONEERING EFFORT

The Project Advisory Committee of Women's Programme, organised by the Planning Research and Action Institute of U.P. met on April 4 in Lucknow, under the chairmanship of Shri Anand Sarup, Director PRAI. Among those who attended the meeting were Dr. Welthey Fisher, Shrimati V. Kercood, Dr. Zafar Hasan, Shrimati Sarla Garg, Shri S.C. Dutta and a number of officials representing the various State Departments cooperating in the programme.

IN a brief review of the work done, the Specialist Women's Project, Kumari Renuka Biswas, stated that the Pilot Project was started in 1958, with a view to (a) define a programme content for women's welfare programme, (b) define methods and contents for implementation of the programmes, (c) define a suitable organisational pattern for executing the women's programme and (d) define suitable working conditions for women extension workers. The findings of this Pilot Project were put to test in two areas, one at Mahewa, Etawah and another at Khalilabad (Basti). The Test Projects I & II were started in 1961 and 1962 respectively.

As a result of the Pilot Project experimentation a programme named Improved Home Living Extension Programme which covers health, home arrangements, rural arts and crafts and social education was evolved. This is a dichotomous programme with two facets (a) theoretical education and (b) related practices.

For implementation of this programme extension method, defined as family approaches, group approaches and community approaches, institutional approaches and activity approaches were extensively used.

As regards the organisational structure, the field work of the block was organised with a Sangrahalaya in the block headquarters and four Home Units within its 5 miles radius. Sangrahalaya was organised with a team of three, consisting of one Asstt. Development Officer, one Gram Sevika and one Mukhya Sahaika. The Home Unit teams consist of one A.D.O., 2 Gram Sevikas and 2 Mukhya Sahaikas per Home Unit. The whole project was guided and supervised by a Jr. Associate.

The Gram Sevikas are entrusted with the responsibility of maintaining the Home Units as a model home-cum-demonstration centre and of keeping constant contact with Sangrahalaya which functions as experiment-cum-demonstration-cum-training centre.

In the course of this experimentation, attempts were made to develop local leaders who would be able to pursue the work independently on the withdrawal of the research staff. In all the main villages Mukhya Sahaikas and in the attached villages Gram Sahaikas were recruited and trained for this purpose.

Some institutions also are developed viz., Mahila Goshti, Yuwati Agrani Dal and Bal Goshti, which have been taking root in the rural community.

These findings are being tested in the Two Test Projects, which are considered as the evaluation of

Editorial Board

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the Pilot Project.

During 1961-63 great emphasis was laid on extension of the Improved Home Living Extension Programmes in maximum number of families. In 1963-64 the emphasis was laid on programmes pertaining to two basic problems: (a) income and (b) education. It was felt that for effective implementation of such an education programme containing multifarious items, some tangibility was required in the programme achievements. With this purpose in view kitchen garden programme in Pilot Project and Test Project I was emphasised for increased production of vegetables with nutrition bias.

Within the framework of Improved Home Living Extension Programme two more projects (a) Project for Eradication of Illiteracy and (b) Experiments on Income Projects were started considering all aspects of a business such as exploration of raw materials, market trend, training facilities and other resources, were undertaken in Pilot Project area from 1963-64. But at the same time Improved Home Living Extension Programme continued in that area. As a result of these experiments in income projects, Income Project Complex PDP and Income Projects Khalilabad were started as separate Pilot Projects in 1965-66. The project for eradication of illiteracy has been prolonged up to March '66 in order to complete the measures suggested after previous years working.

In Test Project I the experiment was confined to sewing of ready-made garments, doll-making and printing and dyeing, while in Test Project II experiments were conducted in manufacture of Tatpatti.

During the last year prior to starting of the evaluation of Pilot Project, a need for setting up criteria of achievements for all projects was felt. Moreover, it was observed that coverage of all items of such a variegated programme was not possible by the workers, many of them being new and untrained in the programmes and procedures of these projects. Considering these facts, it was decided that :

- (a) 33% coverage of total number of families would be attempted.
- (b) Coverage of core items would be emphasised, and
- (c) All records and documents would be systematised in view of the final evaluation.

A small study on the organisations of institution programmes was also undertaken in Pilot Project in 1965-66. The Goshthi Programmes viz., Mahila Goshthi, Yuwati Agrani Dal and Bal Goshthi are introduced in all the projects after experimentation in Pilot Project. These were so long used as institutional approach for educating women and children in various items of Improved Home Living Extension Programme. But through experiences we found that these were not only means to an end but

Training for Farmers, Soldiers and Workers

Village mosques are used both for schools and for adult education and literacy classes in Afghanistan, where country folk are being taught in programmes operated by the Department of Rural Development.

Illiterates drafted into the army are taught to read and write. Literacy is also taught to workers by training programmes connected with big construction jobs involving roads, dams, irrigation, land reclamation, hydro-electric plants, gas works, cement factories and textile mills. Forty thousand have been reached in this way during the past five years.

Women's welfare institute centres have been set up in many cities to train women in literacy and handicrafts. They also offer formal school education.

Unesco Team For Literacy Plan

A five-member UNESCO mission to help the Government of India prepare projects for assistance from the U.N. Special Fund for the eradication of mass illiteracy arrived here on April 7.

The mission is headed by Mr. A. Deleon, coordinator and director of the department of adult education and youth activities at UNESCO Headquarters in Paris.

The four experts in the mission will stay in India for about two months and visit some State capitals before completing their work. Mr Deleon will stay in the country for 10 days.

The mission will assist the Union Ministry of Education in preparing projects under the literacy programme for submission to the U.N. Special Fund for appropriate financial assistance and is sponsored by UNESCO in collaboration with F.A.O. It has been given the task of putting special emphasis on the education of farmers, since a very large proportion of illiterates in this country are agriculturists.

could be considered as ends in themselves. Thus these also form a part of the programme content.

So long all the programmes of Women's Programme have been confined to the plains. Some study dealing with the problems of hill women could not be envisaged until now. It is encouraging that the State Government has accepted a study-proposal related to welfare of hill women in the Fourth Five Year Plan.

RAJASTHAN ADULT EDUCATION ASSOCIATION FORMED

A voluntary state-wide association to foster and coordinate adult education activities in Rajasthan was enthusiastically established on March 1, at the climax of the two-day Rajasthan Conference on Adult Education. Although the conference-sponsoring Department of Adult Education drafted a proposal for an association, it did not anticipate such an overwhelming acceptance of the plan. But the idea of a state association was on everybody's mind. At the beginning of the Conference, Education Minister Brij Sunder Sharma suggested, adult education associations be formed at several levels, and before the Department presented its proposal at the end of the Conference, every one of the Conference's five discussion groups had recommended a state organization.

The new Rajasthan Adult Education Association will strive to stimulate and coordinate all forms of adult education in Rajasthan. It will serve as a central bureau for information and advice concerning adult education in the state. It will try to develop a sound base of ethics and practice among workers engaged in adult education activities.

The Rajasthan Adult Education Association will cooperate with organizations in other states and will work closely with the Indian Adult Education Association.

First President of the new Association will be Shri Ram Nivas Mirdha, the Speaker of the Rajasthan Assembly. Dr. Ram Behari, Vice-Chancellor of Jodhpur University, Shri V.V. John, Director of College Education, and Rani Sahiba Masuda will serve as Vice-Presidents, Shri Ram Singh, Joint Development Commissioner as Secretary, and Shri Khel Shankar Durlabhji as Treasurer. Twelve others were elected to serve on the executive committee.

Prof. M. V. Mathur, Vice-Chancellor, Rajasthan University, presided over the opening session of the Conference held on February 28.

The Conference was quick to take up the problems of spreading continuing education throughout Rajasthan. Adult education involves much more than adult literacy. It means the provision of educational opportunities to fit the changing needs of all men and women, regardless of age, and regardless of previous educational background.

In the keynote address of the Conference, Dr M.S. Mehta expressed concern that there is little awareness in India of the full scope of adult education, but there was none of this unawareness among the delegates. Most of them arrived with a strong belief in the necessity for a major effort in adult education, and their discussions were centered on how the programme could be best carried out.

The ready acceptance of the concept that continuing education should be provided to not only illiterates but all adults was reflected in the variety of the participants' backgrounds. The 91 delegates represented colleges, secondary schools, training

centres, development blocks, education, cooperatives, the Rajasthan Departments of Health, Labour, Prisons, and Social Welfare, and the University.

The delegates spent a good deal of the two days in five discussion groups and most of the groups reached similar conclusions.

There was general concern that unless the concept of continuing education becomes widespread, the programme will proceed slowly. Several groups suggested that an advance campaign be conducted to popularize the idea of adult education, and one group went so far as to recommend a special "Adult Education Day" for this purpose.

There was also general concern that the persons—invariably teachers—who were to carry out the adult education programme be adequately trained. There was a number of recommendations for special training courses and special teaching manuals for teachers of adults.

More than anything else, these group deliberations demonstrated the readiness of educators in the state to face the problems of adult learning.

In addition to the establishment of the Rajasthan Adult Education Association, the full Conference made three recommendations. It suggested that the Rajasthan Government establish a "model" library along the lines of the national model library. It also recommended that women in the state be given more educational opportunities, and that all organizations involved in adult education be granted funds to conduct research projects.

Before the Conference broke up, a majority of delegates expressed a desire for another state-wide conference within six months, but no formal resolution was passed.

Rajasthan Literacy Targets

Earlier, addressing the Conference, Shri J. S. Mehta, Special Secretary for Agriculture said, "Rajasthan will step up its literacy campaign significantly in the Fourth Five Year Plan. The target is to make 32 lakh adults literate as compared to approximately 5 lakhs adults under the Third Plan.

Special emphasis will be given to the education of members of Panchayats, youth groups, mahila mandals, and cooperative societies, he said, because these groups play an important role in the development of India. The system of cash prizes as incentives for individual teachers and panchayats will be retained under the new scheme. All educated persons will be encouraged to teach literacy classes, although the main burden of teaching will fall upon teachers and senior students. All literacy teachers will receive a 7-10 days training.

Each literacy class will last five months, said Shri Mehta. To ensure that new literates retain their knowledge and become functionally literate, he said,

(Continued on page 4)

Dr. Mehta Visits Canada

Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association left New Delhi on March 21, for Bangkok on his way to Vancouver, where he will act as a Consultant to the British Columbia University on their India Studies and Hindi-Studies programme. He will also have discussion about the Centre of Continuing Education, set up in Jaipur by the Rajasthan University.

Dr. Mehta will also address the Canadian Clubs on Sino-Indian Relations in various cities of Canada.

On his way to Vancouver, Dr. Mehta will visit Hong Kong, Tokyo and California to see adult education work and to have discussions with adult education leaders in these places.

During Dr. Mehta's absence from India for about two months Shri R.M. Chetsingh will act as President of the Association. Shri Chetsingh is one of our Senior Vice-Presidents and is a founder of the IAEA. He represented India at the Montreal Conference on Adult Education.

Dr. Kidd to Deliver Quance Lecture

Dr. Roby Kidd, at present on an assignment with the Adult Education Department of the Rajasthan University, left New Delhi for Canada on March 26 to deliver the Quance Lecture at the Saskatchewan University, Saaskatoon. Dr. Kidd will return on April 20.

On his way to Canada he will break journey in London, where he will have talks with Prof. Frank Jessup of Oxford University about development of University Adult Education in India and the possibility of assistance from the Oxford University in this task.

(Continued from page 3)

a four-point follow-up has been planned. Villages will be given libraries of reading material suitable for neo-literates, he said. As many as 200 regional centres will be established throughout the state to enable literates to continue their education. A weekly newspaper for new literates will be published. And special adult schools in urban areas will be started.

During the Fourth Plan, the Department of Education will spend Rs. 142 lakh on adult literacy and education, Shri Mehta said, plus Rs. 39 lakh for the improvement of libraries and audio-visual education. The adult education programme will also be supported by the Departments of Development and Social Welfare.

In the discussion groups several suggestions for improvement of this programme were made.

It was also recommended that the campaign be started in areas adjacent to cities, that teaching be organized on a family basis, that preference be given to persons between the ages of 14 and 25, that all employees of panchayats be required to become literate, and that literacy teachers be given credit for their voluntary work in their confidential report.

Mujeeb for Turkey

Prof. Mohammad Mujeeb, Vice-Chancellor, Jamia Millia and Treasurer, Indian Adult Education Association, left New Delhi on March 31, for Ankara for a lecture tour of Turkey. He will return to New Delhi on April 20.

Social Education Day in Madhya Pradesh

According to a delayed report, Social Education Day on December 1, 1965 was celebrated at State, District, Block and Village levels in Madhya Pradesh.

At the state level, this day was celebrated by the Directorate of Panchayats and Social Welfare in Indore city. A meeting presided over by Mr. Laxman Singh Chauhan, Mayor of Indore Municipal Corporation was held. It was addressed by the Finance Minister of the State, who described the progress made in social education in the state. An exhibition of pictures reflecting social and other welfare services of the state was arranged and was visited by over 1500 people.

At the district level committees on social education were formed to draft out programmes for this day. The celebrations started with 'Prabhat Pheris' taken out by the school children. In the evening public meetings were arranged. At every meeting an official from the District Panchayat and Social Welfare outlined the various programmes of social education carried out in their districts. Exhibitions of books, posters and pictures depicting social education and family planning were arranged.

Out of 452 Blocks in the state, 309 celebrated this day. Similar programmes were carried out in the Blocks.

In villages 'Prabhat Pheris' were taken out and the general cleaning of the villages was done. Slogans like 'illiteracy is a stigma' and 'thumb impression is a sin' were raised. Meetings presided over by local Sarpanch were organised. Exhibition, dramas and film shows on social education were also arranged in many villages.

Summer Course in Adult Education

A summer course on the Principles and Methods of Adult Education will be offered by the Department of Adult Education, University of Rajasthan, Jaipur, beginning May 9.

The course has been planned for mature persons who have a direct concern with the planning and organization of a major programme in adult education. It is particularly designed for college extension directors, librarians, secondary school administrators, and extension officers.

The course will deal with the concept of adult education, its history and development, methods and techniques, learning theory, organization, administration, finance, and curriculum planning and evaluation.

The course will be directed by Dr. J.R. Kidd and he will be assisted by Shri U.S. Gour, and Dr. James Draper and Mr. Knute Butedahl of the University of British Columbia. Special presentations will be given by distinguished educationists.

THE EVENING INSTITUTE

A British Adult Education Institution of current interest to Indians.

WHEN I was in Delhi in February it was interesting for me to be present at the National Fundamental Education Centre at the opening of a study group on poly-valent centres.

Experimentally two of these are to be established; one in Delhi and one in Bombay. They will provide general education courses, social education, technical and vocational education at the lower levels, and cultural and aesthetic education. They are important because they recognize the need for **new adult education institutions in urban areas** which will provide for those with a satisfactory basis of school education without being equipped to take part in any form of higher education.

As I said to the group this kind of centre is well-known in the United Kingdom, where it is now called generally the **Evening Institute or Institute of Further Education**. There are many of these, in all parts of the country, provided by the Local Education Authorities. The number of people who attend them is to be counted in millions rather than thousands. They have not been brought to the attention of Indian workers in adult education because they belong to the Local Education Authorities, and when the officers of these bodies visit India they are usually concerned with general school education rather than adult education.

The Evening Institutes began as the **night schools** of the Victoria era. India had night schools at the same time but their history was not as successful. The Indian night schools are part of the history of literacy education in India, the British night schools developed into a more stable and regular feature of educational provision.

Originally the Evening Institutes provided opportunities for general education for those who

had sufficient schooling. They existed for the poorer sections of the British community, particularly for young people who had recently left school.

In due course, they became **important in industrial and commercial education**. Young people would attend there to acquire the rudimentary knowledge and skills necessary for them to make progress in their work. Some employers would insist that their younger workers, especially apprentices, should attend them and would usually pay their fees.

Until the outbreak of the Second World War in 1939 they were mainly for young people and performed the functions I have described. A new element which came in, however, was what were called "**recreative evening classes**". These provided opportunities for older people to develop knowledge and skills interesting to them for their own sake. In due course they changed the character of the Evening Institutes.

Nowadays the technical and commercial education young people need is largely provided by special institutions for this purpose, Technical Colleges, Commercial Colleges, Colleges of Art, and Colleges of Further Education. Often the young people attend full-time, frequently they are especially released from work by their employers for a whole day each week (perhaps even for two days) to attend them. The Evening Institutes still do some of the general and vocational education for young people but *the majority who now attend them are adult following non-vocational courses. Many are connected with various aspects of home-making and family needs. Women attend classes on cookery, dress making and millinery, men attend classes on cabinet-making, and people of both sexes attend classes on upholstery.* Since

more than a third of British families now have their own cars *classes on car-maintenance are very well supported.* In addition to these useful subjects *there are classes on painting, flower arrangement, various practical aspects of music, drama, and elocution. Foreign languages are widely studied,* sometimes by young people preparing for an examination, sometimes by older people, either because of pure interest or with a holiday abroad in mind. One Institute I know, which is near the sea, caters for a growing form of recreation through a class in small boat building. There is nothing, in fact, that Evening Institutes are not prepared to arrange if they know that a demand exists—their motto might well be "what you want to know we will teach". The universities and the Workers' Educational Association now often add to the variety of subjects offered by arranging classes in philosophy, economics, history, music, sociology and other academic subjects in them. As will be seen they are truly "poly-valent" centres with an astonishing capacity for adapting themselves to the changing features of the age in which they work.

The teaching in them is usually very good. While a good number of the teachers are trained professionals engaged on a part-time basis many others are specialists in the fields in which they teach but not teachers by profession. Thus the woman who teaches millinery may be a milliner, the man who teaches car maintenance may be a skilled worker from a garage, and so on. At present the first steps are being taken to provide people of this kind with basic training in the art of teaching. This is very important because there is in progress what the *Observer Magazine* called "an explosion in adult education"

A Literate Electorate Vital For Democracy

By C.V.H.

INDIAN democracy, based on adult franchise, is a political device, which has been proclaimed as an indication of our progressivism. One does not certainly want to derate the credit this claim inheres. At the same time to be realistic it should be realised that democracy operating

and more non-trained teachers will have to be used to cope with the demand. Another slogan that may become important is "if you know something well we will teach you to teach it."

Many of the Institutes are still located in schools which are occupied by children during the day time. But in some parts of Britain local authorities have begun to provide special premises, in many cases attached to schools. Some Institutes now have full-time principals and some are grouped together under an area principal. The Local Education Authorities are appointing an increasing number of full-time officers to organize this kind of work.

In view of the massive support the Institutes are now receiving it is probable that their real history is only just beginning. They will grow larger and will increasingly become vitally important **community institutions**, known to everybody in the localities in which they exist. They can be as important as schools, colleges and universities in creating what has been called "an educative society." Perhaps they will even be more important than schools and universities: after all anybody aged twenty who lives to be seventy could attend an Institute regularly for fifty years of his life, learning the various things which changing interests and growing age made attractive to him. The Evening Institute can be important to a man or woman when full-time education is half a lifetime away in the past.

—W.E. STYLER

through a parliamentary system under which every adult has the vote cannot be a self-sustaining political mechanism unless those possessing the suffrage can exercise their right to vote in a discriminating manner.

Complementary to adult suffrage, therefore, is the constitutional provision that compulsory and free primary education should become universal within ten years after the commencement of the Constitution. The objective is still far from being achieved.

While the Constitution directs the universalisation of free and compulsory primary education within a decade, it is silent about the eradication of adult illiteracy, which is a vital pre-condition to ensure that the adult population of men and women play their part as the "political sovereign" in an effective manner. This consideration seems to have escaped the attention of the constitution-makers, as it apparently escaped that of the planners subsequently.

Some vital statistics are relevant in this context. During the decade 1950-61 literacy percentage in India had risen from 17 to 24 and the number of literates from 59 million to 105 million. The annual literacy growth rate was thus 0.7 per cent, but this has to be set against the annual population growth rate of 2.15 per cent. The number of illiterates in 1961 was 334 millions compared with 298 millions in 1951 and thus every three in four adults are illiterate. This represents a somewhat paradoxical situation as on the one hand there is a steady increase in the number of literates and on the other a steeper increase in the number of illiterates.

Big Handicap

The Constitution thus started with a heavy backlog of adult illiteracy, which means it had started with the severe handicap of the vast proportion of the

voters being, literally, ignorant of their rights and responsibilities as citizens of a sovereign democracy. It is another matter that they have exercised that suffrage in large numbers, as the percentage of voting at the three general elections held since 1952 indicate. But who can say how they would have exercised that right, if the 330 million and odd adults population (or the overwhelming proportion of them) had the benefit of formal education? This is a fascinating subject for speculation: but it is a subject in which different political parties, which are vitally interested in the results of the voting process, may usefully conduct some research. Presumably, if India's adult electorate which cast its votes at the elections could appreciate the nuances of the programmes and policies of the Congress, the Socialist, the Communist or the Jan Sangh parties the voting pattern and India's political development may probably have been different.

Apart from that, promotion of adult literacy or the eradication of adult illiteracy has significance from the larger standpoint of national, economic and social development. We cannot have a huge mass of illiterate voters and a full-fledged parliamentary system of Government existing side by side without creating conditions in which the pace of our national development becomes inevitably slowed down. The economic and social development plans, which are being implemented during the last 15 years, necessarily called for the active and intelligent participation of the adult population—a condition which is only very inadequately fulfilled in a situation of wide-spread illiteracy.

If this is a positive disadvantage, a negative disadvantage is that the 334 million illiterates (their proportion must have increased since 1961 *pari passu*

with the increase in the population) constitute a continuous drag on national development. The loss on this score is incalculable because it is imperceptible. The huge financial investments that are being made in the development plans would certainly have yielded much more extensive and rewarding physical results if they had been accompanied by a corresponding "investment in human resources" represented by a planned programme for liquidating illiteracy among the adult population. Moreover, it has facilitated a situation which affords scope for extremist, if not anti-national, political elements to exploit the masses for subversive purposes. An illiterate electorate cannot erect the requisite protective defences for itself against such exploitation.

Realistic View

From any standpoint, therefore, a large-scale (if possible, a country-wide) adult literacy programme is desiderated during the next plan period. But on a realistic view we have also to reckon with the fact of our limited resources in funds on the one hand and the need for a massive organisational effort and build up on the other to ensure successful implementation of the programme. A massive programme of the kind desiderated in this regard has to be assured further of uninterrupted and continuous attention over the next decade or so if its impact is to be sustained and if the overwhelming proportion of adult illiterates in the age group—say of 15 to 40 or 45—are to be covered by it.

An appropriate season in the year, as, for example, when the majority of adults in a village are not pre-occupied with agricultural pursuits, should be selected for organising them. The co-operation of the teachers in the local primary schools and other voluntary workers in that task is essential. But even more important than anything is to provide for effective follow up work.

The main point for considera-

tion in such a campaign is that side by side with the initiation and conduct of adult literacy classes over a necessarily limited period of 4 or 5 months in a year but to ensure an effective follow-up should be ensured. Experience in this respect in a number of States has revealed that, after a batch of adults have been taught to read and write during a four to six months course, there has been little or no effort to follow-up the programme by supplying suitable reading material for the neo-literates and to ascertain whether they are making use of their freshly acquired competence to improve and develop their literacy quotient. As the Planning Commission's study team points out, "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 man, money and materials." The campaign must, therefore, provide, as an integral part of it, for various steps such as advance publication of suitable literature for the use of the literates, the circulation of the books, provision of adequate rural libraries and reading materials and the setting up of social education centres in the village.

Equally essential is periodical and effective supervision by the functionaries of the education department of how the neo-literates are utilising the facilities provided. As more and more batches of adults are made literate the pace of the publication and circulation of literature must be correspondingly intensified. The literature brought out for their benefit should be so planned that, while facilitating the preservation of the acquired literacy, it would also be educative and of informative value. It should contain simple facts on science, politics and economics, especially of agricultural value, which will enlarge the intellectual background of the neo-literates and enable them to keep abreast of current events and developments.

The aim of an adult literacy programme should be to transform the adult population into intelligent, discriminating citizens, who through their own efforts will comprehend the basic features of the country's development plans, the broad aspects of the programme and policies of different political parties and the advantages of adopting improved farming techniques and, more than everything, to help them become citizens who can exercise their rights as well as discharge their responsibilities towards the community and the country.

These comprehensive objectives will be realised when the adult literacy campaign in different States is dovetailed into a planned programme of social education or, in other words, a programme for citizenship education. It must be confessed that this aspect which is one of the basic concepts of the community development programme designed to promote the spirit of self-help and self-reliance among the rural population in executing schemes for economic and social progress and the generation of a community psychology among them, has been sadly neglected over the years.

There has on the whole been very inadequate realisation by the planners as well as the executors of the plans of the intimate relationship between the creation of an intelligent citizenry, aware and conscious of its rights and its mobilisation for and purposeful participation in plan implementation. The widely accepted theoretical concept that enlisting and securing popular participation in various rural development plans should be systematically pursued has not been accompanied by anything more than sporadic endeavours.

Limping Pace

It is a fundamental principle that investment in education (of which adult education is a vital part) is "investment in human resources" and that economic development will proceed at a limping pace, when it is unaccompanied by social development.

"I am fairly clear in my mind," says a member of the Planning Commission in his foreword to the Study Team's Report on Gram Shikshan Mohim, that "among the many reasons accounting for the inefficient response of the human factors to the facilities created for economic development especially in the rural areas and in the agricultural sector, the existence of illiteracy on a vast scale is an important contributory factor."

Social development programmes have, however, been relegated to a less than secondary place in the plan priorities. This dictatony in national attitudes has inevitably cost the country much, first, by the legacy of an increasing number of illiterates as the population increases; secondly, by widening the gap between targets and achievements in important fields of development like foodgrains production; and thirdly by exposing large sections of our people to subversive and anti-social influences.

We should assume that the campaign of the kind referred to above for the elimination of adult illiteracy will be effectively implemented during the Fourth Plan period and that the keen interest that is being evinced by members of the Planning Commission can be reckoned as a valuable asset in this respect. In a routine determination of national priorities, and even in a programme of development of the social services, adult literacy and adult education are indeed likely to be accorded a low place. In a sense, of course, this cannot be helped; but in another sense it is a contingency which it should be everybody's serious concern to avoid as far as possible. But whatever the priority and however limited the funds allocated to this programme may be, the best use should be made and the maximum dividends extracted from the funds allocated. India has neglected its adult illiterates for far too long and owes a debt to them which should be discharged.

A powerful argument in sup-

port of a countrywide adult literacy movement is the need for building up a structure of vigorous and enlightened public opinion at the village level. Such public opinion is an indispensable safeguard against persecution of the ignorant sections of our population by petty officialdom on the one hand and against petty political pressure on the other. A democratic community in which literacy is widespread and which is educated about its rights and responsibilities will be one protected against both political exploitation and official tyranny and autocracy and capable of asserting its rights and privileges against either.

Urgent Need

Liquidation of adult illiteracy also becomes an urgent need from the standpoint of furthering the family planning programme. Efforts to intensify that programme can yield commensurate results only in a climate in which the vast majority of the population in the urban and rural areas are prepared to cooperate in its implementation as participants in a very personal sense. A progressive increase in the literate adult population will condition them into a receptive mood to accept the implications of family limitation and to practise the methods prescribed.

It is necessary to strengthen the organisational set-up for promoting adult literacy by energising the village panchayats and panchayat samitis. It would seem that these institutions are being burdened in some States with heavier responsibilities than they can obviously shoulder. However, promotion of compulsory primary education and adult literacy is a responsibility which they have to accept as inescapable. As presumably the adult illiterates in any village can be depended upon enthusiastically to cooperate with the panchayati raj organisations in this programme, which is specially designed for their benefit, the task of a village panchayat in organising literacy classes will become easy to that extent. The services

of the social education organisers in the samiti blocks can be purposefully utilised in this direction.

The expeditious creation of a literate electorate is an obligation as well as a challenge which the State cannot any longer evade. It is a safety valve for democratic stability. The challenge of adult illiteracy must be faced by all political parties in the country with faith in parliamentary democracy. It is quite possible that some political leaders find it convenient to let the sleeping dogs of illiteracy lie, because they may consider an ignorant and illiterate electorate which they can sway by appeals to their emotions instead of to their understanding an advantage. But such leaders will only be mortgaging the country's future for a temporary political gain.

What the Planning Commission study team said of the value of Gram Shikshan Mohim in Maharashtra applies to the position in all other States. The Mohim, according to the Team, 'has great potentialities and it would be sad indeed if it suffers a set-back for want of a well-thought-out programme of follow-up for neo-literates. Let the lights kindled in the dark house of the villagers be allowed to burn for ever.'

(Times of India)

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UNIVERSITY ADULT EDUCATION IN AN EMERGING SOCIETY

By R.C. Bauer, Ph.D.

ONE of the most outstanding characteristics of the emerging country is the crucial need for education at all levels and in all age groups. In a society where there is a dangerous shortage of trained people in every occupation the university cannot be dedicated solely to the service of the youthful elite even though the most talented in the country may be represented.

To serve best in a rapidly developing culture the university must relate itself as closely as possible to the needs of numerous people from late adolescence to early senescence. Thus adult education must occupy a strategic position as an integral part of the university.

The university adult education role in an emerging society, therefore, encompasses a great range of types of formal and informal adult education. Many of these will not be recognized as the responsibility of the university by educational purists who forget that the medieval university was a creative response to the needs of another age and that at best it must undergo serious mutations if it is to be transplanted with sufficient vigor to meet the requirements of new societies in the 20th century. Their purism becomes even more obvious when they urge that some other institution should take the responsibility. There may be no other institution or, if there is, it may be unable to do so. To the observation that a university even in a developing area cannot do everything, the response had better be for it to do everything it can or it will see itself superseded by institutions whose traditions do not fit them for educational

leadership.¹

This possibility is a real one. Pierre Arents has said, "Education is to blame in our modern societies; the principle and structure of education that belonged to another era are being carried over into a world which is completely different."²

The university in an emerging country must be concerned conclusively with the effectiveness of its educational services in many areas and under varying conditions and not at all with the criteria of a university in a mature society with its roots in the medieval era of Western Europe or the classical ages of Eastern Societies.

This is also clearly demonstrated by the over-arching need for the relation of theory and practice in the developing areas. It is not just enough to teach an adult calculus in a math. class; he must be taught how to use the subject in computing estimates for the new dam in the valley that will make the difference between starvation and flood destruction or conservation and production; the student of economics may learn the rule of diminishing returns by heart, but what is more important, he must be able to apply it to the cultivation techniques on the nearby sugar cane plantation.

The result is a demand for a new role in relation to the com-

1. See Sheats, Paul H. Jayne, Clarence, and Spence, Ralph, *Adult Education, The Community Approach*, Dryden Press, New York, 1953, p. 177 on.

2. Pierre Arents, "The Poor Relation," *Fundamental and Adult Education*, No. 2, UNESCO, Vol. XII, 1960, p. 71.

munity and the adult plays a most vital part in this role. The whole community in which the university is situated becomes the laboratory of that university, and, of equal importance, it becomes the reservoir of human and physical resources. The local dentist becomes the lecturer on chemicals in water; the bank president opens his doors to students who become his clerks, and the poet finds himself leading in the planning for community programmes and cultural affairs.

This participation on the part of the university in a wider and more functional range of activities then raises the question of administration. The concern for leadership preparation at a greater variety of levels is constant. The student of today is the prime minister of tomorrow. Immediacy in education is another greater factor in the university's role in an emerging society. The time element is so imminent that short periods of intensive training may be the difference educationally between trained personnel in the field and ill prepared personnel that blunder into prominence through creation of ill-thoughtout schemes of development that impair the society.

The university thus becomes a continuing experiment itself as well as a leader in experimentation. It must immediately seek for a more harmonious blending of pure and applied research because it is more concerned with and involved in cultural and intercultural change. It is at once stimulating change and being transformed by it. It recognizes a new cultural lag rather than just the traditional one. It recognizes the lag between

change itself and institutional and humanability to understand, harness and use change. And, therefore, it is being subjected to experimentation while experimenting itself. It is an institution in a society in a state of flux with imperative needs for leadership as well as the qualities for effective adjustment.

Since the search for functional knowledge is usually keen, man in a rapidly changing society may succeed or fail on the basis of his knowledge of the needs of that society. Skills and facts, yes, but interpretation and understanding through actual performance become of vital importance to mere subsistence. The university is thus emerging itself. Or it is being swept away in the tide of change. There are several universities that face this possibility now.

As Mr. Hely of Australia aptly stated, "The University may point out needs to other bodies, as an advisory agent. But it must first have discovered the needs and the means"³ And in an emerging area, the university finds these needs and means as its own as well as others.

It also has to cope with problems that usually are limited to government and business in a more stable society. Its scope therefore is as wide as society itself, not because it can solve all of men's dilemmas but because of the sheer necessity of grappling with problems that are universal in the emergent society. The customarily gifted must be served, but also numerous others. Traditional ivory tower security is seldom possible and even less desirable. There is little time for and less understanding of such luxury. The institution of higher education in an emerging society does pure research in order to survive, not just for the sake of knowledge itself. The hard work,

the constant attention exacted, the sacrifice, time, and dedication demanded are different too.

The scientist in an emerging area is usually confronted with several problems more thought provoking and more challenging than the one he has just finished. There is no opportunity for leisure. He must be an actor on the stage of life, not just a research expert; he writes, plays, and directs all at the same time. And what is more he is not on a stage with others to applaud or criticise from the audience, he is on life's stage—and he succeeds or fails with easily observable realities. Society is his own evaluator and it puts his own ideas to the test, not in a laboratory remote from daily affairs. The laboratory is every day life, and it is rigorous and demanding at all times. Therefore it is necessary to recognize the dynamic relationship between the effective university in a developing area and the society which it serves. There is no possibility of the university in an emerging area successfully maintaining a traditional ivory tower position while serving the significant needs of its society. Any attempt to do so will result in complete failure and loss of influence. The following quotation represents two positions:

"Those who are what we might describe as institutional-oriented maintain that while 'proper reference' should be made to changing social conditions, what we must regularly do is to consider how it (the university) can most effectively perform its constant function. On the other hand, those who are society-oriented would argue that to meet the needs, created by changing patterns in the society, the university, if necessary, must change even internally."⁴

4. UNESCO, *op. cit.*, No. 3, p. 127. The institutional-oriented view was stated by Dr. Jessup of England and Mr. Williams of Canada, while others including myself leaned toward the society oriented view at that conference.

I would argue beyond the latter position even. I hold that the university will be changed by a changing society, and either understand change and harness it, or we will be mastered by it.

If this is the situation and the challenge, then the role of the university in adult education is clear. It must serve adult educational needs on a comprehensive basis. It must reach beyond the usual campus limits and expand in new geographical areas as well as in unique programmes offered. The university adult education staff must be dedicated to this conception, willing to travel, to study problems first hand, to experiment in new methods and to question all aspects of the learning process. The semester, quarter, trimester, term, and other academic calendar systems can not be left unchanged unless within each is the flexibility demanded for ever changing circumstances and opportunities. This is also true of the university curriculum.

The rigid and traditional academic requirements must be questioned for the real tests of all studies in an emerging society are found in the actual performance. This is what the adult faces each day, and he can be served fully by the university only when the test is found in his studies as well. The functional thus is highly dependent upon the creative and the imaginative, and rather than the fine arts and music and literature becoming less important and being replaced in a large measure by the natural sciences and technology, emerging areas demand more creative action rather than less. But they demand it on a wider scale. Even administration must become imaginative and creative.

The emerging societies demand constantly more and better education for all, the adult as well as the adolescent, and with fewer resources available in the same manner as in universities of more stable societies, and yet by that

3. "Interpretative Summary of Open Discussion", *International Journal of Adult Education and Youth*, Unesco, No. 3, Vol. XIII, 1961, p. 151.

very fact the available resources—adults included—the untapped ones, need to be used on a more effective basis than ever before.

The university thus becomes of necessity, not just by philosophy, a community institution. The community shares in the problems, even provoking them sometimes. The social scientist finds the community his natural laboratory for surveys, problem-area studies, and case studies. The social scientist in the university cannot ignore the labor-management problem in the new or struggling industry in the local community. If the community wishes to expand, the first source of consultation is the university staff. The university has to expand, then to meet the needs in planning and zoning studies. A local doctor administers to the health needs of the student body because he is the only source of such succor. At the same time he becomes the guest lecturer on health problems. Soon a group of students is consulting him and he becomes a staff member of the university.⁵

The fact that the university obtains staff members from practising doctors, lawyers, businessmen, teachers, leads to the realization also that there are fewer trained adults and this immediately implies the need for personnel programmes. Personnel programmes frowned upon by traditional universities are essential to the university in an emerging area in order to meet its own staff requirements and those of the community in which it is located. Personnel programmes are usually confined to business-men and government officers. Not so in an emerging area. The local school authorities such as the principal may come to the university one day and inform staff members that the government has decided to

cut down the shifts in which students attend the local high school from three to two by the next fall; immediately the university is faced with the task of providing more and more adequate teachers. The emphasis by the government on technology, on natural sciences, on languages and whatever it demands at the moment immediately establishes the need to ask the local doctor's wife, who is French, to participate in an intensive workshops of five week's duration in French for persons who will be called upon to interpret the needs for a new dam to the government officials who will arrive from France by July. Thus the university that finds it difficult to bridge the gap between town and gown has no counterpart in the university in the developing area where there are no superficial barriers to its service to its community.

Administration, community relations, and personnel needs become intermingled and demand new pioneering in learning, in adaptation, and in performance. The training of personnel in the creative process thus becomes a necessity to serve both the cause of higher learning and the community spontaneously.

The concept of leadership needs to be restudied in light of the present situation. It is easy to obtain results wherever necessary human and material facilities are available. The test of leadership comes when the facilities are either unavailable or untapped, raw, and naked in terms of skills, social amenities, and sophistication. Then the imagination is called on in unique ways, then every adult becomes a potential leader: he learns to follow in a new way too. And he learns equally in an emerging society the imminence of the future. The emerging society is building for a future. Colonialism and the education of the elite have no place in the emerging areas; mass education is a must. For the leader

must depend on all, not just himself. And as Thomas Jefferson stated, "Mass education, that is more and better education for everyone, is the inalienable right of all mankind". Mass education includes the adult. An emerging concept of education is thus in the making but so in an emerging concept of democracy for this and the next century. Education becomes as it should a life-long process, and education becomes the responsibility of everyone, not just the educator. Educational institutions then take their rightful place in and of society, not just in but not of society as in the traditional sense.

If this be true, equally so is the fact that education is ever changing and that security is found neither in tradition nor in material success, but in meaningful service, in constant adaptation and in dedication to a high purpose.

A University in an emerging area should be constantly formulating the philosophy based on principles that are inflexible in high purpose, but flexible in adaptation to the needs in a developing situation. Human beings are far more valuable in an emerging area and, therefore, more important. All education remains the task of preparing the wholeman. The energies exploding in the Congo, in the fledgling nations of Africa and Asia, the energies exploding in the social revolution in Latin America, all demand new insight and foresight. Studies in history must be of an interpretative nature to understand best the past in terms of the present and future, not just the reverse.

Pioneering is the essential for all institutions including the university in an emerging society. This is the pioneering of a new people and a new world. We of the astronaut age should be able to understand and to appreciate this kind of life. Its demands are great. The person who fears change who clings to tradition,

5. See Ralph Fields, "Community Colleges in the USA", *Higher Education, the year book of 1959*, Beredya, George, Lauwrys, Joseph, editors, World Book Co., 1959, p. 513.

who does not experiment and who fails to be motivated to creative responses will be most unsuccessful. Each day brings new insights, new needs, and new educational problems.

Thus the emerging educational institution faces the eternal search for truth, and the immediate needs that took centuries to fulfill in the older societies. In the past the university could be exonerated for not taking an active role in the society. But today in the developing areas it must take the leadership that the high purpose of the search for truth demands of an institution at any time, or it will lose the opportunity even to exist in the ivory tower. Eric Fromm asked if we were not attempting to escape from freedom. Now is the time to ask, "Are we escaping from educational responsibility?" This may be possible for the university in a mature society. It will be fatal if attempted by the university in the emerging areas of the world.

Burma to Launch Big Literacy Campaign

NEARLY 20,000 voluntary workers are taking part in a nation-wide literacy campaign from 18 April to 17 May.

They include students from universities, institute, colleges and schools, teachers and monks.

During their month long drive to help eradicate illiteracy in Burma, they will teach adults throughout the country including the states and the remote hill regions, the principles of reading and writing.

Reading, writing and arithmetic classes will start everywhere on 18 April. Workers and peasants, mostly adults, from remote areas are expected to attend.

Short training courses on teaching methods and teaching techniques have been given to the voluntary workers taking part in the campaign. All have been

given a special handbook for teachers.

Adult pupils will be given readers free of charge, and an advanced reader for adult pupils is now being printed and will also be distributed free at the end of the month's course.

Of the present population of 24,730,000, about 9,100,000 are illiterate, according to official reports.

At the same time, Lt. Col. Ye Tun, the Education Secretary, has announced that more primary and middle schools are to be opened in rural areas for the education of the sons and daughters of peasants and farmers.

After this primary and middle school education, he added, those who want to take courses of vocational training will be sent to the relevant training institutes, while those wishing to continue with higher studies will be sent to high schools and universities.

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On-the-job Literacy Training for Algeria's Farmers and Workers

By Jean Dupre

Unesco's world literacy programme recently entered its operational phase following a grant of nearly \$3,800,000 by the U.N. Development Programme to help finance experimental projects in Iran, Mali and Algeria. Unesco is the executing agency for this international aid.

The three projects stress literacy training in terms of economic objectives and aim at increasing productivity in specific agricultural and industrial areas.

A description of the Algerian project is published below.

—One and a half million children not in school for lack of space;

—80 per cent of the adult population illiterate;

—4.4 million illiterates out of 5.5 million over the age of 15;

—3 million illiterates in the productive 15-44 age group.

These are some of the problems facing Algeria today. Since the country became independent, education—both for adults and children—has been given top priority in the nation's economic and social development, for Algeria is feeling the burden of illiteracy. To industrialize the country, to improve agricultural methods and to increase production and efficiency, workers must be better trained. This training is inseparable from literacy.

At present, education of children is making rapid progress. There are now about 25,000 classrooms at primary level and the first part of a school building programme is under way with voluntary help from the rural population. The children are keen to learn, good relations are maintained between families and schools, and the local authorities keep a close watch on school attendance. As a result, the proportion of dropouts has been kept very low. The authorities are confident that in a few years time the source of illiteracy will have dried up and that children everywhere—in cities and the remotest rural areas—will be receiving some form of schooling.

Productive Age Group

Adult illiteracy poses more complex problems. Overall efforts are being made to instruct the vast numbers who cannot read and write. But the economic development of the country demands that priority be given to training people in the productive age group—15 to 44—and be closely linked to vocational training. Both the Algerian authorities and Unesco are convinced that literacy training must be carried out on the job, at the worker's place of employment, where chances of advancement and, consequently motivation, are the greatest.

A pilot project along these lines is to be launched this year with Unesco's assistance. Two phases are foreseen. A one-year preparatory phase in 1966 during which the Algerian National Literacy Centre, set up last year, will develop its methods, produce teaching materials, organize experimental classes in rural and industrial areas, and train the first group of instructors to be sent into the field.

The second—operational—phase of the project will last four years—from 1967 to the end of 1970. Over this period, the number of instructors in the field will increase progressively from 50 in 1966 to 200 in 1969, 800 in 1968, 1,400 in 1967 and 2,000 in 1970—one for each village or town district—with 75 district supervisors and 15 regional inspectors.

Three Pilot Areas

The National Centre will be responsible for drawing up a literacy programme that can gradually be applied to the entire country. However, for reasons of expediency and to simplify evaluation of results the pilot project will concentrate on three priority "sub-projects." These are:

- (1) The Staoueli district—12,000 inhabitants—near Algiers—a prosperous farming area which produces wine, olives, fruit and vegetables;
- (2) The Arzew industrial zone, about 30 miles from Oran, which has a population of 50,000 and rapidly expanding petrochemical works;
- (3) The Annaba area—100,000 inhabitants—450 miles east of Algiers; this "sub-project" will involve both the workers (and their families) of a giant steel complex, farmers working in the 19,000-acre experimental area of Wadi Bou-Namoussa which is irrigated by the La Cheffia dam.

International aid will include the services of about ten experts and teams of consultants at the end of each year to evaluate results, as well as the provision of scholarships and the supply of equipment.

Book Review

Education and Voluntary Movements: Some Readings in Cooperative Education; New Delhi, International Cooperative Alliance, 1965. 112 p. Price ; Rs. 6.50.

THE volume is a collection of the selected papers on cooperative education presented at the various seminars, conferences and workshops organised by the Regional Office and Education Centre of the International Cooperative Alliance.

The book begins by attempting a broad definition of the needs and aims of the cooperative education. Several later chapters discuss specific training and education programmes conducted both within and outside the Region, the latter being confined to the Antigonish Movement of Canada and the Consumer Cooperative Movement in Sweden.

One chapter brings out the result of the experimental project of study circles undertaken by the ICA Education Centre. Another chapter is devoted to a discussion of the evaluation techniques of illustrated material intended for the neo-literates. The last two chapters deal with the important problems of recruitment and training of teachers and financing cooperative education institutions.

This volume will serve as a guide book in stimulating discussion on Cooperative Education and of providing training in this type of education.

Participation Training for Adult Education by Paul Bergevin and John McKinley, Missouri, Bethany Press, 1965. 108 p. Price \$ 1.75.

THE book describes a programme of learning called group participation training. It rests on the idea that by assuming ones responsibilities to others, necessary for participating successfully in this programme an individual can learn to make better use of his own talents and grow towards the kind of free and creative person he has the potential to become.

The programme of training in group participation rests upon two assumptions : one that adult learners should have the freedom to assert their individuality, and two, that adult learners can learn how to work and learn together cooperatively without injuring the dignity and respect of fellow learners.

In chapter one the distinction between participation training, group discussion and leadership training has been made. Chapter two, discusses the role of the participants. Chapter four outlines practical guidance for conducting the training sessions. Infact this chapter is the core of the whole book. In the last chapter some common problems in training sessions have been mentioned.

The book will help people in understanding ones' relationship and responsibility to other persons in the learning process.

J.L. Sachdeva

Literacy Training by Moroccan Firms

An interesting experimental literacy programme, linked to professional training, is at present being carried out by the Office Cherifien des Phosphates. This state enterprise employs 15,000 workers in the mines of Khouribga and Youssufia. Mechanization of the industry is calling for more qualified men, yet between 80 and 90% of the workers are illiterate.

To improve this situation and increase the number of men eligible for more responsible posts, the Office has launched a programme which combines basic education with professional training. Classes in French have been held since 1963 at Khouribga; in a few months' time similar classes, but in Arabic, will start at Youssufia.

The courses are open to workers under 42 years of age: this means about 5,000 men at Khouribga 2,000 at Youssufia. *The programme is full-time, eight hours a day: the men give up their work in the mines completely, while continuing to draw their normal pay.* The first cycle of basic education and fundamental technical training lasts from 1 to 6 months, according to how much the individual worker already knows; the second, to which the most suitable workers are admitted by selection, lasts 6 months and is more advanced. After the two cycles, a month of specialized training prepares the workers for their new jobs.

At Khouribga six first cycle classes and four second cycle classes are held continuously. The teachers there are workers from the Office who have been given special training.

The financial outlay for the programme is considerable; but, as one of the directors of the Office des Phosphates points out, it is worth it: "Productivity has improved, and, apart from that, the campaign has great humanitarian and social value."

A number of private Moroccan companies also organize literacy and professional training programmes. And the city of Casablanca itself is currently planning a literacy campaign for the 60,000 illiterates and semi-literates under 40 employed in other local firms. (Unesco Features)

Tagore Hall to be Opened

The construction of the auditorium of the Shafiq Memorial has been completed. It has been named Tagore Hall and will be formally opened on May 9, 1966, the birth anniversary of Poet Tagore.

On this occasion, a Special Souvenir on Tagore and Adult Education will be brought out. All adult educators are requested to contribute articles for the Souvenir.

J.C. Mathur Elected Vice-Chairman CSDS

Dr. V.K.N. Menon recently resigned as the Vice-Chairman of the Centre for the Study of Developing Societies, sponsored by the IAEA, as he was leaving Delhi for Kerala. In his place, Shri J.C. Mathur was elected Vice-Chairman of the Centre.

ECONOMIC DEVELOPMENT AND LITERACY

MOST of the world's 750 million adult illiterates live in the regions where poverty and disease are most prevalent, where the need for general economic and social development is most acutely felt. These are the regions that have never been able to afford enough schools. The irony of the situation is that, nowadays, they can still less afford illiteracy.

The urgent need for literacy is recognized by governments. Already they are making very great efforts to increase the number of primary schools so as to wipe out illiteracy at the source, or at least reduce it as far as they can, in the next generation. **However, an immediate need is for literate citizens now. It is during the next twenty years that the greatest strides forward must be made and these strides must be taken by the people who are already adults.** Some of them are educated. A few are highly educated. But all too many have never had a chance to go to school.

That is why a great number of these countries are making efforts to organize literacy classes for adults. Some have already started literacy campaigns, using what money, teachers and materials they can find. Others are planning campaigns in the near future. Since their means are so scanty, however, practically all will need outside help if they are to bring literacy to any significant numbers of their people.

Intensive Approach

In the past many programmes to eradicate illiteracy were based upon a mass approach, attempting to bring as many adults as possible into a classroom-type literacy programme. The new approach to the literacy problem that Unesco is now studying and that serves as the basis for its current projects is the "selective and intensive approach." The basic idea of this method is to link literacy with economic and social development, so that it becomes a form of functional education, with strong motivation and quick rewards.

In the present economic and financial circumstances, it seems logical to provide first for the instruction of those who can use literacy to the best advantage for the development of their country. **The initial effort should be directed at the active element of the population and should lead on to pre-service or in-service vocational training. This implies intensive rather than extensive programmes, which then move on from rudimentary literacy to real functional education.** Ideally, the categories of people selected for this instruction are those engaged in particularly productive forms of work, such as industrialization or rural development programmes, and

therefore apt to make a notable contribution to the development of their country, where literate personnel appear to be indispensable.

This selective approach, based on programmes referring to economic priorities, would also appear to "pay" better from the standpoint of the actual conditions in which literacy instruction is given: as it is directed at a numerically small section of the population, it makes possible that concentration of resources which is essential for success. Experience shows, moreover, that literacy work is most successful when it is directed at a clearly defined and readily identifiable group, with a precise geographical location and as homogeneous as possible.

Productivity Increases

Experience in a number of countries has also shown that industries which provide literacy training programmes for their workers are, in fact, not undertaking a philanthropic venture but have learned that **literacy pays. Literate workers absorb training faster and they work more efficiently.** And when productivity increases this in turn permits higher wage rates along with greater profits. Above all, workers are consumers, and in developing countries the earnings of illiterate workers—and they represent the majority of the population—are often so low that newly created factories cannot sell what they produce.

It is therefore in the interest of all organizations or firms responsible for agricultural or industrial projects in developing countries to give due consideration to the problem of illiteracy.

A number of governments have already insisted that provision for literacy training programmes be incorporated in new development projects and, as a result of the World Conference of Ministers of Education on the Eradication of Illiteracy held in Teheran from 8-19 September, 1965, many others will, in the future, insist on this new integrated approach.

Unesco is acting as a clearing house of information on problems related to literacy programmes in developing countries, and, in particular, is ready to advise interested organizations and firms in regard to problems of planning methods and teaching materials.

Enquiries should be addressed as follows :

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Iran Contributes One Day's Military Expenditure For Fighting Illiteracy

Iran has made available to UNESCO its one day's military expenditure to assist in the struggle against illiteracy.

Iranian Ambassador, Jalal Abodh told newsmen in New Delhi on May 3, that in terms of money it came to \$ 70,000.

If other countries, particularly the developed countries, followed this example, there would be huge special funds to fight illiteracy, he said.

Dr. Abodh explained how Iran had established an army of knowledge. The "army" had launched a three-pronged programme of education, health and development. It was compulsory for all graduates to join the army and undergo 18 months training.

This programme had minimized the problem of unemployment, he said.

Dr. Abodh said the ancient religions of India and Iran were based on the eternal struggle between good and evil, symbolized by light and darkness—"we should, therefore, take the lead in striving strongly so that there may be no darkness in the minds of men and that men all over the world will be guided by the light and blessings of knowledge and education."

Tagore Hall Opened

"Tagore Hall" was formally opened on May 9, by Dr. V.S. Jha, Member, Education Commission. The Hall which has been constructed at a cost of Rs. 1.5 lakhs will seat nearly one thousand persons. The Central Government sanctioned a grant of Rs. 39,000 for the auditorium. Out of this amount only Rs 25,000 have so far been paid.

Shri R.M. Chetsingh, Acting President of the Indian Adult Education Association, presided over the opening ceremony.

(Detailed report will appear in the next issue)

Nehru Literacy Fund

The Indian Adult Education Association has so far collected Rs. 8599.65 for the Nehru Literacy

Fund. Among those who have sent in their contribution are : Shri R.M. Chetsingh Rs. 101/-; Shri J. Biswas, Calcutta Rs. 9/-; Shri Jagdish Singh Rs. 25/- and Distt. Educational Officer, Nilgiri Rs. 11/70.

In the Nehru Literacy Fund Souvenir brought out in 1965 advertisement worth Rs. 11000/- was received. In addition, sale proceed of the book "American Hindi Cook Book" amounting to Rs. 600/- has also been credited to the Nehru Literacy Fund.

The fund will be used for promoting literacy programme in the country. It will be used for giving assistance to publishers or other agencies producing literature for new literates, to bring out science books for new-literates, and for giving prizes to villages in different states in the country who have achieved outstanding results in literacy in the course of a year.

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Teachers Should Become Harbinger of Change

ADDRESSING the new graduates at the Regional College of Education at Mysore, Dr. John Lewis, Minister-Director, U.S. Agency for International Development Mission to India said that they should "become inveterate harbinger of change."

Dr. Lewis dwelt on the increasing importance given at present to education in economic development and the shift in thinking among economists in this matter. Economists now accord greater importance to a variety of intangible or qualitative inputs, greatest of them being education.

Addressing the convocation of the College, Dr. Lewis said: "Each of you must constitute a living, day-to-day demonstration of new approaches, new methods, and new ideas. You must be a constant rebuke to out-moded techniques and outdated syllabi. By reason of your experience here you will display no fear of curricular innovation, of experimental techniques, of new approaches to testing and measurement, of the enterprising use of teaching aids, of a reasoned approach to the psychology of learning, or of giving rein to your own and your students' imaginations."

Dr. Lewis added: "you will carry into your teaching situation the technical equipment of competence in your chosen academic discipline. But you also will have learned, I hope, that *the worst enemy of constructive education always is the status quo.*"

He pointed out that some recent economic studies in the United States indicated that one-third or more of the long-term improvement in productivity was due to the spread and strengthening of education.

Congratulating the graduates on their choice of the teaching profession Dr. Lewis said; "Plainly, there is no activity more important to the cause of progress in a country than the stimulating, imaginative, and relevant training of its young."

The four new regional colleges of education, Dr. Lewis said, constituted a new kind of educational enterprise in India. "They seek to be centres of academic excellence whose graduates are so demonstrably competent that the teaching methods they employ and the grasp of subject matter they display serve as standards for all teacher training institutions throughout the country," he said.

Dr. Lewis congratulated the graduates in their choice of disciplines (science, commerce, agriculture, and home science), since there was urgent need for more breadth and depth and competence in these fields in Indian secondary schools.

He said, "You will be directly feeding the skilled manpower needs of Indian agriculture, industry, and trade—and the home science teachers among you will be helping to make Indian farm and city homes

(Continued on page 12)

UNESCO TO SUPPORT FARMERS' EDUCATION

Mr. Asher Deleon, Coordinator and Director, Department of Adult Education and Youth Activities of UNESCO left New Delhi on April 21, after a fortnight stay in India. During his stay he had discussions with the officials of the Ministries of Education, Agriculture and Information and Broadcasting. He also had talks with the office-bearers of the Indian Adult Education Association.

In an interview in New Delhi, Mr. Deleon said that for the implementation of the literacy programme in India he was in favour of independent national Board comprising officials and non-officials. He disclosed that in India the high yielding food production scheme in the Fourth Plan was to be linked with an elaborate programme for farmers' education with the UNESCO assistance.

Though the farmers' education plan is part of the programme for eradicating illiteracy in developing nations, the scheme to be implemented in India would be the largest of the kind, Mr. Deleon said. He was happy that the necessary groundwork had already been done by India, and pointed out that the services of officials at the Central, State, District, Block and Village level would be fully utilized for the education programme.

Explaining the broad framework of the programme, Mr. Deleon said, agricultural extension and village level workers and outstanding farmers would be given training on the better use of fertilizers, seed, implements, etc. Simultaneously, efforts would be made to make communications with farmers more effective. This would be done in three ways; direct communication, particularly through practical demonstrations; a literacy drive to make a permanent contact with the farmers—use will also be made of rural newspapers—and broadcasting both as an information and teaching media.

The international component of the programme—in the form of assistance from the U.N. Special Fund—is likely to be available by the beginning of 1967. While the five-year education plan is expected to cover farmers spread over a selected area, Mr. Deleon hoped that "it would act like a snowball and spread."

How long would it take to educate all the farmers in India? "That only a prophet can answer," Mr. Deleon said.

LEARNING IS THE FIFTH FREEDOM

Canada Demands Coherent Policy for Continuing Education

The Canadian Association for Adult Education has issued a statement on the education of adults in Canada. The statement is the result of two years of discussion by the members of the Board and staff of CAAE and has been submitted to the people of Canada in the belief that it will provoke discussion leading to a coherent policy for continuing Education, which alone can assure this vital "Fifth Freedom" of learning for all-at any age.

The following is the statement :

THE education of adults in Canada is changing dramatically. At one time, it was a relatively small undertaking, concentrated in the extension activities of a number of universities and departments of agriculture, education for new citizens and night school programmes of a remedial nature. It has grown to a substantial and varied range of courses, programmes, training and retraining, involving millions of Canadians.

At its best it represents further and fresh development for its participants beyond what they have or what they might have achieved in the conventional system. Its former remedial nature—the sense of making up for something that should have been accomplished during childhood or youth—has gone. It is now no longer a matter of going back to school but of continuing to learn.

For every role an individual plays, or is expected to play, in our society, specific knowledge and skills are required in order to satisfy the demands of that role. This includes vocational roles as well as voluntary and citizenship roles. Opportunities must be provided for individuals to learn these new abilities when they are required,

But the total picture of Adult Education in Canada today is far from satisfactory. In spite of improvements it remains a patchwork of courses, schools, programmes, and systems; a confusing jumble of opportunities upon which too many adults have to stumble if they discover it at all; an opportunistic, short-term, sporadic enterprise exploited by the nation in times of crisis and left to private and desperate chance when the emergency is past.

As a nation we have never understood or even considered the meaning and importance of adult education. Neither have we explored the full potential of a more completely articulated system of Continuing Education. Now is the time to do so. We can and we must establish a diverse and more encompassing system of Continuing Education. National growth and development, the welfare and happiness of our citizens, and a truly significant place in the world, are all contingent upon the accomplishment of such a goal.

Our recommendation for a comprehensive national development of Continuing Education, in

which all of the levels of government, private and public agencies, would play cooperating roles, is based on the following principles.

Individuals learn throughout their lives, not merely at the beginning. This principle is violated by the philosophy implicit in our present system which concentrates the education process during the individual's early years only.

Learning is always a voluntary Act. Freedom and initiative must be left to the learner. Any system we create must embody this principle: whatever a citizen chooses to learn is important simply because he chooses to learn it. Society must respond with encouragement and facilities.

The more effective the existing formal educational system becomes the more acute the need for a well-developed system of Continuing Education. Fully developed, the formal system creates an appetite for learning which, if left unsatisfied leads to dissatisfaction and frustration. The existence of a larger proportion of the young with better education than ever before is a major factor in our technical development and rate of change,

But the time is past when any society can hope to endure by concentrating all of its educational resources on life's early years. Where we are failing is in our reluctance to recognise this single fact: the continuing, growing complexity of life means that further concentration on the education of children alone is self-defeating.

The development of Continuing Education cannot be left to chance. To date we have been allowing existing opportunities for further learning to accentuate social and economic inequalities. Just as the gap between developing and developed countries continues to grow, so the gap between those individuals with more access to opportunities for learning and those with less grows also.

A system of Continuing Education must include the activities of a great variety of agencies in Canada and it must be developed in the light of a logical national plan. The proper development of Continuing Education requires the re-orientation of the entire educational system. It involves more than the simple addition of a few programmes or the responses to temporary pressures. Full acceptance of this idea means that we must discard the notion that a

student can or must learn everything needed for a life-time before completing his formal schooling. It means the end of the idea of education as a short, early period of 'preparation for life' and the acceptance of learning as a normal activity at every age. It means the re-examination, of practices now embodied in administration, finance, curriculum, planning and all other aspects of education derived from the conventional child-centred system. It means the existence at any one time of a great variety of educational enterprises, some short and some long term, of the maintenance of many diverse curricula.

The physical environment in which adults learn is of immense social, political and moral importance. Just as any young student forms a loyalty and affection for his school or university, so too, do adults develop a loyalty towards those agencies which assist them in learning. We have so far both intellectually and administratively failed to appreciate this fact.

Since Adult Education has been left largely to chance, most of the agencies promoting it have been private ones. It makes a difference in one's loyalties and sense of citizenship and one's attitudes towards society whether one is educated by a university, or an industrial corporation, or a political organisation. While all are potentially capable of doing the job well, we must ensure a proper balance between private and public education.

The present dominant concentration on the young creates a serious discontinuity in the lives of our citizens and will lead to disaster if continued. Any examination of the problems now associated with youth and with aging is sufficient evidence of this fact. Learning is a major means by which individuals can deal with a changing society and remain themselves.

Freedom of access to learning opportunities throughout our life will decrease the crises of the young and old so apparent in Canada and provide continuity both in individual lives and in the society, encouraging a ready and productive response to change. Merely concentrating our resources on the young for lengthening periods not only isolates them from the main stream of society, but inhibits their ability to respond in later years.

Learning is both an individual and national resource. It not only requires energy and talent, it releases it. In all of the great adventures of this country—the settlement of the West, immigration, the two world wars and other important movements—special opportunities were provided for adult learning. We believe that this was of the greatest significance in supporting national unity and individual morale, and that these endeavours succeeded and were characterized by excitement, determination and imagination because adults were engaged in learning. It is, after all, individuals not societies that learn.

In a society committed to change, access by the individual to opportunities for learning is not a

privilege but a right. In this society—the kind we have in Canada today—learning should be the fifth freedom. Canada has provided these opportunities in times of national need. It is only simple justice and common sense to provide them now. Only through learning can an individual maintain his integrity in the face of massive and haphazard change. Without access to the means of learning what he needs to know he remains only a victim; with such access he has an opportunity to participate intelligently in change.

We believe that Canada is engaged in yet a new adventure: the direction of rapid change in every field of human activity and in every aspect of national life. Given the opportunity through Continuous Learning to play a significant part, all our people will respond.

There is no one who cannot learn something. We cannot as a society continue to write off one group as unintelligent in favour of those who learn quickly and well. There are people at any age who are capable of learning different things with different degrees of skill. We must as a society respond to all of them. In a society where learning is a norm, non learners tend to become destructive members. They become unable to adjust to change and sometimes feel they must protect themselves against change.

The following proposals embody the characteristics which must become part of our educational system. Underlying all is the premise that *all citizens should have reasonable access to any part or level of the system at any time in his life and with reasonable convenience to his circumstances.* We will not accept the argument that some or even all of these opportunities are available if adults will only seek them out. Some individuals must be approached and persuaded that learning is a solution to their problems.

Levels of Education

We propose a system of education in which institutions and programmes would be defined and offered in terms of the needs and abilities of students rather than in terms of their age. Such a system would have the following characteristics:

1. Elementary Education

In this system, at present compulsory for children up to a certain age, there is opportunity to acquire the *elementary skills of learning.* Such skills, which are not all now given sufficient attention in our school system, relate to reading, writing, mathematics, speech, music and art. Properly learned, they help a student to assess his own position and to be able to find what he wants to learn. Our present system tends to give notice that education is something that can be completed.

The majority of the population in the elementary system will continue to be the young, but the need

will remain for some adults to acquire these basic skills of learning. Special arrangements in terms of facilities, curricula and time have to be made for such persons. At present it is extremely difficult for adults to find opportunities for learning, below the Grade 6 level.

2. Secondary Education

This would continue to be compulsory for children up to a certain age and would involve consolidation of the skills of learning acquired in the elementary years and the introduction to areas of specialized subject matter. However, this experience must also be available for individuals beyond the compulsory age. Such day-time opportunities as now exist in Vancouver must be made available to Canadian adults. Secondary Education must not be considered terminal. It can be combined with employment.

A wide variety of administrative practices for making available facilities and courses is greatly needed. Anything learned here will have to be modified and revised in the light of changing conditions throughout life. An important aspect of secondary education is that it should also concentrate on the skills of learning. The demand for such skills under many different conditions, awaits every individual throughout his entire life. Here the compulsory group will represent the largest proportion of students, but the voluntary participants will represent a much higher proportion than in the elementary programme.

Facilities, day and night, must be made more available than they are now. This level should be dominated by awareness of the fact that it is here that individuals will be shifting from a compulsory to a voluntary status as learners.

In our opinion they should be helped to do so at all possible speed for it is as voluntary learners able and willing to take advantage of education that they will best function as citizens. Therefore, we need not only continuous and more efficient counselling and guidance services to aid in this development, but a great variety of transitional programmes of school and work such as are common in the United Kingdom and elsewhere.

3. Further Education

This level must be characterized by a great variety of programmes and of institutions. There must be the maximum freedom for different institutions to experiment with both courses of study and clientele. It is impossible to predict or describe all of the various institutions of further education. Our basic promise is that they should be free to grow and change according to the needs of the society and the individual. There are, however, specific comments to be made about developments in this area:

(a) Universities

From the universities we expect the intellectual

leadership and debate that is detached from need for protecting their special place in the system. Universities have a right to be maintained as institutions that set and maintain their own standards of intellectual competence and admit students who can meet such intellectual standards. But this protection commits universities to encourage and admit the most competent students of all ages. We believe that universities should increase their receptivity to competence in age groups outside the conventional group of the young, and if necessary, decrease the number of young people who presently attend by encouraging the creation of other institutions of further education of differing standards and programme.

We believe that there are many individuals in Canadian society who have the intellectual competence to profit from university work and who have a right to more than the presently limited resources of extension departments. The University has a vital responsibility to the provision of community leadership and there is critical need for the expansion of non-credit, short-term university Adult Education of the sort to be found in seminars, Conferences and short courses. University extension needs a clear financial policy in order to accomplish these tasks, and citizens in Canada have a right to an intelligible policy in Adult Education on the part of their universities. We see no reason why there cannot be a national extension policy developed by the universities in co-operation with groups of citizens—a policy in which different universities would participate to different degrees.

Knowledge and power are the two most important variables in any society. If freedom of access to them is to be preserved, the universities must become much more active in their public approach to those who are intellectually competent to work at the university level.

(b) Community Colleges

We believe that these institutions represent the single most important addition to the system of continuing education at present. Though little understood, they can provide flexibility and the range of standard that society so desperately needs. Though they vary from region to region and province to province, they should embody these four activities.

1. A general programme in science and the humanities to enable general students to qualify for admission to a university, but a programme which is not dominated by university entrance qualifications;
2. A technical and vocational programme relevant to the area;
3. Programmes for full time and part time students of all ages and during day and evening;
4. Ability to respond to short and long term educational needs of the area in which the college finds itself.

Such an institution will provide a major resource that is now lacking and will complement the universities.

(c) Technical Schools and Institutes

There will be a need for a great many and variety of these institutions. Our major recommendation is that their existence and particular function should be more apparent. There are many more schools and many more programmes than are known to the Canadian public. Every effort towards greater information concerning these institutes must be made.

(d) Public School Board Adult Education Programmes

We believe that all school boards in Canada should be encouraged to extend the use of their facilities and staff to adult students. Though to a large extent this may be restricted to elementary and secondary programmes for adults as we have defined them, a wide variety of other programmes, designed to meet the special needs of the adults of the community concerned, should also be provided. The school board, we believe, also has an important responsibility for community leadership and consultation. Wherever possible, we believe that a staff should be appointed with specific responsibilities for students outside of the conventional age and for programmes devoted to the adult sector of a community.

(e) Voluntary organisations

Through a voluntary organisation an individual commits himself to a specific goal and then undertakes some learning in order to render himself competent to achieve that goal. This has been and remains a main-stay of adult learning in Canada. It is quite fair to observe that, in the past, more adult learning has been accomplished in the voluntary sector than in any other and we believe that this will remain an important avenue in the future.

Voluntary organizations have been and will continue to be major agents of change whereby citizens can become more skillful and gain new knowledge and arrive at new levels of maturity. It is in the voluntary organisations that there is the maximum opportunity for combining individual growth with competent and consistent social adjustment. We believe that voluntary action needs to be taken much more seriously as part of the social fabric of the country and that the young in particular need to be accurately informed about voluntary action.

(f) The Private Sector

Of all the areas of Continuing Education in Canada, it is the private sector that has grown most rapidly in the past twenty years. It has consisted of two kinds of operations: Teaching by private commercial agencies towards a great variety of goals, though the great bulk of it is of a vocational—professional nature; and instruction by large industrial and commercial concerns for their own employees and to their own ends. The first has

come on rapidly in the last decade, and the second has shown spectacular growth since 1945.

We see no necessary conflict between these private activities and the sort of system we are proposing. Indeed, many advances in techniques of teaching and learning have come from such activities and are now enjoyed by all. We do see, however, a need by the public to be aware of these endeavors, to make sure that the standards maintained are proper and legitimate, to provide for interchange of students, personnel and practices among the various systems, and above all to make sure that the technical-vocational bias of the private system is balanced by the humane and liberal opportunities to be found in the public system.

Having laboured so arduously for such a balance in the education of children in Canada, it would be a great tragedy for the private and public systems of Continuing Education to support an emphasis destructive to a humane and civilized society. We believe that there is some danger of that now, and that responsibility to correct it rests with both the private and the public systems. Every individual in Canada, regardless of financial resources or the change of employment by a large and resourceful enterprise, has a right to a variety of educational opportunities, technical and otherwise. All of our recommendations for the levels of education and institutions depend upon the assumption of competence in the teaching of adults. No matter what other steps are taken, the success of the system requires the understanding that the education of adults demands different and special skills on the part of those responsible for it. We have defined the minimum outlines of a system of Continuing Education and of the kinds of institutions which must be encouraged and aided to contribute to it. We do not believe that this outline is exhaustive since we believe that societies seek to solve problems by creating new institutions as well as by modifying existing ones.

Administration

A system of Continuing Education will not succeed unless the majority of students are voluntary. The individual learner must choose his own path and his own method. Therefore, for both practical and ethical reasons, the system must be centred on the learner and the administrative structure must be designed with the maximum room for individual and group initiative. We are not contending that there is no place for provincial, national or institutional leadership. We are, however, insisting that leadership expressed through a system of short-term goals is doomed to failure if it does not make maximum provision for individual choice and determination. There is a tendency for institutions to set specific goals such as fighting a war, or beating inflation. But we have to support the right of the individual to set his own goals. The individual must play a larger part in the management of a system of

continuous learning, in the planning of curriculum, where and when he will go to school and other conditions of learning. He must participate more in financing and evaluation than is common in the conventional child-centred system. We therefore make the following recommendations:

1. The Individual

The individual must be able to choose his own path of development. To do so he must be financially and intellectually able. Where need exists, scholarship must be provided, perhaps of a kind comparable to present arrangements for re-training but of a much greater adequacy. Secondly, there must be very much more adequate systems of information, Counselling and guidance than now exist. Without information on what exists and what is relevant, the individual is not free to choose. Such provisions as are made by the National Employment Service must be strengthened and broadened with a far greater educational component. A National system of information regarding courses, materials, institutions, entrance requirements, etc., must be made available if continuing education is ever to work effectively. The selection of educational opportunity is not the same as the choice involved in buying a car or refrigerator, Educational choices are among the most important any individual makes and yet they are treated with less seriousness than these simple acts of retail purchase.

2. School Boards

The principle administrative participation in Continuing Education is even more important perhaps than it is in the education of children. School boards must become responsible to their communities for developing a system of Continuing Education. The present system of provincial control and finance we believe is not encouraging the necessary freedom for school boards to make the sorts of decisions regarding curriculum, education and teaching methods that they alone can make. The board must be looked to by all citizens as a basic educational leader and resource for the entire community. The present systems of finance and planning must be re-examined and rationalized so that local initiative is stimulated. On the other hand, boards themselves must accept responsibilities for the entire community of all ages and be willing to plan co-operatively with other agencies and offer the proper encouragement. A number of major boards have already provided valuable examples; it is up to the others to follow in their way.

3. Provincial Governments

History and national policy have so far entrusted the Provincial Governments with responsibility for education. They must make more adequate plans for the education of all ages. They cannot continue to fulfill this responsibility without supporting

Continuing Education in all its diversity. They must provide grants to a great variety of institutions, and at the same time encourage and participate in extensive experimentation with courses, techniques, location and more flexible financial arrangements. The day of a simple unified system consisting of elementary and university education is gone. Freedom and growth are to be found only in immense diversity and complexity, to be maintained only with difficult and constant change.

The provincial Government must be aware that a wide variety of its activities now sharply segregated into departments involve a response to learning and that those responses must be co-ordinated and made intelligible to all of our citizens. It must respond to its provincial community with flexibility, aware of its responsibility to lesser organisations and agencies and of its greater powers, financial and otherwise. It is not a matter simply of creating a department or branch for Adult Education. It is a matter of ensuring the continuity of opportunity for learning through all areas of government activity.

The Federal Government

We can find no constitutional restriction on the Federal Government's participation in Continuing Education. It seems to us to be a matter of choice or of private agreement between the Federal Government and the Provincial Governments rather than one of constitutional rights, as to how this participation is best carried out. The Federal Government is already heavily engaged in Adult Education, and in many respects in secondary and elementary as well. These activities are to be found within such nomenclature as manpower development, basic skill training, community development, training for citizenship, health and other. Many opportunities are presently obscured from individual citizens in the complex Federal-Provincial agreements whereby in some cases parallel educational systems are being created.

Our belief in local and regional initiation, combined with the greater financial resources of the Federal Government, inclines us to support these agreements provided the role of the Federal Government is made both more apparent and more flexible. The vital commitment of the Federal Government should be further expressed in at least three ways:

(a) Finance

Because of the relatively greater earning power of the Federal Government and because increased individual development makes itself felt in increased income more quickly than anywhere else, the Federal Government has a responsibility to provide financial assistance both directly to individuals through loans, scholarships, bursaries, etc., and indirectly through provincial Governments and other institutions.

(Continued on page 11)

AN ADULT LITERACY CAMPAIGN IN BRAZIL

By Celso de Rui Beisiegel

EVEN a brief account of the main features of the "Paulo Freire" method is enough to explain the interest aroused by the trials made of it.

From the published accounts of these pilot operations, we learn that the work of the literacy team begins with the location and recruitment of some illiterates resident in the area selected for the trial project. Interviews are then conducted not only with the selected illiterates but also with those other local residents of longest standing or best informed about the community. Verbatim records are made of each interviewee's answers to questions covering the various facets of his experience of life in the locality—work, family, life activities, beliefs, politics, personal and family history, etc.—and these individual records combined furnish the literacy team with a comprehensive list of the words, used currently in the community.¹

This list is considered as representing the "common" vocabulary, and from it are extracted "building-block" words, a key category for the organization of the instructional programme and for giving a lead to the discussions which will take place in the study circles.²

The mechanism of the written language is studied by breaking

1. Cf. the trial projects conducted in Osasco, Sao Paulo and in Augicos, Rio Grande do Norte. Although minute care in the selection of informants is not essential, in view of the projects of the "vocabulary census", it is known that in other trial projects more representative methods were used in selecting interviewees for supplying the "common vocabularies" of communities.

2. The traditional class is replaced by a "study circle", and the teacher by a moderator."

down the "building-block" words into syllables which are then rearranged in various ways to make fresh words. For this reason, the "building-block" words are selected from those in the vocabulary embodying the largest numbers of different phonemes, and their number can be variable, as actually happened in the various trial projects carried out: 18 in Tiriri (a Sudane agricultural settlement), in State of Pernambuco; 16 in Osasco, Sao Paulo State; 15 in Brasilia, etc.; all that is needed is for the combined set of "building-block" words to cover all the different combinations of sounds and provide a key to all the situations that may arise in the course of reading.

Over and above wealth in phonemes, the choice, as "building-block" words, must fall on the terms most common in the locality and directly related to the experiences of daily life most meaningful for the *group of individuals* to be taught to read. "Should 'building-block' words not be abundantly meaningful and topical, they will not 'trigger' the discussion which, in this system, is essential in order to awaken the interest of the student and tie in literacy teaching with the problems of the individual."³

Before beginning to discuss the "building-block" words, there is a "motivation" stage. The group discusses situations that bring out the differences between the natural world and the "educated" world, and is led to an understanding of man's active role in creating his own living conditions, and to appreciate the importance of the written word in the latter process.

3. Cf. "Introducao ao Metodo Paulo Freire", the Brasilia Experiment (Mimeographed publication), page 2.

After the initial motivation stage, a start is made on discussing the "building-block" words, which are exhibited to the adult student (on slides or wall charts) conjointly with the concrete situation in daily life which they evoke. This representational context is to "fix" the word, psychologically, in the illiterate's mind.⁴

The first stage of the system will consist in the discussion of all the "building-block" words programmed for the particular project and should give the illiterate a grasp of the mechanisms of reading and writing. This stage was completed in an amazingly brief time in all the trial projects; hence, the rather inappropriate publication of the name, "Forty-hour Method", by which the "system" was initially known. The "Introduction" postulates a second-phase continuance of the "study-circle" proceeding with the preparation by the learners themselves of group news-sheets and of discussions of local, regional and national problems.⁵

For a study of the "Paulo Freire" system of adult literacy instruction, a preliminary requirement is the examination of certain background considerations, which are briefly outlined in the following paragraphs.

1. "Literacy teaching" means transmitting the elementary techniques of reading and writing. Thus *adult literacy teaching* means giving adult illiterates a mastery of these special aspects of language. Given that, language

4. *Idem, op. cit.*, page 2.

5. For more detailed information on the "Paulo Freire system", see "Estudos Universitarios", a cultural review of the University of Recife, pp. 6-80.

is a system of arbitrary symbols by means of which, firstly, relations are maintained between the members of a social group and learning is effected and whereby, secondly, the continuity and development of a particular way of life are secured;⁶ reading and writing as special aspects of language are found to have two dimensions: the first, which could be called the instrumental, being represented by the *symbolic mechanism* of expression, and the second by the cultural content of the written language *per se*. In its different modes of expression, the language of a given social group would figure at one and the same time as a medium for manifesting, and itself a manifestation, of a given culture.

In the process of literacy teaching, the same two dimensions would seem to exist, consisting respectively in the transmission of the symbolic mechanisms of reading and writing and in the cultural content conveyed to the learner concurrently with his assimilation of the instrumental aspect. These two dimensions of the literacy-teaching process cannot be treated as separate phases of it

2. This notwithstanding, a scrutiny of the conventional methods of adult literacy teaching shows that the standard works on the subject concentrate purely on its instrumental dimension, on the implicit assumption that the theory is to provide the illiterate with a knowledge of the techniques without much regard to the content's *possibilities of educational action* in the course of the technique-learning stage.

This practice matches the view hitherto taken of the "illiteracy problem" in Brazil. The existence of high percentages of illiterates

in the country's adult population⁷ was blown up into a "grave" educational problem on the strength of oversimplified formulations of the actual situation in terms of education, values founded on ill-judged comparisons between the scholastic situation in Brazil and that of the most highly developed Western countries. We get a peculiar inversion of cause and effect. Illiteracy is considered independently of the remainder of the conditions of life in which it occurs and conceived of as an evil in itself, with the inference that merely teaching every individual to read, when achieved, would naturally represent a major step forward in overcoming educational backwardness diagnosed in these terms.

Consistently with the nature of this diagnosis, government action in adult literacy teaching stopped at "*symptomatic*" treatment of the "literacy problem". In the teaching of adults, the re-education of schooling's educative action to instruction only in the techniques of reading and writing reached its intensest level and no attempt was made to "marry" the imparting of these techniques to the daily experience of the learner. Although this kind of literacy teaching may have a cultural content, it is only fortuitously that the latter ever becomes relevant to the illiterate's "grown-up world".

Such literacy teaching does not "educate". Moreover, it is justifiable to assume, at least as a working hypothesis, that there is a relationship between the effectiveness of literacy teaching and the sense and useful possibilities which the learner sees in the skills of reading and writing. Since no demonstration of the

usefulness and good sense of acquiring these skills is tied in rationally with the inculcation of their mechanics in literacy teaching, the retention of the knowledge acquired is dependent on chance factors outside the educator's control, arising from the cultural requirements of the milieu in which the illiterate happens to be settled. Now, it is known that illiteracy, is more frequent in the rural medium whose characteristics, cultural, social and economic are marked between individuals, by relative isolation, and by the persistence of traditional solutions for the problems of life, are not propitious for the development of conditions for putting skills acquired in literacy training to use. Thus, it is arguable that literacy teaching's actual chances of success might be prejudiced by limiting the process to the instrumental dimension.

3. The feature peculiar to the pilot operations in the "Paulo Freire" system appears to lie in the importance given to the treatment of the educational action content which can be brought into play during adult literacy training. Clearly, educational action as such is the ultimate object of literacy training and at the same time furnishes motivations for learning and inducements to persistence in the use of the mechanical techniques acquired by the learner. But the educational action, which is defined as the action imperative "...to organize the thinking of the illiterate and induce him to amend his attitudes towards the facts of existence (...) to make him feel able to transcend the merely sensory media for grasping the facts of existence",⁽⁸⁾ does not take arbitrary directions according to the caprice, the training or the interests of teacher. It starts from the learner's personal experience of

6. Cf. Herskovits, "El hombre y sus obras", FCE, 1958, Mexico, pp. 478 and following.

7. For calculating the percentages of the illiterate population, writers tend to treat as "adult" the whole population segment over the age of 14, the upper limit of what is deemed the population of primary-school age.

(8) Of Paulo Freire, "Concientizacao Alfabetizacao—uma nova risao do processo", Estudos Universitarios, Revista de cultura da Universidade de Recife, no. 4, April-June, 1963 p. 13.

life: "...our educational experiment could not dispense with the frame of reference of the learner's surroundings (...)." And if active methods were contemplated, designed to home minds by debates on challenging situations postulated to the group, these situations would have to be extant for the group concerned. (9)

Correspondence of the cultural content of the literacy course with the real-life experience of learners should be ensured by the procedures followed in selecting the "building-block" words. It is the real-life situation evoked by a "building-block" word that sets off the discussions, and it is emphasized that the interference of the "moderator" in the exchanges should be limited. He must at all times lean on the experiences of the "study circle's" members, start them talking and encourage all to take part. (10)

Thus, the expression, "educational action", does not imply a relationship in which the educator figures as agent and the learner as patient: care is taken to avoid any feeling of lecturing (11) in the relations between the two parties. It is by discussing experiences in daily life with others who have shared them under the moderator's guidance and control that the adult gets educated. Despite the care with which it is sought to circumscribe the manner of imparting

the techniques of reading and writing, whether by recourse to audio-visual aids or by the minutely detailed programming of the work, the really novel features of the trail operations consist in:

- (1) the linkage of the transmission of the instrumental skills to the concurrent potential educative action;
- (2) the linkage of the cultural content of the process to the real social, political and economic conditions of the illiterate's life.

The cultural content is conceived as the potential for the individual's critical self-orientation in the historical and social context in which he is set. Learning the techniques of reading and writing then emerges as part of a more general transformation to be effected in the "organization of the thinking" of the illiterate. In other words, it will be one of the elements in the *process of amending the basic attitudes of the adult* in the face of the social, political and economic conditions of his existence.

Thus, investigations of the yield of literacy teaching cannot stop at simply checking how far the techniques of reading and writing have been learnt. When the literacy campaign is over, it is necessary to check whether the expected changes in adult attitudes have in fact occurred, and above all what direction has been followed by the changes in adult attitudes have in fact occurred, and above all what direction has been followed by the changes noted in evaluating the results.

4. Lastly, it must be pointed out that the "Paulo Freire" adult literacy teaching method elicits diverse reactions from different categories of individual or group. Of particular significance are the reactions noted among the illiterates themselves in the "study

circles."¹² Here, the method of selecting the "building-block" words will almost inevitably turn the talk to experiences, which reflect the social tensions generated under capitalist or pre-capitalist forms of labour-exploitation.

The other reactions to the "Paulo Freire" method would seem to reflect the expectations or individuals of groups regarding the development of those social tensions which might be produced by the discussion of the objective evidences of the illiterate's "class situation." The novel features the "method" might well incorporate the adult literacy-teaching process into the dynamics of the process of group adjustment to the changes marking the crystallization of a capitalist social order in the country. Thus the reactions aroused by the literacy campaign would largely be reflections of the options of individuals or groups in the face of social changes—from the rejection of any change in the established social order to inclinations towards the creation of conditions for overcoming the contradictions inherent in the developing class society.¹³

UNESCO

12. Cf. the Osasco trial project. Illiterates who had enrolled in the "study groups" took a keen interest in the discussions, and after the start of the literacy campaign, many illiterates who had shown no intention of attending the "study circles" when members were being enrolled, offered themselves as candidates on the strength of the favourable comments of the adults already enrolled.

13. Cf. Florestan Fernando "Opcoes diante da mudanca social". A sociologia numa era de reconstrucao social, p. 216.

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(9) *Idem* (1) on previous page.

(10) Cf. "Introducao ao metodo Paulo Freire", *op. cit.*, p. 2: "The role of the moderator is to stimulate discussion in the group. He must not play an important part (it is even advantageous that the discussion should be prolonged and lively). The moderator should be a catalyst to start the discussion and 'chairman' to resolve the group's difficulties in expressing itself. He should see to it that no one remains silent. He should bring everyone in and urge each and everyone to speak. He should ask questions serving for clarification. He should not give his own opinions. He should try to prolong the discussion, constantly summing up and showing new aspects."

(11) Cf. Paulo Freire, *op. cit.*, page 12 and following.

Although national policy at times will require investment in particular sorts of developments and particular kinds of institutions, we believe the Federal Government overall has a responsibility for supporting individual learning based on individual choice. This is more apt to be assisted by direct grants to individuals than any other way. A system of national scholarships open to all ages, and appropriate to a greater variety of educational endeavours is necessary. This sort of financing is noticeably lacking in Canada. The extension of Family Allowances to age 18 is one example of such assistance, but we believe that this is mistaken in its present form. At present, by giving the support to parents instead of directly to the students, it merely reinforces the dependence of the learner at the very time when he should be making a voluntary commitment to learning.

(b) Research and Planning

Canada is under-developed in its resources for educational research, particularly in areas outside the conventional age groups. If we are to create the system we are recommending as absolutely necessary, and then use it efficiently, much greater resources must go into the gathering of data on which planning is to be based. The Dominion Bureau of Statistics has performed miracles with limited resources. While provinces are increasing their activities in this field, we do not believe that this is sufficient for the sort of national response we must have. The increased mobility of our population is such that regional planning, even for children is not adequate. Much more is clearly required for the fully articulated system of Continuing Education is which now necessary.

(c) Professional Development

Canada is notably deficient in professional opportunities for leaders and administrators of any educational endeavours outside of the conventional system. The planning, administration and teaching of a system of Continuing Education demands quite different skills than those appropriate for the formal system. At present few universities offer anything like a comprehensive programme for the development of professionals in Adult Education. Others offer bits and pieces. We need many major centres across Canada, and we are convinced that leadership from the Federal Government would materially help such developments. The country urgently requires a greatly expanded system of Continuing Education, but this cannot be achieved satisfactorily without appropriate investment in the provision of trained people to conduct it.

What we are proposing, aside from the central commitment of the Federal Government to Continuing Education, is a centre of responsibility for it in the present Federal administration. The creation of an Office of Education based on a concept of Conti-

ning Education, and devoted to the three major activities we have outlined, would give a substantial impetus to the system and the society, and would not violate constitutional provisions or the confidence of various cultural and regional interests in the country.

Finance

The entire question of financing Continuing Education in Canada needs examination. It is in this area, more than anywhere else, that the present system is piecemeal, make-shift and opportunistic. Report after report of Royal Commissions and other investigations have nodded briefly in the direction of Continuing Education and proceeded to intense elaboration of systems already obsolete in concept. We are not recommending the simple extension of the principle of completely state-supported education to the adult sector. The principle of cooperation already advanced indicates the sharing of costs. There is room for a variety of schemes that allow for greater financial participation by the individual but which also provides for assistance where there is need.

We have already commented on the fact that there is an extensive private system of further education in Canada. While we welcome activities and achievements to be found in that sector, we are also aware that its very existence creates some injustices for adult citizens. We think that cooperative activities between the private system and government such as those provided for by Programme 4 of the Vocational-Technical Training Plan, and between the private sector and various public educational agencies, are to be encouraged. We also think that recognition, financial and otherwise, must be made of those citizens who do not now have access to these private and mixed systems.

This society must discuss and decide whether an individual who improves himself in any way by learning is a greater beneficiary than the community. Without proper consideration, the general inclination of the society is to conclude that it is the individual who profits most and that he should therefore pay his own way. Yet there are enough exceptions to this practice to make this response both impractical and unjust. The simple alternative is to conclude that by and large it is the community that benefits from the enlargement of imagination, the increase in skill and judgment. Therefore, the overall support of learning is entirely worth the few failures and the few exploiters that may result. If we believe truly that the society exists for the benefit of its citizens, and that able, imaginative, growing citizens benefit the society, the support of their learning in all its remarkable variety must be seen as a community concern.

There are two major principles in educational finance: one is to subsidize institutions which in turn recruit their own students, the other to subsidize

Universities No Longer Ivory Towers

Delhi Varsity to Start Adult Education Programme

Shrimati Indira Gandhi has emphasised the need for changing the outlook of the people.

Inaugurating the new building of the Delhi University Women's Association in the Campus on May 4, she said that they must fight against the people's apathy towards development work and inspire the spirit of dedication among them.

The Prime Minister said that educated people had a duty to help those who did not have the privilege of receiving education. The problems in a vast country like India were as complex as they were numerous. They could not be solved unless the energy of

institutions who will then choose their institutions. Obviously we cannot and should not choose one of these to the total exclusion of the other Institutions requiring continuity and large capital outlays cannot be left to the vagaries of student choice; nor should students over the school-leaving age be left entirely at the mercy of institutions. Canada has experienced both practices and still provides for both, though the weight has been heavily in favour of the institutions in recent years. While we believe that the provision of capital facilities for education is something that the state must assume, we also believe that there is a great need for greater support of individuals, particularly those outside of the conventional ages. At present, on just this ground they are heavily discriminated against.

We believe that Canada is presently on the threshold of the concept and practice of education that we are recommending as a national policy. But there is a major difference between extending in bits and pieces a system based on education as preparation at the beginning of life and seizing the full concept of continuity of Education for all at any time. While we realise that a national system of continuing Education will not solve all our national problems, we are sure that none of them—poverty, automation, expanding knowledge or economic growth—are at all solvable without such a concept.

To undertake it, to implement it, thereby placing the learner and learning in the central position in the society, would help us emerge, confident and vigorous, into our second century to which we may belong more surely than we seem at present to belong to this one.

Individuals when learning are more energetic, more tolerant and more humane. To support the learner and learning at all ages is surely the most solid cornerstone we can provide for the Canada of the future.

all the people in the country, especially educated persons, was harnessed. In this connection, she stressed the role of women in the reconstruction work.

Shrimati Gandhi said that she was glad that the Delhi University Women's Association had taken up propagation of family planning as one of its activities. Women could be very effective in the family planning programmes which were of great importance to the country.

Earlier, Shrimati Durgabai Deshmukh said that the building would become the centre of social, cultural, education and literary programme of the women. The building, costing Rs. 1.75 lakh, has provision for halls and residential accommodation for the visiting professors and visitors.

The Vice-Chancellor, Dr. C.D. Deshmukh, who presided said that the University would soon undertake adult education programme.

Speaking on the occasion, Dr. Deshmukh said that the concept of university had undergone a change. In the past it was proverbial ivory tower where a community of scholars was busy widening the frontiers of learning unmindful of what was going on in society. A University at present not only pursued this purely academic work but also served the nation by turning out the required manpower for the country's economic development.

Besides ensuring an all-round development of its students a university also served the society. It had realised that it could no longer work in isolation.

(Continued from page 2)

generate a better standard of living out of given levels of income."

He also stressed the role of the new graduates as builders and developers of practical democracy. He said, "I urge you that as you go about the professional tasks you never forget your parallel assignment, which is to make everyone of those students into a somewhat more perceptive, rational, and responsible citizen than he would have been if he had not had you for a teacher."

In this context, Dr. Lewis paid a tribute to the resilience of India's commitment to constitutional democracy. He said, "Fifteen years ago that commitment was a set of proud words as yet little tested. Since that time despite great poverty, despite much illiteracy, despite much diversity, and many divisive forces, despite external challenges and internal crises, that commitment has been repeatedly and consistently proven."

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I.L.O. Fellow Visits IAEA

Mr. Daramdeo Mohun, Vice-President of the Agricultural and other Workers Union, Mauritius visited the headquarters of the Indian Adult Education Association on April 25 and 26. He had discussions with the members and staff of the Association on the various workers education programmes carried out by the Association in this country. He explained that his country with a small population of 7.5 lakhs has two active trade unions and both are affiliated to International bodies. Majority of the workers in Mauritius are agricultural and plantation workers.

He was very much impressed by the Workers Education Programmes conducted by the Indian Adult Education Association and was anxious to start such programmes in his own country.

Mr. D. Mohun is on a tour of India to study the Workers Education Programmes of this country as an I.L.O. Fellow.

AIR to Broadcast BA Lessons

ALL India Radio has agreed to broadcast lessons for students taking correspondence course in BA from the next academic year commencing in July.

This was disclosed by Shri J.N. Mitra, Director of the Correspondence Courses, Delhi University, at the annual function of the courses held recently in Delhi.

He said that the lectures for correspondence courses would be broadcast from the Delhi and Madras stations of AIR. The details of the broadcast would be worked out in joint consultations between the AIR authorities and the Directorate of Correspondence Courses.

Shrimati Durgabai Deshmukh, Vice-President, Indian Adult Education Association, who was the chief guest, suggested that other universities should also start correspondence courses. She was sorry that the response to these courses from women was very poor and urged the authorities to give sufficient publicity to the scheme so that more women could avail of the opportunity.

Accommodation Problem

Dr. C.D. Deshmukh, Vice-Chancellor of Delhi University who presided expressed his satisfaction over the progress of these courses. He however, said that adequate expansion of these courses might not be

possible because of the shortage of accommodation. He said that the governing body of these courses was examining a proposal to convert the Directorate into an organisation for adult education as correspondence courses formed a part of the Adult Education programme.

Another proposal to introduce degree courses in some branches of science was also being considered by the governing body, he added.

Shri Mitra, in his report, said that nearly 3,000 students were admitted to the 1965-66 session. The Pass percentage was over 69. He said that the Directorate offered studies in economics, history, political science, commerce, mathematics and Hindi.

Shrimati Deshmukh gave away the prizes to students standing first in various examinations and also in sport events.

Evening Classes by Aligarh Varsity

The academic and executive councils of Aligarh University have decided to start evening classes from the next academic session for the benefit of ministerial staff employed in University and outside.

The classes will be held with the help of full-time and part-time staff. The subjects will include Economics, Politics, History, Hindi and Urdu.



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TAGORE HALL OPENED

JHA CALLS FOR PEOPLE'S INITIATIVE FOR MASS EDUCATION

The Tagore Hall of the Indian Adult Education Association was formally opened on May 9, the birth anniversary of Poet Tagore, by Dr. V.S. Jha, member of the Education Commission.

SPEAKING on the occasion, Dr. Jha said adult education was a primary need of India today and tremendous efforts should be made to educate the masses.

No country could make progress in any field until the majority of its people were literate. Unless the people themselves took up the challenge and helped educate millions of illiterates, there could be no solution to the problem.

Dr. Jha said that it would be futile to depend on the Government for eradicating illiteracy. It had to be a people's campaign.

Dr. Jha said that India had her own traditional system of adult education in ancient days. Tagore personified these traditional values and the spirit of Indian education. Tagore had made the people of India aware of the dignity and significance of Indian culture.

It was in the fitness of things, Dr. Jha said, that the Association had decided to name its hall after Tagore who was one of the greatest "adult educators" of the country.

Shri R.M. Chetsingh, acting President of the Association said that Tagore conceived education as an all-round development of human faculties for the attainment of fulness of life. This concept was a call and a challenge to all who were genuinely interested in adult education.

Shri Chetsingh said that one could justify one's existence by doing something creative. The Association had achieved this creativity by spreading education among the adults of India.

Shri Sohan Singh proposed a vote of thanks to Dr. Jha and the guests.

The cutting of the tape was followed by tea.

Among those who attended were members of the UNESCO-FAO Mission Messrs. Bob Knowles and Clarke, Sarvshri J.C. Mathur, Saligram Pathik, M.C. Nanavatty, N.R. Gupta, S.R. Mohsini, Barkat Ali Firaq, Rajni Kothari, H.P. Saksena, L.R. Shah and Loknath Joshi.

National Advisory Board of Libraries

The Government of India has decided to establish a National Advisory Board of Libraries, to advise the Government on matters relating to the reorganisation and coordinated development of libraries in the country.

The Indian Adult Education Association will be represented on the Board, which will have the Education Minister as Chairman.

Editorial Board

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Shri Maganbhai Desai

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Correspondence Courses to Become Integral part of Higher Education

Top-ranking educationists pleaded that the university correspondence course, now conducted by Delhi University should be started by other universities as well.

EXPRESSING their satisfaction at the success of the experiment in Delhi University, they underlined the high pass percentage of students appearing at the B.A. examination in past four years.

Considering the shortage of colleges and teaching staff, they felt that only through such methods as evening classes and correspondence courses could higher education spread in India. Correspondence courses were popular in Russia, Sweden, the U.S. and Japan.

They were speaking at the inauguration of a three-week "personal contact programme" at Delhi University. Over 700 correspondence course students, nearly 300 from outside, will stay on the campus and visit the neighbouring areas of Delhi. They will be guided by the teachers whose lectures they received by post but whom they had not seen.

Mr. C.D. Deshmukh, Vice-Chancellor of Delhi University, said the correspondence course had added a new dimension to university education. He hoped that it would become an integral part of higher education.

He welcomed the suggestion of Prof D.S. Kothari, Chairman of the University Grants Commission, that the course should be diversified to include science, technology and other disciplines.

Prof Kothari said part-time education like regular education, must be given an honourable place. Correspondence courses had certain advantages over classroom teaching. For one thing, there was a greater scope for "two-way communications" between the teacher and his students.

He felt that laboratory facilities could be organized locally for students taking up science and technology.

Better Results

The Director of the Courses, Prof. J.N. Mitra, in his report said the first results of the correspondence students who took examination in September had shown better results than those of regulars. Out of 45 students who secured second class in B.A., 27 were from the Courses.

He revealed that from the next academic year, All India Radio would broadcast from Delhi and Madras stations courses in English, history and

PM Launches Adult Literacy Campaign In Bombay

THE Bombay City Social Education Committee, an institutional member of the Association has launched a crash programme for eradicating adult illiteracy from Greater Bombay.

The Prime Minister, Shrimati Indira Gandhi, on May 23, lit a silver lamp to launch the campaign. She also presented books and slates to two illiterate adults, to symbolise the launching of the literacy drive.

Earlier, Shrimati Gandhi was presented with an artistically designed album of paintings and drawings done by illiterates.

The formal inauguration by the Prime Minister synchronised with a large number of volunteers, including students, holding classes in groups for adult illiterates in one of the city wards.

Social Change

In a brief speech in Hindi at the formal function the Prime Minister emphasised the need for imparting social education to neo-literates to bring about a social revolution.

She called upon adult education institutions to prepare follow-up literature for the benefit of neo-literates. It was necessary Shrimati Gandhi said, to acquaint them with modern technology and thought to make them useful citizens.

The Prime Minister also emphasised the role of non-official agencies in the literacy campaign and said the government alone would not be able to tackle the problem.

Television

She referred to the part television played in foreign countries to remove illiteracy and expressed the hope that the proposed network of television in India would serve as a useful medium in the fight against illiteracy.

Shrimati Sulochana Modi, President of the Committee and Vice-President of IAEA and Shrimati Kulsum Sayani also spoke on the occasion.

political science once a week in each subject.

The annual three-week "Personal Contact Programme" provides correspondence students an experience of campus life.

PLAN FOR ADULT EDUCATION IN INDIA

Educated People Need Re-education: Organise Education for those Engaged in Economic Development Programmes

The Silver Jubilee Conference of the Indian Adult Education Association held in March 1964 drew up a Declaration at the end of a week-long deliberations. The Declaration was later elaborated by the Hon. General Secretary, Shri S.C. Dutta. In drafting the proposals, Shri Dutta had the benefit of the advice of Dr. Roby Kidd, the well-known Chairman of the International Committee for the Advancement of Adult Education. The draft published below has been prepared in collaboration with Dr. Kidd. It is being published to initiate a discussion on the various proposals made therein so that a well-thought out plan of adult education could be prepared for implementation by the government and the people and their organisations.

1. It is our considered view that Adult Education should become an integral part of our educational system, so that all men and women have opportunities throughout their lives for acquiring, increasing and renewing knowledge and skills, for active and fruitful participation in civic and cultural life and in social and economic development of the country.

2. We feel that implementation of the adult education programme ought not to be partial or piece-meal. It should be viewed as a comprehensive programme effecting the lives of the various strata of our society. The comprehensive scheme of Adult Education must be seen in the context of the plans of economic development, in the programme of population control, in the modernisation of society, in reducing social and economic differences, in the general schemes of social reforms and welfare for the improvement of public health and personal and social hygiene, in better relationship between religious and social groups indeed in general in the whole plan of building up a happy, prosperous, dynamic society.

3. In nineteen years of freedom, there has been only a small increase in literacy. Illiteracy is a scourge which must be eradicated. Every available resource in men and material should be employed for the purpose.

4. It is generally agreed that literacy should be functional i.e. the literate should acquire ade-

quate mastery to use the tools of literacy to pursue his own interests and goals. The International Committee of experts on Literacy at its meeting in June '62 defined a literate persons as "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 skill towards his own and the community's development."

5. Functional literacy in our context means the attainment of an educational standard which is equivalent to the fifth standard. Nothing short of this will do. Therefore it would be wise to plan the literacy programme in two stages:-

(i) A five-month course in which the adult should be initiated into reading, writing and simple arithmetic. This should be a simple course which can be handled by teachers and/or volunteers, who are given a short orientation course.

(ii) A second five-month course, which should be more advanced and should aim at improving the skills acquired earlier and at guiding the adult to use them for his own purposes. This second course should enable the adult to acquire sufficient skills and general knowledge to profit by self-study of simple literature and further education

in continuing classes.

Therefore ten months involving 1½ hours work on five days a week is the minimum necessary for the adult to get necessary skills in reading, writing and simple arithmetic to be able to be effectively literate.

6. If functional literacy is the goal of our literacy work, then literacy education will have to be the responsibility of the school system. The schools must take the responsibility of conducting the 10-month literacy course as part of their normal work and so arrange its syllabus, curriculum and teaching techniques as to serve the needs of adults in addition to the formal teaching of children. It must also organise part-time courses for the age group 11-17.

7. In India, most school, college and university buildings are closed at night and are rarely used during the long vacations. It is essential that steps now be taken to assure that, under proper safeguards, and with the employment of able teachers, every kind of educational facility will be available when not otherwise in use, for the education of adult men and women. The same principle should apply to libraries, workshops and classrooms for technical education and laboratories, although of course, the safeguards respecting proper use must be observed. This one act alone will make available crores and crores worth of fine educational facilities, and provide space for the education

of millions of people at no extra capital cost and at very nominal maintenance cost.

8. Once it is agreed that the normal school system should take the responsibility of organising and conducting literacy classes on a part-time basis which implies some alterations in their normal curriculum and text-books, **a change must come in our concept of the school.** It should not just be a school for children, undertaking a limited task of running classes for five hours on working days, but a school meeting the community needs and rendering service to the community, radiating joy and happiness to the people by acting as a centre for all cultural activities and extension services.

9. **The schools should not merely exist to teach children but to make their illiterate parents and others in the locality literate and to organise follow up activities for the neo-literates.** The responsibility for organising, imparting and assessing progress of literacy in a defined locality should be placed on the school which serves it. The schools should be built and equipped to serve these new social functions. It should have at least a library. Even the smallest school should be kept supplied with carefully selected books from a bigger library centre. The concept of 'the community schools' should be adapted to the Indian conditions. Departments concerned with social and economic developments should also assist the schools to become centres for their extension services. The schools can serve the purpose of displaying exhibits and posters, utilising simple and useful reading material, arranging film shows and in several such other ways. **The schools should become the schools of social action** meeting the needs of children and of men and women, serving the home, building health, fostering wholesome recreation, recognising civic needs, stimulating creative activity, encouraging vocational interests and cooperating with other community service agencies.

10. It is absolutely essential that the concept of school should be modified to serve the social and economic needs of our society. In line with this modification a change in our teacher training programme is inevitable. **Instead of preparing school teachers for teaching children, we must train teachers of the "Community Schools."**

11. Every training institution in the country, should provide courses in principles and methods of teaching adults to all teachers under training. For teachers already trained short orientation courses should be organised. For the time being correspondence courses can be organised for others who cannot be spared for attending orientation courses.

12. Special adult literacy programmes are necessary for the handicapped section of the society, for example the women and the tribal people.

13. For women's education one scheme which has been tried can be used with advantage after some modification. In many villages there could be found able women who have had a little education at some time. These women should be persuaded to take some intensive educational courses of the type which have been successfully organised and are known as 'condensed courses' under a scheme of the Central Social Welfare Board. The courses would improve their education and train them for leadership among the women of the villages. They would then go back to their village and engage themselves in organising adult literacy classes for women. Many of them would gladly do the job for a small salary of about Rs. 30 to 40 per month. They may be called, as they have been, the village sisters.' It should be possible to create a fairly large corps of such workers who can serve as nuclei for rural women's education. Similar measures can be considered for tribal areas. In these cases, the educational programmes should be organised with due regard to their social and cultural practices and habits

of life.

14. **Literacy, however, is not and should not be regarded as an end in itself.** Literacy alone will not prepare the citizen of today for the impact of technology and industrialization on his mind and life as well as demands of civic duty as a member of a developed society. This is an era of rapid changes, when life-long learning has become the condition of survival. Therefore, all-out effort must be made and sustained to provide continuing education.

15. **Educated people need constant re-education, for the partially educated are no greater asset to themselves or to the country than the uneducated.** Even the well-educated, may not be able to cope with the complex challenges of the modern world, unless their intellectual equipment is renewed continuously. To keep their professional competence in good repair and to improve it, and to deepen and refine their sensibilities, are among the tasks of continuing education.

16. **We favour an educational programme that will ultimately enrol most, if not all, men and women in educational activities suited to their interests and capacities.** We have demanded that massive illiteracy must be ended, but that is not enough.

17. **We are equally concerned about the education of certain kinds of people in society, of individuals who are in crucially important positions.** We refer particularly to those individuals upon whose quality, spirit and steadiness so much else depends. When every elementary and secondary school teacher has become a well-educated person, we will have thus ensured a fine education for our children. When every college teacher is not only well-prepared but is engaged continuously in self-study and research, the vast investment in higher education will produce the kind of results that can only arise from this cadre of national leadership. If every professional man, doctors, engineers, lawyers, and the rest, continue to keep up with ever-expanding knowledge,

only then can they offer professional service equal to the needs of India.

18. The same may be said of executives in business, government officials, political leaders and trade union and cooperative workers. The men and women who make the decisions that effect the destinies of everyone else must be offered the finest forms of continuing education.

19. This places a responsibility squarely on the universities and training colleges. If the agencies of higher education are to live up to their high calling, their present activities in research and in the preparation of young people must be seen for what it is as an important part, but only part of their obligation. An equally vital obligation is to assist the decision makers in India to obtain the facts, insights and balance necessary for coping with profound problems and opportunities.

20. All professional societies must also be brought into association with the Universities to provide the finest kinds of continuing education for the leaders of India. In some countries, a professional society that does not have staff and a programme of continuing education is considered to be failing in its responsibilities and to have forfeited public confidence. Plans should now be made to draw professional societies and institutions of higher learning into collaboration for the further education of the government officials, business and professional men both as practitioners in their field of work and as citizens.

21. Facilities are now available for many forms of education for youths. However, there are hundreds of thousands of men and women who have the capacity, the will and the need for further education at the elementary or secondary school level, in college and university studies, in vocational and technical skills of all kinds. For many of these students programmes of correspondence study should be prepared; for others night school and

evening college courses, for still others short intensive courses. It must be the responsibility of schools and universities of every kind to provide to able and energetic students of any age the education needed by them, and incidentally, needed in the national interest.

These plans should not be considered as temporary, to get over some emergency. It is the nations with highest standards of educational attainment and economic and technical advance, the United States, Scandinavia, Germany and Russia that also provide most extensive services for and have the largest continuing enrollment of mature students.

22. Much of this work must be planned by the Universities, which must train the personnel needed. It will be incumbent upon every university to establish a Department of Continuing Education, a step that has been taken already by most of the great universities in other countries.

23. The curriculum must be as broad as the intellectual and spiritual interests and needs of men and women.

For too long, and in too many places the curriculum offered to men and women has been anaemic or inspid often because it was adapted from some syllabus designed for young people. Any curriculum should be planned in relation to the needs, the experience and the capacities of the prospective students.

24. The curriculum for men and women should include at least the following educational activities :—

—those that lead to an improvement in vocational and technical skills and to an understanding of science in modern life.

—those that assist men and women to function effectively as parents, members of a family, and members of community.

—those that develop an understanding of man, his history, thought and the various forms of art and

self expression.

—those that prepare a man to take part in civic life and to function as a citizen.

Few persons may be able to enrol in all such activities at any one time but the opportunity should exist for all such work.

25. It is equally important that serious efforts are made to produce or encourage the production at different levels, of inexpensive books, recordings, reproductions and other necessary materials. The publishers and producers of such materials whether in government or in private corporations, are important partners in adult education and their interest and participation should be encouraged. Production should be promoted of simple, attractive and easy to read literature for those newly made literate, so that they may continue to maintain their literacy skill and also enabled to derive benefit from self-study and further education.

26. We are convinced that there never was a more favourable time than the present in India's history for a dynamic forward move in adult education. It will be a grave failure if men and women in vast numbers and under varying circumstances are not provided opportunities for self-study and for further education.

27. In the life of any person there are occasions that have been termed "teachable moments." These occur at times when his country is in peril, or there are new career opportunities, or he is establishing a family. All are moments when he is deeply stirred, when his whole being is engaged and he may reach toward that potential capacity which every person has yet too often fails to utilize. These are the times above all when people should be encouraged to study for the sake of their children, or their country, or their village or themselves.

28. The very dangers that India has passed through and continues to face-dangers from enemies on her border or the no

less implacable foes, hunger and disease, has brought confidence and buoyancy to millions. The response that people have given to bold appeals to become self-sufficient are signs that ought not to be disregarded.

29. The defence forces and the railways have demonstrated that when men are engaged in great national enterprises, they can be induced to study and are effective learners.

30. All people, caught up in national purposes are more likely to respond to appeals to improve themselves. But this possibility will be increased if regular provision is made in every kind of economic and social and cultural project. No single opportunity should be missed.

31. There are several projects introduced by various department and organizations such as those of Agriculture, Cottage Industries, Community Development, Khadi and Village Industries which have launched schemes of social and economic significance and involve large illiterate populations. The linking of literacy with these schemes will not only provide powerful motivation for literacy but also assist in improving its results. For example, the Khadi spinning scheme of the Khadi Gramodyog Organization involves several lakhs of women who are taught to spin yarn. During their training these women could not only be made literate but better workers for the Khadi development Scheme. The Community Development Department has launched with the support of international organisations the Applied Nutrition schemes. The problems of nutrition and child-care could serve as strong motivation for literacy and association of literacy training with the scheme of applied nutrition will undoubtedly render it more effective. The Agriculture Department has similarly intensive Agriculture Package Programme. There are several such schemes which will succeed much better if they are linked with literacy programmes.

32. Hundreds of thousands of men and women have left their village or their traditional ways and are engaged in large scale construction projects or in industry. For them, as well, literacy and vocational classes should be provided and experience has shown that this will not only be of value to the individual but will result in a substantial increase in productivity. The first essential step in every programme of economic and social development should be the education of the men and women on whom their success depends.

33. In many countries those responsible for adult education work closely with film producers and radio and television broadcasters. There are many fine examples of excellent broadcasts by All India Radio, immensely valuable for adult education. We recommend an extension of the participation of AIR in adult education and much more experimentation in the use of television for adult education. Cooperation of adult educators with the programme planners of AIR will go a long way to improve the educational content of the Radio and Television programmes.

34. No field of work can be cultivated without the penetrating engagement of able men and women who specialise in mastering the knowledge, and skills associated with that particular field.

35. Three decades ago there were no people anywhere with special training in adult education except as they had acquired it through experience. However, in at least forty North American Universities starting with Columbia, Harvard, and Chicago, and now at universities in a score of other countries as well, studies leading to masters and doctoral degrees in adult education have been provided for the men and women who are planning to undertake adult education as a career. The research activities associated with these courses have resulted, already, in the amassing of substantial stores of knowledge and experience about adult edu-

cation.

36. Indians who wish to obtain such proficiency are obliged at present to go out of the country for it. India needs, at once, degree courses in adult education at several universities. Plans have been completed to offer such courses at the University of Rajasthan but they will be required in other states of India as well. Teachers' training colleges and professional schools that produce graduates for field services, in public health, for example, or in agriculture, should also introduce suitable components of adult education into their curricula.

37. Based on our recommendation, it will be possible to mobilise 4 lakhs primary schools, 78,000 middle schools and 26,000 high and higher secondary schools for providing functional literacy to adult men and women. In addition the universities, teacher training institutions, professional bodies and institutions of higher learning will be brought in to provide facilities of continuing education.

38. If 4 lakh primary schools could run one course of literacy education of the duration of 10 months every year, the 78,000 middle school, 8 course a year and 26,000 high and higher secondary schools, 10 course a year, we will have 12,84,000 courses in a year throughout the country and if an average class consists of 20 adults, we would be able to impart literacy education to 2,56,80,000 in a year. Granting that in the first two or three years, all the schools may not be able to start the courses, it, should be possible by 1980 to provide functional literacy to all the effective adult population of the country.

39. There is no longer any dispute about responsibility for adult education. The engagement of all forms of voluntary enterprise in adult education will be welcomed; there is an urgent need and a place for all. But the primary obligation for the education of men and women rests upon the Governments elected by men

and women-the Union Government, the State Governments, the local governments. This obligation has been accepted verbally; it must now become part of the administrative fabric of education. In this we would not be alone, for in 1964, at the UNESCO General Conference 118 countries recommended that adult education should be an integral part of the country's educational system.

40. This means, of course, that able personnel, specially qualified in adult education, must be engaged in the Ministry of Education as is already the case in most of the countries of the world. The pattern that is often followed elsewhere is that a "division of adult education" is established that is consonant in status and resources with divisions for elementary and secondary and higher education. It is no more possible to leave the development of adult education to chance or good intentions than it is to surround secondary education with good will, yet with nobody trained or responsible. The Ministry not only needs such personnel for the development of its own plans, but should give a lead and set an example.

41. Departments of Education in the States likewise would establish divisions for fostering adult education including literacy. It is common practice elsewhere to associate such educational activities as public libraries, museums, the popular arts and crafts, education about science or citizenship or health with this division. Whatever the organizational plan, it is essential that trained staff be engaged to give counsel to panchayats, universities, training colleges, other governmental departments, and the many voluntary organisations that are engaged in adult education. We would urge that an immediate beginning be made in planning for such departments and that the Ministry of Education arrange a short conference with officers from the State Departments of Education to exchange views and facilitate cooperation.

42. Panchayats are already charged with responsibility for literacy classes; they must also give time, and make provision for community centres, post literacy work and many forms of adult education. For the panchayats, as for other levels of government, a person or a committee or a structure must be established to ensure continuity in plan and follow-through.

43. The needs of adult education are so vast and so varied that every resource should be utilized. Even if the Governments and the educational institutions carry out their full responsibilities there will still be an important, perhaps an enlarged role for voluntary organizations. Adult Education depends for its success on the co-operation of the people and upon their enthusiasm. People who have close contact with the masses and who understand their needs and problems are essential.

44. Voluntary organisations have done excellent work in the field, have demonstrated new techniques and developed high standards. To enable them to continue to carry out these important responsibilities voluntary agencies should be encouraged to take an increasing role in adult education work of all kinds and they should be assisted financially and given technical guidance where needed.

45. Promotional work and research in many fields of education and extension are needed. So are innovations in education for rural people and for the millions who now live in cities, whose lives have been altered by great technological and economic changes. The relative freedom of the voluntary organization makes it possible to experiment, pioneer, innovate, but if it is to be successful and offer educational activities of high standard it must be given financial support.

46. Another important function that can be performed effectively by voluntary organizations is to offer opportunities for study, discussion and debate of important issues. At the national level this service is now being provided

by the Indian Adult Education Association through its conferences, seminars, publications and other activities. Similar services are required in the states.

47. For literacy and continuing education we have advocated that governments at all levels, universities, and training colleges, professional societies, corporations and hundreds of voluntary organizations have significant responsibilities within one comprehensive plan. If there is to be planned action of the dimension that is required, action must be initiated, activities must be coordinated and progress must be assessed regularly. We propose that a National Board of Adult Education be established which will be responsible for bringing about understanding of the needs and opportunities by all interested individuals and agencies, initiating action, stimulating and co-ordinating efforts by governments, universities and private agencies sponsoring experimental and demonstration projects, reviewing progress, suggesting improvements and advising governments in regard to the allocation of public funds on the basis of well-established priorities.

48. The Board should be independent and should have a strong professional secretariat to undertake its activities. The Chairman of the Board should be an eminent educationist who is willing to give full time attention to the adult education work. The Board should enjoy the freedom and flexibility of a voluntary agency but have financial stability to perform its functions effectively.

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An Experiment in Adult Education

By Krishan Satyanand

Below is an account of the experiment now being conducted by the students of the Sophia College, Bombay to teach domestic servants. We are publishing it, because it is an excellent example of Vidyadan by college students and may serve as an example to other groups of college students.

ADULT education as a means for achieving the ideal of a welfare state is not a new idea.

It has long been realised that the successful functioning of our democratic apparatus from the village panchayat at the bottom to Parliament at the top depends on an enlightened electorate.

Many of the countries that have achieved self-government in recent years have been anxious to give their political freedom its indispensable support of economic strength and have accorded education a high priority in their development plans; for with education comes increased productivity.

In a message of good wishes to the Tenth National Seminar of the Indian Adult Education Association, 1959, Pandit Jawaharlal Nehru wrote: "The more one thinks of the many and varied problems of India the more the conclusion is forced upon that the basic approach has to be through education. It is through education that we enter the modern world of science and technology and also make the life of our people richer in content in many ways. The principal approach has necessarily to be through children, but to this must be added adult education."

Since this message was issued much effort has been directed to adult education at the Central State, municipal and village levels; it has constituted an integral part of our Community Development Programme.

But the results have been far from satisfactory. From the 12% literacy of 1941 we progressed to 17% in 1951 and 24% in 1961. An optimistic estimate states that we may reach 45% by 1975!

The Census of India. Paper

No. 1 reveals that the literacy rate has increased 0.8% per year in the general population, 1.0% for males and 0.5% for females.

We have much leeway to make before every adult and child in this country can be termed literate. It is generally recognised that with regard to adult education at least voluntary agencies must bear much of the burden.

The campaign for adult literacy has been tried in all kinds of urban, rural and industrial neighbourhoods. It has been tried on a large scale by the Army and in coal mining areas. Rarely has the focus rested on domestic servants as a group. The Sophia Sewak Sangam of the Sophia College for Women, Bombay, is directing its campaign for literacy to this small but largely forgotten group.

Volunteers

Though much preparatory work had been done earlier, classes began officially on December 8, 1965.

The scheme came about as a result of the girls' complaint that they did not have enough work to occupy them in the two 'homes' the social service league of the college was running.

The Vice-Principal suggested literacy classes for adult literates in the neighbourhood and the idea which won enthusiastic support in the first meeting began to take shape in the second and consequent ones.

Girls whose parents had objected to social work in the slum areas also welcomed the idea of an activity on the college premises. Twelve girls volunteered their services.

Around Sophia College, off Warden Road, Bombay lie blocks and blocks of fashionable flats, each having one, two and some-

three or more servants. The number of such blocks increases every year, and with them the illiterate servant population of the neighbourhood. It is a good area for a small literacy campaign, particularly as the servants are usually free in the afternoons and Warden Road may be regarded as a centre for a neighbourhood taken to comprise Peddar Road, Warden Road and Nepean Sea Road.

The twelve volunteers divided themselves into pairs and began a house to house campaign to elicit employer support for their idea.

Reception

The challenge of the situation had done nothing to allay apprehensions regarding their reception. The girls felt as shy and guilty as hair oil canvassers. How would they stumble through the formalities of introduction at a hundred doors, they asked themselves. But the weight of printed circulars in their hands gave dignity to the idea and their own conviction gave their mission a purpose.

In retrospect the girls think it was an amusing and rewarding task. Hostile receptions were balanced by friendly, responsive ones, blank stares and negative shakes of the head with offers of coffee and invitations for further explanation.

One woman shouted angrily, "If you must teach servants, take mine and teach him how to sweep". A man caught in an unflattering position said, "Don't talk to me about servants and education. I have no patience with them." There were others, however who co-operated and said, "We'll persuade our servants to attend. Do leave the particulars."

Hostile employer reaction is

difficult to explain in an educated group but probably stems from the fear that a servant given the advantages of education will either drift into a more profitable and dignified occupation or begin to demand the rights and decencies hitherto withheld from him.

No fees

The printed circulars stated that classes would be conducted in the afternoon from 2 to 4 and 3 to 5. Pupils would be accommodated in the class and timing they preferred. The sessions would be held twice a week to begin with, except on holidays and during college vacations.

There would be separate sections for men and women and teaching would be in English. But the Sangam would endeavour to provide instruction in regional languages to those pupils especially desirous of becoming literate in their own vernacular. This however, depended on the availability of a teacher competent to teach that particular language.

It was found that most of the pupils who registered wanted to learn English, as this assured them better wages in the homes of foreigners and members of the diplomatic corps. No fees were charged, but donations from employers were gratefully accepted in order to defray the expenses of exercise books and readers.

The date of registration, December 3, 1965, saw two rather tremulous girls sitting outside the college hall at desks littered with papers and blank cards. In the first half hour after the appointed time no ambitious servant aspiring to knowledge came. Then the first pupil walked up. He was followed by a second and a third. At the end of the day the two girls checked their lists: characteristically, forty-two men and nine women had signed up. The number fifty-one seemed an auspicious beginning.

Beginning

On December 8, the day of opening of the classes, there was still some doubt as to whether

those who had registered their names would finally attend classes. But they all came, very shy and hesitant one among them.

In a few weeks the number rose to seventy, then fell to fifty as the work became more demanding, and steadied a little further up.

After a general introduction and some encouragement, the pupils were divided into groups and instruction began. Each teacher taught her group as she liked, following her own instinct and the receptivity of the pupils.

The New Royal Primer (Thomas Nelson and Son) was taken as a beginning. In order to keep down the expenses, rough paper was provided for writing, but the pupils were not really satisfied until they had regular exercise books. These they were given after they had mastered the alphabet.

The sincerity and enthusiasm of the pupils was such that in four months of bi-weekly instruction, from December to April, the servants had advanced from kindergarten to Class V work, and this despite the fact the girls were neither trained teachers nor followed specific adult literacy methods.

Progress

Though the appeal for donations brought in Rs. 100 and this sum was found sufficient to cover the cost of exercise books, pencils and readers, more money will be needed later. For the Sophia Sewak Sangam proposes to award certificate at the conclusion of a year's work and make a small ceremony of the presentation, both in order to encourage the students and give the teachers a sense of achievement.

The original intention of this project was merely to enable servants to read a newspaper. But it has progressed from this intention to a more ambitious one, bringing students up to a functional level.

On completion of the one-year course students will be asked whether they would care to

continue. Those who do will be taught simple mathematics and account keeping and given a basic training in citizenship. Some of the servants have already progressed from writing the alphabet to the construction of simple sentences.

Praise of this venture consists in the fact that it is serving the specific literacy needs of a locality, and in attacking the problem in its vicinity, with the resources readily available to it, is doing excellent work with the minimum financial outlay.

Though the experiment is relatively new and restricted in scope it has achieved positive results.

In the drive for adult literacy on which so much attention has focussed since the World Congress of Ministers of Education in Teheran in 1965, the domestic servant can no more be forgotten than the farm labourer or the mill worker. For he also constitutes a segment of the inarticulate population of the country. In an environment where he comes more and more in contact with the written word he too feels an outsider and must be drawn in. Learning is his right.

—Courtesy Sunday Standard

Just Come Out

SEMINAR TECHNIQUES

By

S.R. Ranganathan

Price Re. 1/-

Available with:

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

SIMPLE PRINTING AS A NEW TOOL FOR LITERACY

By J. Ben Lieberman

WHEN a printing press costs some hundreds of dollars at the very least (and more likely thousands), requires electricity, involves special technical skill, and otherwise creates difficult supply and personnel problems, there is certainly no need to waste time thinking about whether it has potency in literacy work at the village level. It is simply not available.

No one should be surprised, then, that in the great range of approaches to literacy training, there is no effort being made to take advantage of the great learning force that printing has within its processes of hand-setting of type, reading of proof, correcting of errors, pulling of impressions, and watching the effect of one's printed piece as it circulates and is read.

But all ideas about the expense and difficulties of printing to the contrary, simple printing has now become available to virtually any village and at a cost below most of the other mechanical devices being introduced (such as the typewriter-mimeographer combination).

The simple printing press, merely a reworking of principles, is just a shallow wooden box that can be made locally in quantity, complete with an impression cylinder something like a kitchen rolling pin. This too can be made locally, even at home from a broom handle, or purchased in quantity at considerably less than \$1 each. Since there is at least one Monotype caster in almost every country in the world, even printing type is available without too much trouble—or cost. Depending upon local conditions, of course, enough type for a literacy programme (to be described below) should cost no more than \$75.00, and this would be enough for 10 succeeding

classes of 10 students each. Ink can be imported, if necessary; those 10 classes would use about \$2 worth of ink total. Paper does not have to be of high quality or precision cut, as in the class of offset printing or power-driven letterpress. Any paper will do, since it is simply a matter of matching the body of the ink to the available paper. Thus total cost for 10 classes of 10 students would be about \$100 or \$1 per student, except of course, teaching time and overhead.

Furthermore, anyone capable of teaching literacy can learn to operate and demonstrate the equipment in an hour's time. In a day's workshop, the teacher can become an expert.

This being the case all but the most abject of literacy programmes can use and profit from simple printing as a learning tool. The central question is what can simple printing do for literacy? The answer is many things.

Rather than simply list these at the outset, it will be better to describe one of several different techniques which may be used with simple printing and point out the learning effects at the same time.

In a typical literacy class the teacher begins by unveiling the simple printing press called a "tympan-pack press", known also in a patent-pending, commercially-sold version as the Liberty press. The press, as the literacy class sees it, is certainly nothing awe-inspiring. It is just a flat wooden box, a cylinder, some ink, some miscellaneous small pieces of wood including a few wedges—and some type, in a type case which gives each letter a separate compartment according to a "lay of the case" that makes finding each letter a simple matter.

"Now," explains the teacher,

"you are not only going to see what makes the printed letters which you will soon be reading in books and on posters—one of you is going to print your own name yourself, right now."

He selects the demonstrator to get the best motivational effect in the group as a whole. Then, while everyone else watches, the teacher guides the printer-to-be into setting his own name and putting it into a pre-set form needing only one line of type to be complete. The whole process takes just 5 or 10 minutes. The inset shows a bookplate which actually was produced this way by a Negro pre-literate in the United States. The message of the bookplate is, of course, particularly pertinent to the situation there; it may or may not be ideal for any other given place—but obviously the wording can be whatever the teacher believes most useful.

With the name in type and in place in the form, the teacher shows the demonstrator how to print—just a simple matter of rolling some ink over the type, putting a piece of paper between two sheets of the "tympan pack", laying the pack down, and rolling the cylinder over the box, and the printing is done. The whole class exclaims in admiration (and with some envy, perhaps) as the new printer takes out his bookplate.

The teacher reads what it says, hoping to plant the desire among the class to own a book some day—to use that precious bookplate. Then he tells the class: "Now, as we go along, all of you who wish may print your own names on a bookplate too. But some day you will get a chance to do much more—you will actually print something that you wrote, Your own ideas, and copies will be given to everyone in the village who can read."

Now, what has happened so far? In the first place, the reality of the printed word has been made clear to these pre-literates in a way that could not be matched by any other device or technique. They know what the printed word is now, and they know it is not any magic, or anything frighteningly complex or beyond them. On the contrary, printing is well within their capability not only to understand but to do. And their job is made clear. They have to learn to understand what the combination of those separate little pieces of type stand for when they make their marks on paper.

Motivation plays an important part, too. It is important to be able to read, and to write—and to print. Like the teacher. Like the one who was singled out to print the very first day. It is prestigious to own a book. And it is clear, in a way that could not be made clear otherwise, that there is power in printing, and in knowing how to read.

The teacher then proceeds with his regular literacy techniques to do the actual teaching. Depending on his techniques, simple printing may or may not be useful at this point. (With simple printing at their disposition it may be that imaginative teachers will develop new techniques which may be passed along to others through the pages of this journal or other publications.)

But whatever the learning technique, there comes a point at which drill becomes important. And drill is usually a critical thing. The students lose interest; the drill material does not seem really important or interesting enough to them, in their own terms, and they do not understand the need for drill well enough to apply themselves effectively. Many of them may even abandon the course.

Simple printing, however, offers a wholly different kind of drill, a kind that does not even seem to be drill, and certainly is not called drill. On the contrary, it is obviously useful, and full of direct and dramatic motivation.

The teacher comes before the class one day with a sheaf of mimeographed papers—one for each member of the class who is ready for the next step. "We have just received from [the most potent authority] a set of especially useful instructions and reports—on how to dig a sewer, why we need a school, how to plant grain, should build a road, etc": subject depends on the topics which are of direct concern to the group. Each paper is a few paragraphs long, and each in very simple language, written perhaps at a central office by the new-literate reading material specialists now being trained.¹

"Now, I know that you are not ready for this next step" the teacher continues, "but I think you can do it all right. I would like each one of you to take one of these reports and print 100 copies [or how many would be right, for the particular village] so we can give one of these to everyone who can read. It is very important that they all have these documents. And, of course, you will put your name on the top of the one you print, so all will know how you helped."

The task will take several hours: it does not all have to be done in one day. One of the convenient things about setting type is that an unfinished job may be left right where it is until one is ready to resume. In the course of the type-setting, the printer is:

- learning the alphabet in a new way and reinforcing whatever previous training he has been given.
- absorbing the shapes of letters, and their combinations into words, by multi-sensory reinforcement in a way not possible through any other technique.

1. While hardly elaborate, this is the kind of material singled out in "Simple reading material for adults; its preparation and use," Unesco Manuals on Adult and Youth Education No. 3, page 27, as likely to "have an immediate appeal, especially if [it is] linked to a go-ahead community development programme."

—really feeling the connection between reading and spelling, since his type-setting amounts to phonics drill and spelling drill.

—identifying personally and importantly with the printed word.

When he turns to proof-reading and correcting his typographical errors, he further reinforces his learning including grammar, but with still other thinking and bodily processes brought into play. In other words, the alphabet, and its very conception, become a fundamental part of the person. The pride he justly feels acts as further motivation, and reinforcement of the learning process.

Moreover, the village has 100 copies of something to read, that is directly pertinent. Also, because the village knows who printed it, and has been hearing all about how it was going to be printed (as the students told their families and friends after class), these documents have a high teaching potency in themselves. If there are messages to be conveyed to the villagers, this is a dramatic and effective new way to do it. These documents will be read and believed because they are by other villagers.

Multiply the 100 copies of one document by the 25, 50 or 100 different documents done by the various members of the various succeeding classes and a substantial contribution is being made to the new-literates' reading programme.

Once this step in the project is completed—and perhaps it may be useful to let each student repeat it with longer documents,—the teacher moves to the next step.

"Now," he says, "you all did very well indeed with those reports you printed. But someone else wrote them. Why don't you write a report—something you want to say. You—pointing—printed the paper on why we need a school. Why don't you tell everyone where you think the school ought to be? Yes, tell. Because I think you can all now

write a report of your own and print it, and we will distribute it just like the other reports."

Now, meaningful writing comes into the picture. Even if not everyone succeeds in writings something, a few of the class certainly will; a communicator group is thus being developed. Of course, everyone can be encouraged to do something—if not a full report, then a simple "poem" or statement about his family which can be praised as just as valid in its way as the proposed report. And again there is drill in the type-setting, proof-reading and printing.

The presentation of these papers to the assembled villagers may be the occasion for a graduation ceremony of the literacy group and a powerful incentive for another group to form. Especially if everyone who graduates gets his "diploma," with his own name printed on it.

But the process is not yet finished. The teacher or another official approaches two or three of the best students—the ones who were most eager and capable in writing their own reports. "Do you realize," each student is told, "what you did is really very much like producing a newspaper? It is just a matter of writing something and printing it, after you gather the news or opinions and know what to write. If you are interested, we will be glad to show you the rest of the techniques, and then let you use this printing equipment so you can print a newspaper regularly for your village."

If more than one of the students are interested, so much the better; they can co-operate and do a better paper, or they can compete with separate papers thus launching the idea of democratic discussion.

And now literacy has really become established. The village has its "newspaper" perhaps a generation ahead of what it

might otherwise have expected. There is now something regular and important to read, for all concerned; there is the beginning of a printing industry, for such uses as the community has (labels, stationery, etc., for co-operatives; official village announcements, etc.) and there is the base for a publishing industry, too, as more and more people find they want to write and have their writing published. On a nation-wide basis, there is even possible a national newspaper, arranged by sending copy to these local editors, or letting them copy at slow dictation speed by radio.

The fledgling communicators will need encouragement and guidance, for a while, but in view of what can be accomplished it is well worth the effort. For here is a way to make reading and writing fundamental and necessary and until they are the literacy programme really has not taken hold.

The proposed technique for using simple printing is certainly not the definitive one; others should be equally practicable. In addition, no one is claiming that simple printing is a panacea, or that all other literacy techniques are outmoded or less valuable. Rather what has been suggested is that simple printing is a new tool that holds promise of being a potent reinforcement for virtually every kind of literacy programme.

Even where the problem has been defined as one of creating literature for the new literates, simple printing can be of direct help—because it provides a semi-professional production plant at surprisingly low cost and simplicity of operation. Especially where projects are contemplating producing textbooks, manual,

2. Again this newspaper is simpler than the kind discussed in Unesco Reports and Papers on Mass Communication, Nr. 46, "Rural mimeo newspapers," but much of the material there is applicable to the possibility discussed here, and in any case the rudimentary printed newspaper may grow into the size and operation described in the Report.

supplementary reading and simple newspapers or wallpapers in quantities of a few hundred, simple printing makes possible a way of producing true printing as distinct from mimeographing. And it is quite clear that the impact of true printing is greater, and an advantage in almost any kind of literacy programme, if only it can be made available within budget terms.

An important by-product of using simple printing at this semi-professional level is that it can lead quickly to a more professional printing and publishing operation, in a way that would not be possible otherwise. The advantage of simple printing equipment is that even in such a situation, as more professional equipment is brought in, the original expenditure is not wasted. The simple printing is not simply compatible with professional materials; it uses the same professional materials itself, and the net effect is that any new level of activity is simply an addition to existing equipment and supplies, not a replacement of it.

Simple printing have limitations and perhaps drawbacks. These are:

Technically perfect printing can be done even with the simplest tympan-pack press, if the cylinder is smooth and true in plane. Almost anyone can learn enough to do quite passable printing. The beginner will, of course, do beginning work, but with even a minimum of care this will be far better than the standard of work to be expected in comparable circumstances from a typewriter and mimeograph.

A beginner can produce perhaps 50 to 75 sheets an hour. For a semi-professional plant, three persons working together (one feeding stock and removing it, one inking, and one handling the roller), from 200 or 250 an hour is not unreasonable. Type-setting is naturally much slower than typewriting. Between 100 and 150 words an hour is proficient; a good literature hobby printer, for instance, can set

perhaps 250 to 350 words an hour (depending on the quality of word spacing involved). But two points should be made : (i) it is the quality of the learning experience within a given number of hours rather than the number of hours itself that counts most; simple printing would seem to provide a most intense learning experience; (2) simple printing should by no means be considered the answer to printing production on a commercial level if more professional equipment is available.

Is time wasted learning and performing the mechanics of printing when one could be learning the subject at hand, i.e. reading?

No, for two reasons: (1) learning the mechanics takes only a few minutes; performing the mechanics, except for the routine printing itself after the first several copies, is an integral part of the learning process, and the printing of additional copies is either worthwhile for the copies it produces or it can be eliminated; (2) learning the mechanics and handling the whole printing process is a very important motivation for the learner, quite directly important to reading: the

point is, the beginner is thinking: "Here is machinery that is at my scale and I am conquering it, and since this is the source of reading matter, I am conquering the reading problem." This is worth a great deal of time, time which it does not take.

Why can not the same things be accomplished with the type-writer-mimeograph?

To a degree, they can. But setting type is a much more intense and direct experience, and it requires more muscular activity and more thought; also the motivation of teaching true printing as distinct from what everyone knows as a substitute method, is very potent. Moreover, simple printing is simpler, cheaper, much more available than typewriters would be to literacy classes, and much more durable. Pre-literates would ruin a typewriter in a short time.

Will I have trouble in getting type for my very special language?

If you are teaching literacy in a language which can be printed from type, and it is hard to imagine any programme which would not meet this specification, the answer is no. The Monotype Comany

(London) has matrices for any language available in type, and any Monotype caster can cast type in any quantity your project needs. It is a virtual certainty that these matrices are already in use somewhere in the area in which you have your literacy programme.

Is it hard for programme leaders and teachers to learn the technology of this new simple printing?

No. In the first place, the only thing new about it is that it has been reduced to such a simple level. Anyone who knows anything about letterpress printing at all can learn the "technology" of simple printing in about one minute. And he can teach it to an adult who can read in about an hour. Fine points will come up, of course, but these can be ignored or learned through experience. A really intensive workshop of one day would almost certainly give a teacher a completely adequate training against almost any possible kind of contingency, even if that teacher started without the slightest knowledge of printing—or even of reading!—at the start of day.

UNESCO

संघ के हिन्दी प्रकाशन

१. समाज शिक्षा की समस्याएं और उनके हल	१.५०	१०. प्रौढ़ और आधारभूत शिक्षा के लिए पुस्तकालय	२.५०
२. नवशिक्षित प्रौढ़ों के लिए साहित्य का निर्माण	१.५०	११. प्रौढ़-शिक्षा में सामाजिक और राजनीतिक- उत्तरदायित्व	... २.५०
३. नवसाक्षरों के लिए पत्रिकाएँ	... २.००	१२. ग्रामीण महिलाएं और विकास कार्य	... ०.५०
४. जनता कालेज की व्यवस्था और कार्य	... ०.५०	१३. स्त्रियों की नागरिक शिक्षा	... २.००
५. प्रौढ़-शिक्षा (आधुनिक विचारधाराएँ व प्रयोग)	२.००	१४. ऋषिकेश सेमीनार की रिपोर्ट	... १.००
६. आधारभूत शिक्षा (निरूपण और कार्यक्रम)	१.६५	१५. लोक नाटक	... ३.००
७. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५	१६. लोकप्रिय साहित्य सामग्री की व्यवस्था	... ५.००
८. सामुदायिक विकास में प्रौढ़-शिक्षा	... ०.५०		
९. सहकारी समितियाँ और आधारभूत शिक्षा	२.५०		

पेंकिंग और पोस्टेज का खर्च अलग से

भारतीय प्रौढ़ शिक्षा संघ

१७ बी, इन्द्रप्रस्थ मार्ग, नई दिल्ली

Proposal for Department of Adult Education In Delhi Varsity

The Delhi University Extension Lectures Board had requested the Hony. General Secretary of the Indian Adult Education Association to prepare a note on the setting up of a Department of Adult Education in Delhi University. The main points raised in the note and the main proposals made are briefly summarized below :—

1. After the 2nd World War, Adult Education has been accepted as an integral part of the proper function of a University in the U.K. as well as in the U.S.A. The UNIVERSITY GRANTS COMMISSION, U. K, in its report of 1948 mentioned, "intra mural work of University should be regarded not as a service rendered for the convenience of external bodies but as a necessary and integral part of its normal activity."

2. In India, however, the Universities, except, for the solitary example of the Rajasthan University, are confining their attention only to the pre-service education of the youth. They are doing less for their communities than what Universities in U.S.A., U.K. Australia, New Zealand etc. are doing as a matter of their duty.

3. It is proposed that the University of Delhi should set up a full-fledged Department of Adult Education. It has already got a nucleus for adult education by (a) organizing extension lectures and awarding certificates, (b) running graduate and post-graduate evening classes and (c) pioneering the correspondence education among Indian Universities. The University of Delhi can easily extend its work to other fields of University Adult Education. Nearly 14 years ago, Delhi University had decided to set up an Adult Education Department vide the decision of the Academic Council on 12.10.1950 and the Executive Council on 26.10.1950. The present proposal could be a follow up of those.

4. Generally speaking, the field of University Adult Education may be divided into four parts: (i) academic education; (ii) vocational education; (iii) education for social responsibility (iv) liberal education.

(i) The present work of the University in the area of academic education can be extended in two directions.

(a) Opening more evening colleges at the undergraduate level. (b) correspondence education can be developed by extending it to new subjects specially science subjects. University library facilities, including loan of books by mail, or loan to groups, should be extended to correspondence course students.

(ii) Vocational Education may be understood in a broad sense to include imparting skills needed for any position in the occupational structure of society. The main idea is that faculties and departments of medicine, engineering, commerce, social work, languages, management, education etc. in the University of Delhi should extend their services to include men in the professions relevant to these departments.

In-service training programmes in medicine and engineering for up-grading professional knowledge of men and women with low qualifications in hospitals and technicians etc., should be organised by means of evening colleges or by correspondence courses or a combination of the two. Co-operation of the Indian Medical Association and hospitals for medical education and Department of Employment and Training, employer and manufactures Associations for technical education be obtained. Similarly language department can run language courses in English etc. The Department of Foreign Languages can give short term courses to Indian officers, businessmen, research workers going out to live and work in foreign countries for a short or long period.

(iii) Education for social responsibility consists in encouraging responsive and enlightened public opinion to social and civic problems. The University should take the existing citizens' group, help them to evolve programmes of group discussions, train the leaders of group discussions, prepare them and feed them with reading and audio-visual material, co-ordinate radio, television and newspaper programmes with city-wide discussions of important social, civic and urban problems.

(iv) Liberal education can help in facing challenges of modern society and understanding the present conditions of man. The University should make a systematic effort to bring in the leaders in Government, business and industry and professions in its programmes of liberal education.

5. The Department will render the service of the University in thought, planning and actual extension in such ways as will broaden the intellectual horizon of all those whose connection has ceased with university life or whose education has stopped at an early stage but are still desirous of increasing their knowledge and improving qualification for better prospects in life.

6. The Department of Adult Education will co-ordinate the activities of different departments of the University in the field of academic and vocational education. The respective departments will frame the annual programmes in these fields and get it approved by the Vice-Chancellor in consultation with a Committee on which the Department of Adult Education is also represented.

7. The work on education for social responsibility and liberal education should be the responsibility of the Department of Adult Education. Its other responsibilities will be :—

(a) To conduct research in areas of interests to

Indo-Canadian Exchange Gift Project Launched

IAEA'S New Venture to Promote International Fellowship

A Canadian gift of a transistorised radio—set was presented to a rural radio forum of Surerha village in the Najafgarh block on May 13 by Mr Robert H. Knowles, Head of the Farm and Fisheries Department, Canadian Broadcasting Corporation.

The gift was the first of the presentation from Canadian rural forums to Indian forums, which have also drawn up plans to present to Canadian forums gifts of local cottage industry products. The exchange gift project is being conducted by the Indian Adult Education Association, with full support and in collaboration with the Farm and Home Broadcasts Section of the All India Radio, for promoting international fellowship.

Adult Education, such as, survey of Adult Education needs in Delhi, the leisure time activities of Delhi citizens etc.

(b) to train Adult Education Workers.

8. The Department will have the following categories of staff: (a) Teachers may be part-time or whole-time or be paid honoraria for specific assignments.

(b) Field Workers, who will develop voluntary educational groups and advise them on their programmes. They will also keep liaison with businessmen, industry and government.

(c) Research workers who will take up research as may be suggested by the Field Workers or others.

(d) Administrative staff. The Adult Education Department should have a whole-time Head of the status of a Professor. He should be assisted by an Advisory Committee of Educationists and in the initial stages the department should enjoy the special care, thought and indulgence of the Vice-Chancellor, for it will have to develop high standards of public relations and sophisticated salesmanship.

9. The following is the tentative annual budget :

1. Head of the Department @		
Rs. 1250/- p.m.		Rs. 15,000
2. 100 part-time tutors @ 25/-		
per lecture, on an average of		
5 lectures per tutor		Rs. 12,500
3. Director of Research @ 750/- p.m.		Rs. 9,000
4. 2 Research Fellows @ 400/- p.m.		Rs. 9,600
5. 3 Lecturers @ 500/- p.m.		Rs. 18,000
6. 4 Field Workers @ 500/- p.m.		Rs. 24,000
7. Clerical assistance and office		
expenditure including equipment		
Research grant, conveyance,		
furniture etc.		Rs. 38,900
		<hr/>
		Rs. 1,25,000

The Forum of Surerha village had sent an ivory lamp to Bondhead Farm Forum in Ontario, to be presented by the late Prime Minister Shri Lal Bahadur Shastri during his visit to Canada in 1964.

Mr. Knowles expressed his gratitude to the Association and its General Secretary Shri S.C. Dutta for undertaking to run this exchange project on a people-to-people basis to cement the growing bond of friendship and fellowship between the peoples of India and Canada.

Shri Neki Ram Gupta, Associate Secretary of the Association and Dy. Director of Education, Delhi Administration thanked Mr. Knowles and the Canadian forums for taking the lead in the promotion of the Exchange Project.

Shri Sher Singh, Director, Farm and Home Broadcasts, All India Radio, said that programmes aimed at educating farmers to increase agricultural output would be intensified on a regional basis.

Shri Madan Mohan Singh, Director Public Relations, Delhi Administration, also spoke on the occasion.

The Gift-exchange Project is the first bilateral project in the field of adult education between Canada and India. The second is the University of British Columbia's project at the University of Rajasthan, where a full-fledged Department of Adult Education and the Centre for Continuing Education are being assisted by the outstanding Canadian adult educator, Dr. Roby Kidd.

Delhi Varsity to have Directorate of Extension Education

THE Delhi University Extension Lectures Board has decided that the present set-up of the Board should be placed on a permanent footing and be named as the Directorate of Extension Education.

The Board also recommended that the scope and function of the Directorate of Correspondance Courses be expanded to include Continuing Education and the Directorate may be named as the Directorate of Correspondence Courses and Continuing Education.

The Board took these decisions, when it considered a proposal of Shri S.C. Dutta regarding the setting up a Department of Adult Education by the University of Delhi.

The meeting was presided by the Vice-Chancellor, Dr. C.D. Deshmukh and was attended among others by the Pro-Vice-Chancellor, Dr. B.N. Ganguli, Dr. Nagendra, Dr. R.C. Sharma, Shri N.K. Pant, Shri Tej Bhan Sethi, Shri Sachin Ghosh and Shri S.C. Dutta.

Jamia Decides to set up Department of Adult Education and Extension

THE Jamia Millia Islamia which has been granted the status of an institution of higher learning deemed to be University, has decided to set-up a Department of Adult Education and Extension.

The Department will primarily organise training courses for Adult Education workers, conduct research in various problems facing the field of adult education, and organise short-term courses, orientation courses, study circles, and extension lectures.

The Department will have a Board of Adult Education to supervise its work as a whole. It will consist of the Vice-Chancellor as Chairman, Deans of Faculties, the Secretary, Indian Adult Education Association, the Director of Education, Delhi Administration and the Head of the Department of Adult Education as Secretary with powers to co-opt two members.

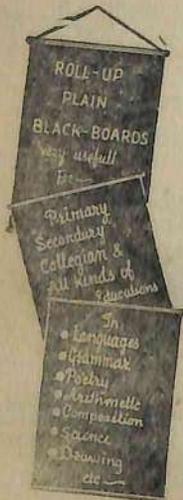
The Department, in the first stage of its development will concentrate on evolving a pattern of courses for adults and Extension lectures. It will be in the second stage of development that organisation of orientation courses, short-term training courses for adult education workers, and the provision of feeding services for the local community centres will be

taken up. The post-graduate course in adult education will be started in the third stage when it is hoped that the programme started in the first and second stages had stabilised.

The courses for adults will aim at satisfying the cultural, intellectual, social, political, vocational and recreational interests and needs of the literate adults. Each course will be of three months' duration, having two sessions of two hours each in a week.

It is also proposed to establish one or two centres to serve as experimental workshops for carrying out an integrated programmes of educational extension. Each of these centres will have a warden, who will be responsible for organising recreational and cultural activities specially for teachers, initiating community action programme in the area and enrolling literate adults for the courses offered by the Department.

The scheme was drawn up by a Committee with Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia as Chairman. Other members of the Committee were Shri Sohan Singh, Shri S.C. Dutta, Dr. H.P. Saxena, Shri N.K. Pant, Shri Z.H. Faruqi and Shri S.H. Mohsini. The proposal was later approved by the University bodies.



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ADULT EDUCATION

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ADULT EDUCATION AND ECONOMIC DEVELOPMENT

NATIONAL SEMINAR IN NEW DELHI

THE Indian Adult Education Association is holding its Fourteenth National Seminar in New Delhi from August 21 to 24 this year. The theme of the Seminar is "Adult Education and Economic Development."

This Seminar was planned to be held last year but due to circumstances beyond our control it could not be held. The draft working paper was published in the June issue of the Journal last year. The final working paper will be published in the next issue.

Shri V.S. Mathur, Asian Regional Secretary, ICFTU and Director of Education for Asia has very kindly agreed to look after the local arrangements of board and lodging. All the delegates will be provided free lodging, but the boarding charges will be borne by the delegates at Rs. 7/- per day per delegate.

The twentieth All India Adult Education Conference will also be held in New Delhi. The two-day Conference, which will consider the report of the Education Commission, will begin on August 25.

All Educational workers connected with Adult Education are entitled to attend the Seminar and the Conference. To secure accommodation and to receive reading material, the intending participants are requested to send delegation fee of Rs. 5/- to the Association by August 10.

Canadian High Commissioner Presents Gifts To Forums

THE Canadian High Commissioner in India, Mr. Ronald Michener presented four transistorised radio sets to 4 Rural Farm Forums of the Union Territory of Delhi under the Indo-Canadian Exchange Gift Programme.

The exchange gift project is being conducted by the Indian Adult Education Association in collaboration with the All India Radio.

(Continued on page 2)

ASPBAE Seminar

The Asian South Pacific Bureau of Adult Education is organising an Asian Regional Seminar on the "Role of Educational Institutions in the promotion of Literacy" in New Delhi from Oct. 24 to 27, this year.

The discussion in the Seminar will be conducted in three Commissions considering the role of Universities, Schools and Voluntary agencies. The Working Papers for the Commissions are likely to be prepared by Dr. Mohan Sinha Mehta (India), Prof. D.W. Crowley (Australia), Dr. M.B. Gaffud (Philippines) and Shri J.C. Mathur (India).

Among those who are likely to address the plenary sessions are Arnold Hely (New Zealand), Ieuen Hughes (Hong Kong), Snam Sangmahli (Thailand), Ruth Wong (Malaysia), Okamura (Japan), John Shaw (Australia), John Friesen (Canada) and Visconde (Philippines).

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SEMINAR ON 'PLANNING ADULT LITERACY IN ASIA'

UNDER the auspices of the UNESCO, the Asian Institute of Educational Planning and Administration, New Delhi, organised a Seminar on "Planning Adult Literacy in Asia" at Simla from June 25, this year. The Seminar was a follow-up of the World Conference of Ministers of Education on the Eradication of Illiteracy held in Teheran in September, 1965. The main objective of the Seminar was to analyse the magnitude and acuteness of the problem of illiteracy in Asia and to devise practical and possible solutions to cope with it. In particular, the Seminar was to devise methods of linking literacy and adult education with socio-economic development for increasing productivity. The participants were also expected to learn how to draw up actual plans for promoting functional literacy in their respective countries.

Twenty participants drawn from Afghanistan, Burma, Ceylon, Taiwan (China), India, South Korea, Malaysia, Nepal, Phillipines, Singapore, Thailand and the Republic of South Vietnam together with experts from UNESCO, I.L.O., F.A.O., and members of the Asian Institute staff took part in the deliberations. Sarvashri N.A. Ansari and P.C. Sharma represented India in the Seminar. The Seminar was inaugurated by Dr. John McDiarmid, Resident-Representative of the United Nations Development Programme in India. Shri R.K. Kapoor, Executive Director of the Asian Institute was the Director of the Seminar.

The Working paper of the Seminar consisted of:

- i. The need for Planning
- ii. A definition of literacy
- iii. Illiteracy Statistics for Asian Countries
- iv. The Mass Approach for Literacy Planning
- v. Literacy and Development—Economic and social

(Continued from page 1)

The Radio-sets were received by the Chairman of the Rural forums.

The function was held in the Old Secretariat, on June 15, under the chairmanship of Shri Gopi Nath Aman, Chairman Public Relations Committee, Delhi Administration.

Speaking on the occasion Mr. Michener said, that the exchange of gift scheme between the Indian Radio Rural Forums and the Canadian Radio Rural Forums would go a long way in promoting understanding between farmers of the two countries, and added that such exchange of gifts strengthens the cause of international understanding between nations and help develop a healthy contributive and cooperative attitude towards one another.

Among those who attended the function were Sarvshri Sher Singh of AIR, N.R. Gupta, Madan Mohan Singh, P.V. Krishnamurthy, S.C. Dutta, B.R. Vyas, and J.L. Sachdeva.

- vi. Literacy and Formal Education
- vii. Planning of Functional Literacy Programmes
- viii. Evaluation of Programmes
- ix. Costing and Financing of Programmes
- x. Regional Cooperation and international Assistance in Literacy Programmes.

Some of the Resolutions submitted by participants were:

1. The seminar underlines the great importance of literacy work among women not only in view of the fact that a literate mother is a significant factor in the schooling of children but also on account of the key importance of improved nutrition and home management for (a) maximisation of returns from existing food resources of the community, (b) increased productivity of workers and (c) development of children with positive attitudes and personalities.

It, therefore, recommends special efforts to draw women into literacy projects and to adapt programmes of functional literacy to the particular needs of women. Resources in functional literacy projects and other programmes may, to the extent of 25%, be earmarked for such efforts.

2. The Seminar recommends exchange of literacy workers among countries of the Asian region so as to help improve the work of national programmes of literacy in the region through exchange of experiences, new skills and deeper understanding of the problems of literacy programmes.

3. The seminar recommends the organisation of national or sub-regional training programmes for the administration and planning of adult literacy programmes. The emphasis in such programmes being predominantly on planning and administration rather than on teaching techniques.

4. Taking into account the emerging problems of adult life in Asia and believing also that the solution of the educational problems cannot be left to infant and adolescent schooling alone, the Seminar recommends reconsideration of the educational strategy in Asian countries laying much greater stress on adult education, particularly literacy, than in the past.

The delegates, after the Seminar went round various adult education centres in India. They visited Literacy House, Lucknow, Bombay City Social Education Committee and Mysore State Adult Education Council. In Delhi, the delegates visited the urban and rural centres.

The Association gave a tea to the participants of the Seminar on July 4.

Some Useful Trends in the Field of Adult Education*

By

MEHER C. NANAVATTY

THE field of Adult Education is experiencing what can be called a period of self realisation. The early rigidity of the concept and the dogmatism to the nature of work is giving way to free and frank thinking and fresh assessment. Adult Education is no more limited to Social Education. In fact, there is increasing realisation of the need to differentiate the two concepts; adult education as a movement and a programme of education directed at adults; social education as the movement of changing social values initiated in mother's lap, and extended in the family, the religious groups, the educational institutes, the work place and the community. Social education is the result of an integrated effort to promote social values and is not confined only to the programme of adult education or adult literacy. This realisation to differentiate the two programmes is indeed a sign of health and is likely to prove helpful in the effective promotion of the programme of adult education in the country.

Different Aspects of Adult Education

Adult education is being conceived as a multi-sided effort to provide facilities of education for adults. It includes Literacy programme for those who did not have a chance of attending school, Continuation education for those who desire to keep up the effort at learning, either at the school stage or for higher educa-

tion or both, Citizenship education for all adults who are members of the democratic society, Leisure-time education, especially in an industrial age, to learn to utilise leisure profitably and constructively and Education for refinement of tastes and practices of individuals and groups. This could imply the necessity to provide different types of educational facilities for adults according to their needs and requirements. The early awareness of focussing adult education to the confines of literacy, three Rs. and a few lessons in counting numbers and reading of money-orders and writing of a few letters is giving place to the wider coverage of education required to meet the needs of a developing society. Adult education, thus, assumes richness of contents and vastness of coverage.

Importance of Literacy : With the widening of the scope of adult education the importance of literacy too has increased. Literacy for adults is accepted as an essential pre-requisite of progress in an industrial era. Without literacy an adult is not able to relate to his occupation efficiently, he is not able to communicate his ideas with others effectively, he is not equipped to assume his responsibilities adequately in a democratic society. Without literacy, in short, he remains a second rate citizen. This realisation has helped the planners and administrators to provide more funds for the programme of adult literacy in the Fourth Plan. The Maharashtra's experiment of Gram Shiksha Mohim has also helped in

focussing the need for creating social consciousness for literacy in rural communities. A social atmosphere has to be created in the communities to realise the importance of every adult becoming literate in a democratic society. The social consciousness so created, has to be fed adequately with the facilities of developing functional literacy. The concept of functional literacy has gained acceptance in recent years. Adults need literacy to perform functions of his life, including those of occupation, family responsibility and citizenship, with reasonable efficiency. The functional literacy has therefore to be equal to that of eight standard, adjusted to the requirements of adults. It has to be adequately advanced so as to enable the adults not to relapse into illiteracy. Literacy, to be effective, has to be woven round occupation. In rural areas it has to be related to agriculture and cottage industries. Fresh efforts will, therefore, have to be made to prepare suitable literature and to give training to adult educators to relate the teaching of written words round the occupational interest of the adults. This will provide depth to the teaching of literacy and richness to its contents. It is also being realised that the prevalence of near universal illiteracy in rural areas helps the continuation of the strong-hold of feudal leadership of caste and heritage. If in a democratic society, the traditional leadership is to be replaced by the leadership of youth, the channel of communication is to be widened by spreading literacy among the villagers. Democracy requires literate citizens for

* Views expressed in this article reflect the personal opinion of the author.

effective participation in the functioning of its institutions.

Continuation Education : This subject has drawn increasing attention of educationists and adult educators in recent years. It is being realised that those who attend primary schools but are not able either to go to middle and high schools or drop out before completing the fifth class of study require to be provided with facilities of continuation education. This realisation has been further strengthened by the fact that only 80% of the school going children in the age of 6 to 11 years will be provided facilities of primary education by 1966-67-the end of the Third Plan Period. Out of this, only 50% complete the primary stage of education. This means that only 40% of the children in the age of 11 and 12 years enter middle schools. Out of this only 50% enter the High schools. Thus only 15 to 20% in the age group of 14 to 17 years go to high schools. There is thus a tremendous backlog of school education. All these require facilities of continuation education. In addition those who desire to keep their interest in learning after completing matriculation or higher secondary also require similar suitable facilities. The coverage of Continuation education, as an integral part of adult education, is tremendous. The field of adult education has yet to begin assuming its responsibilities in this important area of work.

Leisure-time Education : In an industrialised society the worker gets increasing quantum of leisure time. India has entered the industrial era. Its cities and towns are establishing increasing number of industries. Efforts are being made to convert agriculture from a sustaining economy to that of an industry. With mechanisation of agriculture, there is likelihood of adults having increasing leisure-time. This has to be constructively and

creatively harnessed both for the health of the individual and of the society. It requires facilities of education. These facilities are to be in the form, both formal and informal. Creative use of leisure-time through activities of recreation becomes an interest of the field of adult education. Although we have talked about it so often, the actual contents of adult education for recreation during leisure-time are still to be worked out and promoted. This requires a genius for providing education without destroying the pleasure of recreation. Leisure-time education has also to be related to the enriching and refining of taste and practices of life. Education for arts and crafts, music and dancing, dramatics, painting etc. are to be promoted as a part of adult education programme.

Citizenship Education : Education for assuming responsibilities by citizens is an important ingredient of adult education programme in a democratic society. Mere literacy is not enough, although it is a basic requirement, for citizenship education. Knowledge of language is to be supplemented by education for assuming responsibilities in a democracy. It should include not only information and knowledge of the right to vote and the responsibility for exercising this right with understanding but also experience in informal and formal groups and organisations in promoting services for the community. This has to be related, gradually but surely, to the work of institutions provided under democratic setup. Contents of citizenship education have to be enriched to make the participation of adults in the functioning of democratic institutions, real and effective. This area of work in the field of adult education requires further attention.

Need for Developing Professional Contents of Adult Education : If it is agreed that the field

of Adult Education should assume the heavy responsibilities of developing multifarious activities and programme enumerated above, it should develop suitable body of professional knowledge for its workers. Uptil now the training of adult education workers is confined to courses of three to six months. The training contents, under the changed situation, will have to be enlarged and enriched; professional contents and discipline have to be developed. Unless this is done, the field of Adult Education will not be able to fulfil its responsibilities. For developing suitable body of knowledge, it is necessary to promote research and studies both in the contents of adult education and in the methods of organisation. The Universities which opened the Department of Adult Education should assume its responsibility of developing suitable body of knowledge through an extensive programme of study and research. Without building the required body of knowledge, it is not desirable to provide courses of study at professional level. The urge of giving university degree or diploma in Adult Education need to be tempered by the need for developing professional contents of knowledge and discipline as a prerequisite of professional education.

A resume of the developing trends of Adult Education gives hope and inspiration for the future of the field. The future of Adult Education is rich, provided the adult educators at the helm of different organisations active in the field are able to measure up to its requirements.

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ADULT LEARNING THROUGH NIGHT SCHOOLS¹

By

D.A. BHOLAY²

A study of Impact of Extension Education on Agricultural Development was conducted in Luni Block of Rajasthan. Luni block has 106 villages distributed in 10 Gram Sewak circles. The total population of this area is 73,408 residing in 13,821 households. There are 71 rural schools of which 35 schools are single teacher schools. The rate of literacy in this area is 8.39 per cent. The Luni Panchayat Samiti is giving sufficient stress on adult learning through night schools. There are 31 villages where 535 adults are currently enrolled in the night schools. Usually the local school teacher is responsible for conducting the night classes for adults. There are no set text books or curriculum for teaching the adults. In the present study 415 adult participants in 24 villages were studied for their nature of participation and learning in the night schools.

Socio-Economic Characteristics of Adult Participants

1. *Caste*: It has been observed that Pitals are most active followed by Purohit, Jats and the Craftmen, Lohars, Suthars. Kumbhars who take more interest in attending the night schools whereas Rajputs, Mahajans and Raikas show very little interest. However, the differences between the castes of adult participants are very little (Table 1).

TABLE 1

Caste	Total No.	Percentage.
Pital	93	22.40
Lohar, Suthar, Sunar, Kumbhar & Darji	50	12.04
Jat	47	11.32
Purohit & Brahmin	43	10.36
Meghwal & Bhambhi	41	9.87
Bishnoi	37	8.91
Rajput	27	6.50
Raika	21	5.06
Mahajan	2	.48
Others	54	12.99
Total	415	100%

2. *Main Occupation*: Adult farmers (83.61 per cent) are found to be most enthusiastic in attending the adult education classes, as compared to craftsmen, shepherd and other occupational groups (Table 2).

TABLE 2

Occupation	Total No.	Percentage.
Farming	347	83.61
Crafts	26	6.26
Grazing	25	6.02
Others	17	4.09
Total	415	100%

3. *Size of Land Holding*: It is interesting to note that farmers having 21 to 40 acres of land are more (37.83 per cent) desirous of learning. Otherwise as the size of holding of farmer increases their participation in night schools decreases (Table 3).

TABLE 3

Land Holding (Acres)	Total No.	Percentage.
No Land	46	11.08
Upto 20	79	19.03
21—40	157	37.83
41—60	59	14.21
60—80	51	12.28
81—120	15	3.61
Above 120	8	1.92
Total	415	100%

4. *Size of Family*: The adult participation increases as the size of family increases up to 10 members but beyond that family size the adult participation in night schools decreases. Adults from families having 6 to 10 members are most active (57.59 per cent) in night schools (Table 4).

1. Contribution of Central Arid Zone Research Institute Jodhpur, Rajasthan.

2. Dr. D.A. Bholay is Pool Officer in Human Factor Studies Division, C.A.Z.R.I., Jodhpur, Rajasthan.

TABLE 4

Size of Family	Total No.	Percentage.
Up to	72	17.34
6-10	239	57.59
11-15	80	19.24
Above 15	24	5.78
Total	415	100%

5. *Education in the Family:* It is found that adults having no educated persons in their families show a craving for learning which is 51.80 per cent. In general adult participation is found to be inversely proportionate to the number of educated persons in the family (Table 5).

TABLE 5

No of educated persons.	Total No.	Percentage.
Nil	215	51.80
One	151	36.38
Two	36	8.67
Three	6	1.44
Above three	7	1.68

6. *Age:* Young adults from 14 to 20 years of age group are most interested in learning whereas the elderly people show less interest. As the age of the adults advances their interest in adult education is found to be decreasing (Table 6).

TABLE 6

Age (Years)	Total No.	Percentage
14-20	152	36.62
21-25	86	20.73
26-30	81	19.51
31-35	44	10.60
36-40	31	7.46
Above 40	21	5.06
TOTAL	415	100%

7. *Teaching in Night Schools:* Teaching in night schools is mostly limited to teaching of alphabets. The teachers show very little differentiation in the techniques of teaching adults in the night schools as compared to school children. There are no teachers who are specially trained to teach adults. Because the adult learning in night schools is limited to literacy aspect only, it fails to attract majority of adults, as a result the strength of adults in the night school is very less. It has been observed that only 0.73% of the rural population is involved in night schools. The teaching is in the form of a campaign for a month or two. It is noted that only about 19 per cent of the adult participants in the night schools can write their name and read with some difficulty, another 13 per cent can write their name only, whereas the rest (68 per cent) are not success-

ful in their literacy. Moreover no specific attention is paid to follow-up the adult participants enrolled in previous year. Since the teachers do not get any extra remuneration or recognition, teachers are not very much willing to teach adults in night schools.

As it stands to-day adult education is neither perceived as a continuing education nor education for professional or occupational improvement of the adults.

Conclusion: As it is found that the young adult farmers belonging to industrious castes having 20 to 40 acres of land are most desirous of learning, it will be good to reorganise the adult learning in night schools so that it meets the needs of this majority group of adults in the rural society. It will require rethinking about the objectives, curriculum, adult literature, methods of teaching, training of teachers for teaching adults, recognition of adult educators and nature of continuing education of adults beyond literacy stage. Careful study of the socio-economic, cultural and psychological background of adults and their needs will be of great help in rural areas. Such reorganisation of adult learning through night schools will not only enlighten the adults in their civic sense and citizenship responsibility but it will also add to increased agricultural production which is the most urgent need of the developing country like India.

Survey of Libraries in Punjab and H.P.

The Indian Adult Education Association conducted a survey of libraries in the state of Punjab and Himachal Pradesh from September 1963 to January 1964.

For the purpose of the survey, libraries were classified into two categories (i) libraries having 300 books or more and (ii) libraries having less than 300 books. In addition, institutions which were potential source of libraries were also included.

There are 1029 Public and 19 Private libraries in Punjab and 21 Public libraries in Himachal Pradesh. These libraries have 300 books or more. Of the 1048 libraries in Punjab, 653 are school and college libraries, in Himachal Pradesh out of 21 libraries, 14 are school or college libraries.

851 libraries in Punjab and 19 in Himachal Pradesh do not charge any membership fee.

Unfortunately, only 143 libraries in Punjab and 5 in Himachal Pradesh have trained librarians. Only 6.3% libraries in Punjab and 14.28% in Himachal Pradesh have open-shelf system, in spite of the fact that people favour open-shelf system. In order to improve the library service in those two states, modern techniques of library development will have to be introduced; open-shelf system and trained librarian are the two essential ingredients of the modern library system.

Fiction is mostly liked by readers. In 75.7% libraries in Punjab and 76.2% libraries in Himachal Pradesh, fiction occupies the top place among the books of most interest to readers.

INDIA'S PLAN FOR EDUCATING WORKERS

By D.N. Datar

Adviser, Labour, Employment and Social Planning, Planning Commission, New Delhi.

THE Workers' Educational Movement in India has a long history of voluntary effort by social workers. While the need for improvement in the quality of human resources was recognised in the early years of planning, it was hoped that no separate resources need be set apart for educating workers because programmes of adult education, social education and the like, were expected to meet the requirements of the situation. This hope as was realised later, was not well founded, and in the wake of increasing emphasis on industrialization since 1955, it was felt necessary to devote special attention to educate workers within the framework of planned development. Almost simultaneously with this change in emphasis, a related aim of planning in India, namely, a more equitable distribution of economic opportunities, secured wider acceptance with the goal of socialist pattern of society voted upon in the Parliament. A successful operation of equitable distribution of opportunities, particularly in industry would, however, be possible only if the quality of labour was improved.

The recognition of the role of the working class in building up the economy and providing them equality of opportunities meant in concrete terms, a programme towards the attainment of industrial democracy. By a specific policy recommendation, the workers' right to participate in the management of industrial enterprises was accepted through the institution on a pilot basis of a Joint Management Council. Such management required an increasing awareness on the part of workers of their rights and obligations in the development process. If workers were to have a large say in the management of the enterprise it was also necessary for them to know more about the organisation they built up to look to their own interest viz., the trade union. In the developed countries, workers' education of this type has been one of the recognised functions of the labour movement. In view of the difficulties which this movement faced, particularly in raising adequate finances for its educational activities, the Government of India thought that it should take a lead in the matter, though with active assistance from organisations of workers and employers.

Education for Participation in Management

On the basis of recommendations of an expert committee which consisted of an equal number of participants from India and abroad, and after due consultation with the employers' and the workers' organisations, the Government decided that resources should be made available in the Second Five Year

Plan (1956-61) for a scheme to—

1. provide education to union representatives in the principles and techniques of trade union organisation, management and finance;
2. prepare workers for participation in union affairs and for better performance of their duties as citizens;
3. educate workers in responsible and effective participation in management;
4. acquaint them with the legal and extra-legal frame-work within which they had to operate.

This programme has been in operation for the last eight years under the supervision of a semi-autonomous board, the Central Board of Workers' Education consisting of representatives of the Government, employers, workers and educational institutions, workers constituting the largest single group. The scheme which had its initial difficulties seems to be fairly established now. Over the last eight years, about 300,000 workers received the benefit of the educational facilities through regional centres set up by the Central Board, imparting instructions in the local language. The syllabus for the course which has been developed is responsive to local conditions. The initial paucity of literature for this work is being gradually overcome. There has been a constant attempt at improving the efficiency of the scheme, and currently an elaborate evaluation of the scheme is in progress.

Literacy—Key to Productivity

A point which has been recognised in India as a damper to making workers more effective in the organisation of their affairs, is the low level of literacy among them. The percentage of literacy in India in the decade 1951-61 has risen by 7.1. However, because the initial base of illiteracy has been large, the number of illiterates in the country still remains significant. Roughly three fourths of the population is illiterate, and even if the age groups below ten years and above fifty years are not taken into account, the balance of illiterates runs into tens of millions. If attempts are to be made to eradicate illiteracy among workers along with the rest of the population the time required for pushing through the programme will be considerable.

Industry today is being called upon to meet, as rapidly as possible, the claims of workers for better living and working condition, additional employment opportunities and a fair measure of social security. It is widely acknowledged that the vicious circle of poverty and unemployment and low productivity can be broken only by a stress on maximum contribution being made by all the participants in the process of production. These gains can accrue only

on the basis of new strength and dynamism of the economy, the only enduring basis of which is rising level of production. Productivity has many facets and as such this problem has to be tackled on many fronts. Keeping however, in view the fact that capital is scarce in developing countries, greater stress has to be laid in the direction of achieving optimum results through a more effective and rational use of human resources deployed in different sectors of the economy. This cannot be secured without the enlightened co-operation and goodwill of the workers which in turn requires a measure of understanding in them of the socio-economic environments in which they work, and the role expected of them in implementing various development programmes. A minimum basis for such understanding is literacy.

Committee on Literacy Among Industrial Workers

It was therefore thought necessary to have the question of literacy among industrial workers studied separately, by a committee and suitable measures recommended for a programme of action in the Fourth Plan (1966-71). The committee after making a detailed study about the extent of illiteracy among workers has formulated certain proposals. Its Report indicates that the extent of illiteracy varies both according to the type of industry, some of the older industries having a large percentage of illiterates, and the age of workers, the senior age groups having the larger proportion of illiterates. The magnitude of this problem in the five sectors of organised industry studied by the committee is as follows:—

Number of workers (as on 31 March 1964)—
in lakhs*

Industry	No. of workers	No. of illiterates	No. of illiterates in the age group 16-45
	1	2	
Tea Plantations	7.02	5.99	5.09
Coal Mining	4.79	4.18	3.57
Jute Textiles	2.88	2.40	1.63
Cotton Textiles	11.00	6.50	4.55
Iron and Steel	2.46	1.24	1.02
Total	28.15	20.31	15.86

* 1 lakh = 100,000

1. Figures estimated by Directorate General of Employment & Training.
2. Figures estimated on the basis of our simple study.

The committee has accepted that current and future entries in the industrial labour force will be mainly from the literate groups. Therefore it is likely that in another ten years no special literacy programmes may be necessary. The problem is hence restricted to industrial employees who have some years of service ahead of them. Yet even among them the problems of improving the level of literacy is sizeable. The specific recommendations which are at present under consideration are:—

1. An independent semi-autonomous body, the Central Board for literacy among Industrial Workers, representing official and non-official interests in the programme should be constituted.

2. This Board should be responsible for the co-ordination, the laying down of general policy and working of proposals, including the financial implications and the content of literacy for the programme.

3. A period of ten years running from now to the end of the Fifth Five Year Plan should be accepted as period for eradication of illiteracy.

4. Financial resources for the programme should be raised through public exchequer, the funds of statutory labour welfare organisations and grants from employers.

5. Suitable incentives should be provided for workers to attend literacy classes.

6. The programme should be under the guidance of a local committee on which employers, labour, voluntary organisations and State Governments should be represented.

7. Teachers for the literacy classes should be drawn as far as possible from the ranks of the workers. Arrangements for a systematic follow-up of the programme should be built into the programme.

8. To avoid workers lapsing into illiteracy after being made literate, arrangements should be made for suitable circulating libraries and adequate encouragement by the employer and the public to maintain their reading interests.

In the context of the Fourth Five Year Plan, a preliminary view has already been taken on the comprehensive programme of workers' Education—the one conducted by the Central Board of Workers' Education and the other proposed by the Committee on Literacy among Industrial Workers. The link between the two has been accepted and there is a possibility that appropriate arrangements will be made soon to advance simultaneously in both these directions.

—CELIC News-letter
(May 66)

PUBLIC LIBRARY AND ADULT EDUCATION*

By W. Best Harris

F.L.A., City Librarian, Plymouth

I would like to first of all to talk of the part of the public library service in adult education in general terms and then to proceed from there to the specific application of the service at various points of contact.

It is of course self-evident that one of the greatest problems facing our society is that of the intelligent and profitable use of increasing leisure. Though I do not think that in the country, no matter how great the speed up in automotive processes becomes, we are likely to see a sudden dramatic reduction in the numbers of hours worked each week, it still seems inevitable that during the remainder of this country more and more people are going to have more and more time on their hands. It is equally self-evident that the use of books as a principal means for the profitable employment of a large part of such leisure is one of the most valuable social developments our society should seek.

Why do I say this? What is there so very special about reading that justifies me making this statement? To answer those questions we must, I suggest, first consider the nature of the society which is enjoying—if that is the right word—this increasing leisure. In exploitation of this hard-won leisure we have been busily perfecting mass-media of entertainment and communication on a scale never before known in human history. The speed with which the cinema, sound radio, television and pop music have developed is no historical accident but simply the operation of the old economic formula of supply and demand which has so often produced disastrous results in so many

fields of human activity. Increased leisure and standards of income provided the stimuli for an explosive expansion of mass media for the occupation of people's time. Pop music, pep pills, bingo, football pools, they all go along with TV and the like as man's mediocre answer to the challenge of leisure—a mighty challenge massively avoided.

Here was man's chance, with his new freedom to promote the development of his individual personality, to seek that perfection of oneself which Confucius once so rightly said, as did Jesus in another fashion, is fundamental object of all human progress and all human development. We are ourselves only when we are as much of ourselves as we can possibly be, and the opportunity of man, which distinguishes him from the rest of the animal world, to develop his individual qualities, presents him with perhaps the most important single decision he can make. To me this is what adult education is all about; making people as full and as complete individuals as they can be, knowing that then they will enjoy the fullness of living with themselves and their fellow men.

Which brings me to books. Books contain the wherewithal for all men to achieve all things possible. Books enable us to pursue our interest in any field of human activity at our own mental level, at our own speed and capacity to absorb. Books treat us as individuals because our communication with their contents is direct and personal. We share in the thoughts of others; we can exercise our own individual imaginations in interpreting imaginative literature; we can stop and argue with books. We are not just recipients when we read books, we are contributors, individual contributors just as we are when enjoying a live per-

formance of a fine orchestra or a well-acted play. The communication is two-way and always has as its base the stimulation of individual intellects. Consider in simple terms the difference between 10,000,000 children all watching one producer's interpretation of Robinson Crusoe where the object is to reduce everything within the book to two-dimensional terms and 10,000,000 children each reading a copy of the book and engaging in the exercise of their separate imaginations, drawing their own mental pictures. One medium creates one Robinson Crusoe, the other 10,000,000.

Here then is one of the great tools of adult education in this country—the book, and for the average adult in this country the principal source of books is the public library service. Still speaking in general terms I want to pose and reply to the question, "How far are public libraries meeting the needs—the ever increasing needs—of the adult population of Britain who seek further education as a deliberate act?" And my answer must be a very simple one. Public libraries in this country are not geared in terms of buildings, staff or book stock to satisfy more than a proportion of the demands made upon them. The library service so many of our communities offer is still, in terms of adult education, particularly organised adult education, in the nature of a gesture rather than a service. I might say that this a simply a matter of funds—that our local authorities still have not recognised the vital role that libraries should be playing. But I am not content to accept this as the absolute reason. I believe that far too many members of my profession have by virtue of their own lack of readiness or ability to identify their responsibilities,

* Address by Mr. Harris to the Annual Conference of University Council of Adult Education (U.K.) held last year.

done much to curtail the course and extent of the development we require if we are to fulfil our responsibilities adequately. There must be a much more vital awareness of the problem and a much greater determination at local and national level to do something about it. Please do not accept this criticism as a dismissal of the contribution which public libraries are making in the promotion of adult education because that contribution is very substantial.

You may be interested in fact to know of the results of a rather extensive and carefully planned survey we made of reading in Plymouth several years ago. This survey was aimed at a statistical analysis of the numbers of hours spent by users of the city's public libraries in reading books of a direct

educational value (excluding all fiction even though we accept that much of that can be highly educational). The survey showed that for every two hours of formal education dispensed through all the city's instruments of formal education one hour was devoted to the voluntary reading of books of direct educational value borrowed from the city's public libraries. During this same year the Education Committee spent 40 times more money than the Public Libraries Committee. I recognise that much educational training occurs outside of school hours inspired by school training; against this, however, must be placed the fact that **compulsory education often has far less value than self-sought education.**

The survey certainly showed that at least in terms of the

number of man hours involved, **one hour of educational value was being provided through public libraries at 1/20 of the cost of one hour of formal education.** If we relate this concept to the thought that we attended universities to "read" subjects than it places the role and above all the potential of the public library service in a more specific perspective.

The fact still remains that the service to adult education in all its forms which public libraries should be providing still falls far short of that required currently, and, unless a tremendous upsurge occurs in their development in the next few years—nothing in the 1964 Act will cause this to come about—then our contribution to the increasing demands of adult education will become proportionately smaller.



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The Philippine Women's University And Extra-Mural Education For Women*

By Maria Fe G. Atienza, Ph.D.,
Dean, College of Home Economics,
The Philippine Women's University

A quiet revolution of emancipation has been taking place in the lives of Filipino women. They have achieved the right to vote, to own property, to be educated. With the newly won rights and a rising standard of living, Filipino women can move beyond the struggle for equal status and for material goods to the challenges and opportunities of citizenship. The Filipino women hold a tremendous potential of strength for good-mark a ballot, teach children to become good citizens, and work for a better community. That is the main reason why Filipino women should be educated not only in functional literacy but in all aspects of family and community life.

Filipino women's horizons have been broadening and their involvement is getting deeper in several phases of community life. They have developed the full potential of the home as a spring-board to make the Philippines a better place to live in.

Need for Women's Education

Well informed people think every community should have a programme of women's education as an integral part of the Philippine educational system, and that various other agencies in the community should also sponsor programmes of education of women. H.G. Wells was right when he said, "It is not education of children that can save the world from destruction, it is the education of adults." (I would say specially the education of women.) A number of specific reasons for women's education are given here.

* Paper read at the Leverhulme Conference on Extra-Mural Studies, Hongkong.

1. *Rapid changes make new adjustments necessary.*

We are living in a time when important changes are taking place at a breathtaking pace. Within the past twenty-five years man has suddenly broken through to new knowledge which has revolutionized many phases of women's lives. Epoch making new discoveries of material things have created many new social, economic, political, and moral problems. Women must be prepared to meet these problems as adults.

2. *Many problems are on the adult level.*

A large number of the problems faced by our government and by individuals require the knowledge, experience and maturity of judgment of adults. Typical of these problems are: making a home, educating children, feeding the family, progressing in one's occupation, voting for the best candidates, deciding political issues, making investments, and determining the pattern of moral and spiritual behavior.

3. *The mass of knowledge is great and is rapidly changing.*

The amount of knowledge that has accumulated in any major field of learning is staggering and is beyond the capacity of any one person to master completely. A woman should know about government, health, economics, ethics, religion, language, science, and home and family living, cultural arts, and her occupation. The staggering amount of knowledge cannot be acquired in a few years at the beginning of life. It takes an entire lifetime. According

to Essert "Education throughout life is not only desirable, but also necessary and essential to mental and emotional stability and the full expressions of personality."¹

4. *An education must be maintained.*

Robert Gordon Sproul made the following impressive statement relative to the need for continuing an education: "Nothing has handicapped the American educational plan more than the tendency of American citizens to think of schooling as a kind of vaccination against ignorance, and to consider that a concentrated dose of it in youth makes one immune for a lifetime. Actually the immunity lasts only a few years, and unless it is renewed by periodic inoculations in study and thinking, one falls victim of a chronic type of ignorance which is often more dangerous than the acute form, because the patient, incompetent to recognize the symptoms, doesn't know that he has the disease."² If this is so in an American setting, how much more will there be a necessity for women's education in a Philippine setting? The plain hard fact is that an education must be maintained or it will be lost.

5. *Adult education is the last chance for some women.*

Several Filipino women feel the need for training in the basic skills of learning so they enrol in reading, writing, and arithmetic. Many women

1. Essert, Paul. *Creative Leadership of Adult Education*, Prentice-Hall, New York, 1951, P. 41.

2. Sproul, Robert Gordon. *Life-long Learning*, Vol. XIX, Pp. 12-13.

want to learn more about their job so they enrol in a vocational course. Still other women want to learn more about some hobby so they take work in painting, photography, wood work, or some other art or craft. They have made use of their last chance to learn.

The education of all the people in the Philippines—children, youth, and adult—is a constitutional mandate and, therefore, a major and inescapable duty of the government. Section 5, Article XIV, of the Constitution of the Philippines provides that “the government shall establish and maintain a complete and adequate system of public education with at least free primary instruction and citizenship training to adult citizens. The framers of the Constitution under the leadership of Dean Conrado Benitez realised that the education of the young and their preparation for citizenship had never been adequate and that adult education is a prerequisite to our national progress.

A new slant in women’s education has been developed in women’s private colleges and universities. Foremost in the re-orientation of women’s education is the Philippines Women’s College, now the Philippine Women’s University. It has geared its programme to the needs of an independent Philippines. A very comprehensive description of the Philippine Women’s University by Hayden is quoted here:

“Among the younger private institutions which have been striving to develop a type of education fitted to the aspirations of the new nation is the Philippine Women’s University. The University seeks to preserve beneath a modern exterior the fundamental womanly virtues and charm which are typical of the Filipino, and at the same time to prepare its students for the broader and more active role which women now play in the

Philippine society. In striving to accomplish these purposes it combines the social training of the “finishing school” with the academic excellence and serious purpose of the women’s college.

While an education for useful womanhood implies training for the home (its President, Mrs. Francisca Tiroaa de Benitez, has declared), yet the University has at the same time carefully provided for the training of women in other fields which their initiative and inherent abilities have led them to invade. The University rejects the excess that goes under the name of “modernism”, which consist mainly of the aping of ideals and customs that are ill-suited to our historical background and to our characters as a people. It accepts the wholesome ideals that the increasing numbers of women everywhere now hold as an essential part of their social and political heritage. It is committed to the principle that the good things are neither wholly in the past nor in the present, and that it is the duty of a university to bring to women the best that is to be found in the old world and the new.

Physical training, competitive sports, and extra-curricular activities managed by the students are designed to develop initiative, leadership, sportsmanship and responsibility. Courses in music, dramatics and dancing provide for the development of artistic abilities and interests. Provision is made for the stimulation of spiritual growth and preparation for active citizenship. A modern behavior clinic aids students in solving problems of personal adjustment. In addition to preparatory and college courses in the arts and sciences, colleges of pharmacy, business administration and education have been established. The University is well equipped and adequately

staffed.

Perhaps the Philippine Women’s University so well reflects the aspirations of the modern Philippines because it is in a large degree the projection of the personality of its founder and president. Born of a family which participated actively in the nationalist movement which began during the latter part of the nineteenth century, Mrs. Benitez was educated chiefly in the public school system, in which she came into close contact with the Americans who were her teachers and later her colleagues. After a distinguished pioneer career as teacher and administrator in the public schools, she turned her energy, creative imagination and business ability to the task of building an educational institution which should reflect the composite national culture of the Philippines, and at the same time keep abreast of modern educational developments abroad.”¹ Ravenholt, another author said that the Philippine Women’s University and a few other schools maintain reputable standards for admission. Thus they ensure a student body able to profit from the best that professors have to offer.”²

The philosophy of the Philippine Women’s University is “education for useful womanhood” and the objectives are: good moral character, personality development, education for home and family life, preparation for vocation and profession, and education for community leadership and participation.

Types of Women’s Education

Any college or university which seriously wants to help the women of its constituency to improve the communities they live in should consider some type of women’s education. For example in the case of food habits,

1. Hayden, Joseph R. *The Philippines—A Study in National Development*. The Macmillan Co., New York, 1955, Pp. 558-559.

2. Ravenholt, Albert. *The Philippines—A Young Republic of the Move*. D. Van Nostrand Co., Princeton, New Jersey, 1962, P. 184.

Lewin found that the homemaker as the buyer of the family food, was the control point of which the various forces acted in determining what foods would reach the family table. In order to change the food habits of the family, it was therefore necessary to change the food choices of the home-makers. She is the gate-keeper of the family.³

The Philippine Women's University has four avenues through which women and out-of-school girls are educated, namely: regular Day School, Interns' School, Community College, and through several types of Community services. These provided some means of widening their horizons and improving their lives. These programmes of study will be described below:

A. Regular Day School.

Courses from the pre-school to the Graduate School are offered to girls and women in order to provide them with a well-rounded education in arts, science, humanities, and for the different professions such as Nursing, Business Administration, Home Economics, Nutrition, Education, Pharmacy, Music, Food Technology, and Social Work.

All students in the college level take regular courses in Moral, Social and Civic Education and Citizenship training. During the senior year all students not taking any Home Economics course are given free courses in Home and Family Life Education in order to introduce them to their future roles as a homemaker, mother and wife.

B. Interns' School.

The Interns' School at the Philippine Women's University—under a separate dean and staff—provides a homelike atmosphere for the girls in residence and educates them in the art of correct living. It serves the role of a finishing school for the interns who are

enrolled for academic studies in the university. Its programme includes activities that would further the spiritual, moral, mental, educational, social, cultural and physical growth of its members.

C. The Community College.

The Community College at the Philippine Women's University serves as an extension school where formal education in the liberal arts and the professions is extended to adult women of the community who, by reason of interest or occupation are unable to pursue their work during the day. It also serves as a community center for the other members of the community who are not attending the extension classes.

The students attending the Community College are generally older than those of the Day School. Most of them are homemakers and employees in government offices and business firms. They come for cultural enrichment and for proficiency in their respective vocations and professions.

D. Community Services.

The Philippine Women's University has gone out of its academic work in many ways in order to serve the community and in promoting international understanding. Every Saturday afternoon, the Bayanhan Folk Arts Center has given recitals to interpret Philippine arts and culture through music and folk dances. These sessions are well attended by tourists and foreigners. Other classes in culture are the music sessions over the TV and the art classes jointly sponsored by the University and the UNESCO every summer for teachers and students.

Celebrities in arts and culture have been invited by the University to serve as resource persons in seminars and extra-mural classes.

Informal educational oppor-

tunities are sponsored by the University for women leaders of the country. It has encouraged and supported the Civic Assembly of Women in the Philippines, an organization of 52 Women's groups and the Family Life Workshop of the Philippines, a national welfare organization. Conferences and conventions of several other women's organizations are held at the University. Seminars on areas like ethics, human relations, mental hygiene, guidance and counselling, volunteer community service, and international relations are held where well-known civic leaders are invited as resource persons.

The University has also assisted women in their professional growth. In business, enterprises have been assisted by experienced businessmen and business women in seminars sponsored by the College of Business Administration of the University. Women in homemaking have been assisted by TV programmes for homemakers and free homemaking classes.

The Philippine Woman's University is the only university in the Philippines providing free homemaking education for women and out-of-school girls according to the chief of the Adult Education Division of the Bureau of Public Schools. This is a form of extra-mural service which the University provides the community. Rooms, facilities, and teachers are provided by the university free to women and out-of-school girls in order to help them elevate their standards of home and family living. This programme was begun in 1952 and up to the present date 1,252 women and out-of-school youth have been educated on the extra-mural programme of the university.

Students attending the free homemaking class come from all social and economic strata in the community. By occu-

3. Lewin, Kurt. "Forces Behind Food Habits and Methods of Changes" Bulletin of the National Research Council, 1943, Vol. CVIII, P. 35.

pation they are factory workers, laundry women, theater usherettes, market vendors, household helps, homemakers, dressmakers, beauty parlor operators, and sweepstake ticket vendors. By educational attainment, most of them have reached only the intermediate grade level. Students' ages range from twelve years to sixty years of age. The adult students are recruited by the students enrolled in the College of Home Economics. They follow the "each one recruit one" system. The women and out-of-school youth come from the vicinity of the university and some of them from towns near Manila. A few women come from the nearby provinces. A personal invitation or a letter from the Dean of the College of Home Economics is sent to the prospective adult student.

Since attendance is entirely voluntary, it is most important that instruction be such as to satisfy the practical needs of the women students or they will not stay long in the class. The women and out-of-school youth are grouped into the following classes: 1) English speaking and 2) non-English speaking. Adult students of like or nearly like background are placed together. Type of work for each group is varied with the teacher giving attention to all students. The national language—Filipino—is used by the teacher in teaching both groups of women.

A convenient time of class hours is decided by all students. Since the majority of the women students have families and homes to take care and meals to prepare, an afternoon class between two to four is usually chosen. Classes are held five days a week for six weeks.

Women are interested in activities within which they see evidences of their own handiwork. It was observed

that their interest was heightened when an activity or lesson is "close to home", or when it is part of their attitudes, sentiments, and ideals. Major decisions are made by everyone such as electing their own class officers, dates for their socials, and their graduation programme. An adult wants to experience success. Success breeds further success.

Clearly defined objectives are understood by the members of the class. All participants have a clear vision of their responsibilities and the importance of adult education to them. The objectives of adult home making class at the Philippine Women's University are to help the women to:

- a. Become better citizens
- b. Make efficient use of available resources
- c. Guide children wisely
- d. Acquire skills
- e. Establish a wholesome attitude toward other people
- f. Adjust to changes
- g. Appreciate beauty
- h. Improve their home
- i. Enjoy social activities
- j. Experience a sense of accomplishment.

Women's education embraces the learning achieved by women during their mature years. It is new learning, not merely a continuation of learning. Women's education stems directly from the women themselves. The curriculum is based on their present needs and problems. Education for the solution of problems in a democratic society includes the total range of human learning, from the learning of simple means of communication, reading and writing, to the actual solution of the most complicated problems of human relations according to Sheats, Jayne and Spence.¹

1. Sheats, Paul; Jayne, Clarence; Spence, Ralph. *Adult Education—Community Approach*. The Dryden Press, New York, 1953, p. 5.

Suggested Topics of the Course in Adult Homemaking at the Philippine Women's University

Area: Consumer Building

- Tips on buying
- Getting the most for your peso
- Being a good consumer
- Buying guides for homemakers
- Satisfying use of family resources
- Stretching the family peso

Area: Housing And Home Furnishing

- Home landscaping
- Be your own home decorator
- Modernizing your home and its furnishing
- Furniture repair and refinishing
- Sewing for the home (slip-covers, draperies, etc.)
- Improving the kitchen
- Selecting (or making) and using accessories for the home
- Arranging furnishings for family living
- Color in the home
- Make your home attractive

Area: Child Development and Human Relationships

- Parents and the teen-ager
- Understanding teen-agers
- Preparation for marriage
- Guiding your child
- Living happily with our children
- Family members grow up together
- Adjustment to middle age and maturity

Area: Home Management

- Economy in time, effort and money
- Improved methods of work to economise time
- Intelligent purchasing
- How to reduce the food bill
- How to save effort and energy
- Economy of supplies
- Cleanliness is next to Godliness
- Household management
- Management of household help

Area: Clothing and Textiles

- Clothes to fit your figure and pocket book
- Selecting becoming clothes
- Pattern designing and cutting
- Short cuts in sewing
- Remodelling clothing

Making children's clothes
Clothing construction
The fine points of fitting clothes
What can we expect from the new fabrics?

Efficient use of the sewing machine and its attachments

Area : Food and Nutrition

Meals for busy homemakers
Short cuts in meal preparation

Better meals on your budget

Cooking for two

Cooking for fun

Thrifty meals

Variety in low cost meals

Meals for weight control

Meals for family health

Food for special occasion

Food for family fun

New trends in foods

New trends with common foods

Area: Recreation and Leisure Time

Being a gracious hostess

Entertaining at home

Family fun

Make it for Christmas

Children's parties

Profitable hobbies for the family

Area: Health, Safety, and Care of the Sick

Home Nursing

Family bedside care made easy

Home care of the sick

Safety in the home

Keeping the family healthy

A variety of methods is used by the teacher of the adult class. Methods commonly used are discussions, panels, forums, roundtables, lectures, demonstrations, tutoring, laboratory work, audio-visual, and group dynamics. Very little use is made of the lecture method because it is largely a one-way process, from the teacher to students. It does not allow for much inter-action between students and teacher or among students. On the other hand, much use is made of the discussion method. It is a process where by the women can express, clarify, and pool their knowledge, experiences, opinions, and feelings. It is a cooperative process, in which several minds work

together on a basis of equality and mutual respect toward either understanding or agreement according to Knowles.¹

Proposals

In the light of the foregoing experiences in women's education, I would like to present the following proposals for developing a more functional programme of women's education.

1. That women's education should not be limited to the under-privileged persons but should be given to all women for every woman is entitled to a life of her own.
2. That different aspects of a woman's life be considered in the planning of educational programmes by educators. A curriculum of education for our daughters according to Harold Taylor must contain those studies to which they may convert their talents and their lives to the service of others and to the preservation of human values—mathematics, poetry, the arts, and history.²
3. That greater help be given to women on occupational orientation and upgrading. In the society of the future according to Mueller "women will probably function more and more "like man" as earners and citizens, and less and less "like women" in their home-making and cultural activities."
4. That a closer liaison between colleagues, university, and public schools in the Philippines be made particularly on women's education.
5. That Philippine colleagues and universities must envision a much larger role in the education of women, both privileged and under-

privileged in order to make women's lives more significant and socially useful.

A Forward Look

One needs to look ahead in order to know where he is going and what road he should take to get there. Trying to see into the future is not an activity of only starry-eyed visionaries. It is engaged in by successful businessmen who are regarded as being especially political.

A recommendation adopted by the Economic and Social Council in July 1961 at the proposal of the Commission in the Status of Women emphasized the gravity of the problem of illiteracy among women, recommended Governments to give special attention to this problem and invited UNESCO to pursue and develop its plans for assistance to States in their fight against illiteracy. The United Nations General Assembly, at its sixteenth session, invited UNESCO (resolution 1677 (XVI), "(a) to make a general review, at a regular session of its General Conference, on the question of the eradication of the mass illiteracy throughout the world, with the object of working out concrete and effective measures, at the international and national levels, for such eradication; (1) to present, through the Economic and Social Council, to the General Assembly at a regular session a survey of the position in the world with regard to the extension of universal literacy, together with recommendations on the measures which might be taken, within the framework of the United Nations, for cooperation in the eradication of illiteracy." In February and March 1962, the Secretariat organised a meeting of experts at Bangkok. Twenty-five women educators from sixteen Asian States took part in the meeting, at which they considered problems raised, from the standpoint of school and adult education, by the status of girls and women in these countries. They considered the measures taken or contemplated in

1. Knowles, Malcolm. *Informal Adult Education*. Association Press, New York, 1950, P. 42.

2. Mueller, Kate. *Educating Women for a Changing World*. University of Minnesota Press, Minneapolis; 1954, P. 21.

several States for improving the situation and solving the social, economic or cultural difficulties which still exist. Despite the establishment of free primary education in most of these countries, despite social reforms, changes in family structure and the improvement of means of communication and transport, and despite the influence of community development programmes, the isolation of rural areas still constitutes an obstacle, as do the low standard of living, the deeply rooted social traditions in country areas, and the lack of school guidance and occupational opportunities.¹

The population census of 1960 of the Philippines give the information that 72% of the population 10 years old and over are literate and the remaining 28% is composed of illiterates and a very negligible number of unreported literate adults.²

Here are some predictions for women's education in the Philippines:

1. *Programmes of women's education.*

Informal women's education as carried on by several Philippine women's organisations of many kinds, has produced important and lasting results in helping our women to improve themselves. The movement has caught fire and already progress has been made. Still more progress lies ahead.

2. *Democracy demands more women's education.*

It takes a trained intelligence on the part of women to make it work. More women's education is our best hope of coping with the problems of democracy. Democracy needs more women's education now,

and will cry for still more in the future. Education is an investment in a democracy

3. *Automation and women's education.*

Automation has at least five important implications for women's education in the future:

These are:

- (a) Women will have to bring their present skills and knowledge in whatever job they will be doing up-to-date.
- (b) There will be many more service jobs.
- (c) More women will be employed outside the home and more jobs will be open for them.
- (d) More leisure time will be available as the number of working hours are reduced.
- (e) As our social, economic, and political life becomes more complex and complicated, many new and crucial problems will arise in these areas. Women's education will be necessary for their survival.

4. *Future educational programmes for women.*

- (a) More areas of learning will be covered.
- (b) More relative emphasis will be placed upon problems of democracy, international affairs, personal development, human relationships, moral and spiritual values, and preparation for leisure and old age.
- (c) The content and methods of educational programmes will be based upon more research than at present.
- (d) The learning experiences will be more and more organised around problems and practices of real life.
- (e) Every woman will be given both the opportunities to learn and the encouragement to learn as much as she can.
- (f) A wholesome climate will be provided when women

can question, disagree, argue, criticise, investigate, and gather reliable evidence to prove their points.

Conclusions

Women's education in the Philippines faces a task of immense proportion in the immediate years ahead, the task of helping millions of women all over the country to transform themselves into mature women. According to Friedan we need a drastic reshaping of the cultural image of femininity that will permit women to reach maturity, identity, and completeness of self.¹

Another author said that "In this age, there is a need for a new breed of women who not only believe that education can make them better women, better mothers, and better homemakers, but who are not in the least afraid to say "so."²

Those of us who are educators must see to it that women make a lifetime commitment to a field of thought, to work of serious importance to society. We provide the new image. We need something like the G.I. Bill for women to help them educate themselves during their home-bound years. Women must learn to cooperate with men, not as woman, but as human beings.

1. Friedan, Betty. *Feminine Mystique*, W.W. Norton & Co., New York, 1963, P. 364.

2. Strunk, Arlo Jr., "Is Education Wasted on the Housewife?" *The Manila Times*, August 23, 1964, P. 12.

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1. United Nations Economic and Social Council. *Access of Women to Education*, February 5, 1963, P. 16-23.

2. *Progress in Adult and Community Education*, Bureau of Public Schools, 1963, P. 19.

ADULT EDUCATION

Vol. XXVII August 1966 No. 8

20 YEAR PLAN TO ROOT OUT ILLITERACY

EDUCATION COMMISSION RECOMMENDS NATIONAL BOARD OF ADULT EDUCATION

The Education Commission which submitted its report to the Union Government recently has recommended a nation-wide campaign to end illiteracy within 20 years.

It has also recommended the setting up of a National Board of Adult Education and said that voluntary agencies working in the field of adult education, should be given financial and technical encouragement.

EVERY effort should be made, it says, to raise the percentage of literacy to 60 by 1971, 80 by 1976 and to achieve cent per cent literacy in 20 years.

This could be achieved by expanding school facilities for children between 6 and 11, provision of part-time education to children between 11—14 who have missed their earlier education and provision of general and vocational education to adults between 15 and 30.

The report says, that all educated men and women in the country should be mobilised to combat illiteracy. All employers in large organisations

NEHRU LITERACY FUND

Shrimati Bimla Dutta has donated Rs. 1000/- to the Nehru Literacy Fund. In a letter to the General Secretary of the Association, she has suggested that this amount may be utilised in instituting an award to an individual for outstanding result in the field of literacy, by instituting a Nehru Medal for Literacy to be awarded every year.

The suggestion made by Shrimati Dutta will be considered by the Association shortly.

should be made responsible for making their employees literate within a period of three years of their employment. Big public sector plants should take the lead in this.

The Report says, "every development project should include as an integral part, a plan for the education of its employees, more especially of those who are illiterate. Literacy programme should constitute an essential ingredient of all schemes launched by Government for economic and social developments.

Every educational institution should be given responsibility of liquidating illiteracy in a specified area. The school in particular should be transformed into a centre of community life.

(Continued on page 2)

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DEPARTMENT OF ADULT EDUCATION

(Continued from page 1)

Literacy among women should be promoted through the **condensed courses** for adult women sponsored by the Central Social Welfare Board; appointment of 'village sisters' should be encouraged for teaching village women and organising adult education among local community.

The report says that the mass media of communication should be used as a powerful instrument for creating the climate and imparting knowledge and skills necessary for improving quality of work and standard of life.

About **Continuing Education** the report says, educational institutions of all types and grades should be encouraged and helped to throw open their doors outside the regular working hours to provide such courses of instruction as they can to those who are desirous of receiving education. A parallel part-time system of education should be created to provide adults with opportunities for taking the same diplomas and degrees as students in schools and colleges.

Further education should be provided for workers for improving their knowledge and skills, widening their horizon in life, inculcating in them a sense of responsibility towards their profession and improving their career. Special part-time and sandwich courses should be offered for them which would lead them step by step to higher courses.

To bring education to those who are unable to attend part-time courses, widespread **correspondence courses** should be organised, and the Ministry of Education should establish a National Council of Home Studies, for the purpose of accreditation and evaluation of agencies and defining areas in which correspondence courses could be of benefit. Correspondence courses should be supported by well-coordinated radio and television programme.

Opportunity to take examinations conducted by the Secondary Education Board and Universities in the country should be made available to those who wish to work on their own without any assistance.

The Report says that the **universities** should assume a much larger responsibility for educating the adults. In order to have an efficient machinery for launching carefully planned adult education programmes, each University should establish a Board of Adult Education with representatives from all departments involved in adult education programmes. Universities should also set up Departments of Adult Education.

20th Anniversary of U.N.

The 20th anniversary of the United Nations will be celebrated throughout the world this year. Government and non-governmental agencies in all member countries cooperating with the United Nations will commemorate this day.

RADIO SETS FOR RURAL FORUMS

Canadian People's Gesture

Shri Damodar Lal Vyas, Rajasthan Minister for Community Development and Panchayati Raj received 5 transistorised radio sets from Dr. Roby Kidd, a prominent Canadian Adult Education expert, in an impressive ceremony held in the Rajasthan secretariat, Jaipur on June 23. These radio sets are presents from the Canadian people for the Radio Rural Forums in Rajasthan.

It was a coincident that Dr. Kidd, who was the mover of this idea, was present to represent the Canadian people for presenting the gift.

At the ceremony Shri A.P. Shinde, Union Deputy Minister, Food, Agriculture, Community Development and Cooperation, Shri K. Ramamurthi, Joint Secretary, Ministry of Food, Agriculture, Community Development and Cooperation, Shri S.M.H. Burney, Joint Secretary, Ministry of Community Development and Cooperation, Shri R.D. Mathur, Development Commissioner, Shri Ram Singh, Additional Development Commissioner, Shri B.L. Dashora, Director Training and prominent journalists were present.

Presents of Rajasthan handicrafts will be sent to the Canadian listeners on behalf of the Radio Rural Forums functioning in Rajasthan.

ONTARIO ASSOCIATION FOR CONTINUING EDUCATION ESTABLISHED

A new association for all those with an active interest in the development of continuing and adult education in Ontario was founded at a conference in Toronto recently.

To be known as the Ontario Association for Continuing Education, this new association will constitute the Ontario division of the Canadian Association for Adult Education and, simultaneously, the Continuing Education Section of the Ontario Educational Association.

The term "Continuing Education" expresses the view that education is a life-long, ongoing process which includes both formal and informal learning situations.

Dr. Wilfred Wees, of W.J. Gage Publishing Company was elected Honorary President. Mr. Harry C. Campbell of Toronto Public Library was elected President. Mr. John Whitehouse of Textile Workers Union of America was elected Secretary and Dr. David Summers, of Religion Labour Council of Canada as Treasurer.

Education Commission and Adult Education

By Sohan Singh

Were it not for the widespread cynicism to which our people have fallen a prey as a result of the political rot that has set in, the Report of the Education Commission would have been hailed as a landmark in the educational history of the country. As conditions are, we have no reason to feel enthusiastic in this respect. Nevertheless, eminent educationists of India and other countries have poured their experience into this document and it behoves us to give it the attention it deserves.

The present article will take up one chapter of the Commission's Report—Chapter 17 on Adult Education—and examine how far it meets the needs of the country.

IT may be recalled that when the terms of reference of the Commission were first announced, adult education was left out of its scope. Later, however, it was realised that the overview of Indian education, which was to be the Commission's distinctive task, required that it take adult education in its purview; accordingly this was done. However, reading through the Chapter one has the feeling that the original mistake has continued to haunt the Commission's work in this field. Despite this, the Chapter succeeds in making the point that adult education is an integral element in the country's educational edifice.

Why adult education? The Commission says that the socio-economic development with which the people of India have identified themselves can only come through the intelligent participation of the people in their developmental tasks. A participating people are an educated people and just because of the rate of growth of knowledge and that of social change being what it is now-a-days, we cannot have an educated people when their education stops at the point they assume adult responsibilities.

The Commission lists the following items in "an effective programme of Adult Education".

1. Liquidation of illiteracy
2. Continuing education
3. Correspondence Courses
4. Libraries
5. Role of Universities in Adult Education, and
6. Organization and Administration of adult education.

We will note in passing the case with which the Commission has jumbled up types, level, methods and agencies of adult education in one mess-up. That it is not merely a sin against the theoretical canons of classification will become apparent when we notice the slipshod manner in which the Commission takes up education of important sections of adults, which effect materially the value of the chapter.

1. **The problem of illiteracy** takes more than half the chapter. This reflects the fact that the problem has loomed large before the Indian adult educator and has caused him innumerable moments of frustration. In fact the history of the promotion of literacy in India is littered so profusely with failures that one sometimes wonders if all the bother about it is worth the while. One can only admire the faith of the Commission in the necessity of universal literacy if India is to march on the road of the 20th century.

The Commission has supported the case for **universal literacy** by pointing out its close connection with economic development. It does not mention the other argument, that a socialist society, the establishment of which has so far been our national policy, is unthinkable without the provision of equal opportunities for all, and that the talk of equal opportunities for all is meaningless in the context of 70% or over illiteracy of our people. The argument from human rights is just at present unappealing to our eroded sense of values and I believe the Commission has discreetly avoided to give another

opportunity to our cynics to jeer at what makes a man a human being.

The magnitude of the problem has been brought out by quoting figures which do not lose their force by being repeated often—for example, that every year India is adding to its number of illiterates.

The Commission lends its weight to the proposal to tackle the problem of illiteracy in the **age-group 15-44**. In 1961 there were 144 million illiterate men and women in this age group. The Commission recommends a serious effort to eliminate 60% of illiteracy in this group by 1971 and 80% by 1976. For this purpose it recommends two types of approaches: the selective approach and the mass approach. The selective approach require taking up a manageable sector of population and putting intensive effort to reduce illiteracy in that sector. Four such sectors are mentioned—workers in business and industry, workers in the public sector of industry, people involved in development projects and, finally, people involved in programmes of organisations like the Khadi Commission. *In each of these sections the Commission contents itself with generalities; it does not take a bite into the concrete situation in any one of the section to see what can be done to organise literacy work in each sector.* This is uniformly a weak aspect of this chapter—superficial generalisations without going into the particular terrain of a problem.

For the illiterate population outside these sectors the Commission recommends the mass

approach—a country-wide literacy campaign involving all educational institutions, including universities—employing their students as well as teachers—educated men and women, industry, government at all levels, and voluntary agencies. There have been such attempts in India in the past, the most recent being the well-known Gram Shikshan Mohim of Maharashtra. Why have all of them failed? The Commission's diagnosis, with which most of us will agree, is that the social and, especially, the political leadership in India has never committed itself to a drastic reduction of illiteracy in a comparatively short time. I wonder if the Commission's call to political leadership to commit itself in this respect is going to make any difference to the situation, for the image of the Indian politician is not a pleasant one, and especially we know that he cares little for questions like literacy so far removed from his self or party interests. We should, therefore, take it that at least this part of the Commission's work is love's labour lost.

We will not mention here other aspects of illiteracy illuminated by the Commission—to mention one of them, the problem of illiteracy among women—because they become relevant only in the context of the nation's determination to rid itself of illiteracy.

2. All adult education beyond functional literacy has been lumped together by the Commission under the category of "Continuing Education." It would have been better to confine the term to what is ordinarily understood by it, namely, facilities for adults to take general and vocational courses in schools and institutions of higher education, thus leaving education in citizenship and social responsibility and liberal education, usually carried on in informal groups, to be dealt with separately.

In the field of continuing education, the Commission has made two important recommendations; first that all educational institutions should open their doors

to part time students, i.e., adults; and, second, that it should be possible for any student to take any examination as a private candidate. The second recommendation is bound to come up against difficulties in courses requiring practical or laboratory work, which is holding up even correspondence courses in science and technology. Any way, acceptance of these two recommendations by educational authorities, along with the provision of correspondence courses on a scale and gamut envisaged by the Commission in this and other chapters mean a **revolutionary advance** in providing equality of educational opportunities to men and women in India. In time these opportunities are bound to come, but any delay in accepting the Commission's recommendations on continuing education can only mean a deplorable attitude to the work of a body with the status of a Commission.

It is also the Commission's advice to take the courses for part-time students out of the ruts of custom and habit and experiment with *ad hoc* short courses as well as courses specially condensed to suit the experience and requirements of adults. These devices are to be tried both in school and college programmes.

In view of the fact that the Commission has found the main, if not the sole, justification of adult education as a necessary part of the socio-economic development of the country, one could legitimately expect the Commission to recommend ways in which adult education could upgrade the occupational skills of our people. Surprisingly, the chapter is weak and unsatisfactory in this respect, for though in some place or another the main occupations have been mentioned the treatment is neither systematic, nor is it based on concrete Indian experience. There are five important occupational sectors amenable to adult education—farmers, workers in business and industry, professionals (including

teachers), housewives and politicians at various levels from Lok Sabha to the Panchayati Raj set up. To illustrate our point, let us take the farmers and workers. There is no separate section bearing on the adult education of farmers. Vidyapeeths and rural institutes have been cursorily mentioned in one place. If we go by this passing mention of only two of the institutions relevant to farmers' education, we can draw only one conclusion from the Commission's Report—that adult education can play no role in farmers' education. If that is so, many of us would not think much of an education which fails to tackle one of the two most serious problems facing the country. Again, take workers' education, to which one section in the Chapter has been devoted. Reading the section one has the impression that the Commission is writing on a *tabula rasa*. Nothing can be far from the fact. There are organisations and schemes for the general education of workers and for their occupational improvement and for their trade union education. There are laws relevant to workers' education. One would expect from the Commission what it has done in many other chapters, namely, to examine the existing situation and see how we can build on our experience. The Commission does nothing of the kind. The Central Board of Workers' Education is not once mentioned in any place in the chapter. What remains are generalities and that is rather damaging to the value of the Report.

3. If I was to name three most important methods of adult education, I should mention spare-time classes, esp. evening classes, correspondence education and informal study and discussion groups. *The Commission takes up the correspondence method for a fairly detailed treatment, which is admirably done.* It has shown convincingly how the use of correspondence study, especially reinforced by access by correspondence students to

libraries, laboratories and workshops, can be both an economic and efficient method of study. It has pointed out that lesson on radio and television can add a new dimension to the correspondence device. A fairly varied list of subjects which are amenable to correspondence method and on which an expansion of education is due are mentioned by the Commission. Correspondence courses for teachers may be singled out in this context. It has recommended that institutions other than universities, especially certain government departments, should explore the possibility of organising correspondence courses in these fields.

The Commission has recommended that the government should set up a **National Council of Home Studies** for purposes of accreditation, identifying areas amenable to correspondence study, sponsoring courses in these areas, and evaluating the results achieved by various agencies that organise correspondence courses. If a serious programme for the extension of correspondence education is envisaged the Council should come earlier rather than later.

4. In the sphere of **public libraries** the Commission has pointed the need for implementing the Report of the Advisory Committee for Libraries (1958) and the more recent Report of the Planning Commission's Working Group on Libraries in the Fourth Plan (1965). Since the Advisory Committee has also gone into the role of public libraries in promoting social (adult) education, this recommendation would harmonise with the Commission's concept of adult education.

5. It is high time that our **universities** entered the field of adult education and the Commission draws the attention of universities to their tasks in this field, which are—passing new scientific findings, esp. in the social sciences, to men and women who can use it for the benefit of society; renovating the professions and, not the least, the

teaching profession; brief national leadership on social and political problems; raise national taste; and help in the eradication of illiteracy. The methods the Commission recommends for fulfilling these functions are; evening classes, correspondence courses, special study groups, extension programmes, social service camps and adoption of villages, esp. for literacy work. Here, again, we must reiterate that there is no evidence that Commission has tried to build on existing foundation. For example, the new agricultural universities have taken up extension as an integral plank of their programmes. *The Commission should have examined the work being done and how it can be made to cover agricultural workers from the farmers to the higher rungs of agricultural extension workers.*

For planning & implementing their programmes of adult education the Commission has recommended that the Universities should set up **Boards of Adult Education**. Some universities should also set up **departments of Adult Education** for training personnel to man jobs in the field and research.

As we have mentioned above, quite a few universities are already doing some type of adult education work and it is time the universities had a common organization where their experience in the field is pooled and the communication of new ideas among the universities facilitated. The **University Adult Education Conference held at Bhopal last year recommended the establishment of a permanent Conference for the purpose and I am sorry to miss the Commission's endorsement of that recommendation.**

6. The Commission has recommended the establishment of **Boards of Adult Education at the National and State levels** with specific functions mentioned in the chapter. The Committee on Social Education set up by the COPP (Planning Commission (1963)), as well as the National Seminar on Literacy held at Poona last year also made similar recommenda-

tions. But the prospects of even the National level Board coming up appear to be anything but bright. Apropos, we would have welcomed a recommendation from the Commission on the responsibilities of Government in the field of adult education, including its responsibilities for the education of its own employees.

To summarise, we believe the Commission has done great service to the nation in putting adult education as an essential element of the national endeavour in the field of education. The chapter should be a healthy reading to some of our own workers in the field to give them an idea of the whole kingdom of adult education, where they had taken a part of it as a whole. Thirdly, it has clearly laid down the lines along which adult education has to develop in future—the building up of a system of part-time or adult education going parallel to it as the Commission would say, in the entire gamut of our existing educational structure, a greater exploitation of the correspondence device, organising for the education of workers and renovation of the knowledge and skills of professionals and the shouldering by the universities of their now overdue responsibilities in the education of adults. We have found fault with the Commission's work particularly on two scores: it has not specifically taken up various sectors of our occupations and see what can be done in the education of adults in these sectors, and above all, the almost compulsive tendency of the Commission to float above the Indian scene. The most heart-aching exhibition of this tendency is the Commission's failure to mention, even in passing, the name of social education. I have often reminded my friends that social education is not *sui generis*, that the social educators should not forget that their lineage belongs to adult education. Also, we admit, there have been gross failure and even perversions in social education. But that does

(Continued on page 13)

MAKE ENVIRONMENT CONDUCTIVE TO EDUCATION*

In India today various terms such as "Adult Education", "Social Education" and "Fundamental Education" are being used to describe literacy campaigns and mass education programmes designed for adults.

Broadly, *Adult Education* can be described as education in its widest sense suited to adult minds. It includes social, cultural, civic, vocational, health and parental education, whether it is imparted in specially instituted classes or by the media of mass communication such as the press, the radio and the cinema. Adult Education has two aspects: since adults cannot be forced to seek education the social environment has to be made more educative so that education is sought voluntarily; one aspect of adult education, therefore, consists of the educational programmes offered by adult education classes, the other and more inclusive part embraces those formative influences, exerted by prevailing social forces and the media of mass communication which help to make environment conducive to education and enlist the co-operation of adults in this re-making.

IN terms of aims and values to be inculcated, adult education is no different from the education of children, for ultimately the child assumes adult responsibilities and his education is designed to prepare him for them. Due to the difference in age and experience, however, a difference in the approach and method of teaching adults is inevitable. Adults need to be consciously motivated to seek education; unlike children they cannot be sent to school by parental decree. Adults have experience of life and practical knowledge; their needs and interests differ from those of children and call for different pedagogical skills. To the extent that the teaching of adults requires special skill and educational curricula devised for mature self-conscious minds, adult education constitutes a distinct field of study for the educationist as well as the student of sociology.

"Social Education" is a term that has become very popular in India in recent years. It was officially instituted, in 1948, to replace "Adult Education" by the Committee on Adult Education formed by the Central Advisory Board of Education of the Government of India. Explaining the change in nomenclature the Committee states: "The new conception of Social Education formulated by the Government of India recognises the importance of literacy but places even greater stress on the need to sustain the interest of the adult. A new five point programme of social education has been formulated which seeks to place appropriate emphasis on (a) literacy, (b) measures of health and hygiene, (c) improvement of economic conditions, (d) civic education and training in citizenship and (e) recreational aspects of education."¹

In a book entitled *Social Education Literature* published by the Indian Adult Education Association, S.R. Ranganathan writes that "Social Education is the process of bringing up to an accepted standard the social groups below the community standard in regard to their education or personality development."² Dr. Ranganathan further says that 50 per cent. of any community will always be below

the average, due both to economic and intellectual limitations and as such will need to be nursed by "social education." There is more to social education than being an educational restorative to the handicapped half of humanity but the implication of Dr. Ranganathan's views, that some form of social education for adults is a continuing need, can hardly be questioned.

"Fundamental Education" is a term often used by UNESCO. It connotes a core of information and knowledge that is essential to equip the individual in the modern world to lead a healthy and efficient individual, social, civic and economic life: "The phrase fundamental education.....would be used to indicate a field of activity which would include and go beyond mass education, adult literacy campaigns, popular education and the provision of primary education."³ What constitutes such an education? What is fundamental and what is not? The term pre-conceives a sifting of fundamental from non-fundamental education.

In my opinion, the more inclusive term—**Adult Education**—is preferable; it includes formal class instruction offered by various organisations for adult education, informal education imparted by mass communication media. "Social education," in so far as we regard all education as social and not anti-social, as well as "fundamental education" to the extent that that which is fundamental in education is to be preferred to its frills.

Thus far we have defined social education, fundamental education and adult education. How do these fit in with "General Education"? Here again the terms are not mutually exclusive. Adult Education includes broad-based general education as well as specific education concerning vocational skill and occupational competence. General education is not necessarily confined to adults; in fact it needs to be a necessary part of school curricula as well. Here our emphasis is on general education for adults rather than on technical and vocational training; general education is therefore included in our definition of adult education. The term "general education" indicates that part of a student's whole education which looks first of all to his life as a responsible human being

*By Dr. Mrs. Bani Mahadeva, Director (Research), St. Xavier's Labour Institute, of Jamshedpur.

and citizen: while the term 'special education' indicates that part which looks to the student's competence in some occupation.⁴ Clearly, our definition of education is not at variance with general education. Adult education includes general education.

Much of what is called Adult Education today is not true adult education, it is **delayed instruction** which should normally have been received during childhood and youth. Particularly in India, where a vast majority of the population is illiterate and where the older forms of education cannot cope with contemporary needs, adult education has come to mean the imparting of knowledge to adults whose education was neglected at an earlier period—it is education offered to persons who are beyond the age limit for courses offered in ordinary schools.

This emphasis on **bridging a lag** is a necessary short-term measure in view of existing inequalities in educational opportunity; in the full sense of the term adult education is more than just an interim arrangement to counteract illiteracy or deficient school education, in a changing world it is a continuing need.

Adult education is synonymous with adult life, it does not consist only of literacy or formal coaching in a few current topics. Even in countries where almost universal literacy has been attained, the need for **continuing adult education** has been felt; from literacy the education of adults has moved to a higher plane. Facilities for adult education are afforded by the Workers' Educational Associations in England and by various universities in Great Britain as well as in the U.S.A. and other advanced countries of the world. Among these facilities are Extension Courses offered by universities, free public libraries and museums and technical and vocational training institutes.

In India, adult education has not yet even gained the first step of literacy for the entire population. This, however, is not to say that people in India have always been uneducated. If education is regarded as the capacity to comprehend life situations and resolve them in the light of knowledge and past experience, one could say that an educated person need not necessarily be a literate person. India affords an eminent example of education imparted by tradition and folklore which has provided intellectual, religious and cultural sustenance for thousands of years. We know of phenomenal facts of memory and oral learning; the profoundest of knowledge and the most intricate of skills were transmitted without the aid of literacy.

Modern man cannot however subsist on a tradition of oral learning alone. It just is not enough to help him come to terms with the scientific and technical advances of the twentieth century. Literacy has to be the foundation of any kind of education. The printed word provides the most accurate and objective medium for communicating ideas and knowledge.

One of the foremost tasks of adult education therefore is to impart literacy and make people conversant in language, written as well as oral. A good grasp of language not only facilitates clear thinking

and accurate communication but helps the individual to express his innermost feelings and experience closer communion with his fellow beings.

It is a recognised fact of psychology that emotional attitudes are formed very early in childhood, long before the influence of education can be brought to bear upon the mind. Education has to contend with firmly entrenched biases and prejudices. Attitudes unconsciously imbibed from the early childhood environment can prove an hindrance to education in adult life; it is possible for people to "learn not to learn."⁵ One of the most important objectives of adult education would, therefore, be to **promote the unlearning of negative traits such as apathy, inertia and complacency.**

Dr. Zakir Husain, Vice-President of India, and an eminent educationist, expressed the hope that adult education in the country would "aim at stimulating in the educand a desire for fuller knowledge and superior efficiency, for a more fruitful use of labour and leisure for a more definite and effective participation in the affairs of the village or the town or country, in short for a greater capacity to realise democracy in life."⁶ These aims have been implicit in our discussion of educational ideals; ours has been a broader and more general view emphasising the role of the individual as a maker of his own destiny, education being a means of helping him to think effectively to make relevant judgments and to discriminate among values. Effective use of labour and leisure and civic participation for democracy would automatically stem from an education that strengthens the individual to think for himself and hold his own against ignorant tradition and false propaganda with rational insight and conviction.

Literacy is a pre-requisite of such an education. Unless he is literate, the individual cannot be self-reliant. Without literacy all other approaches to adult education, be they "fundamental education" or "social education" cannot be self-sustaining. On the contrary they would be vulnerable to use as media for propaganda and in their educational content would be limited by the physical presence and mental horizons of a few teachers or social education organisers.

1. Ministry of Education, *The Progress of Education in India*, Government of India, 1947-52, P. 8.

2. Ranganathan, S.R., *Social Education Literature*, 1952, Ch. 1.

3. UNESCO, *Fundamental Education*, The Macmillan Co., New York, 1947, P. 5.

4. Harvard Committee Report on *General Education in a Free Society*, Harvard University Press, 1946, P. 51.

5. Kotinsky, R., *Adult Education and the Social Scene*, 1933, P. 12.

6. Zakir Husain, *The Role of Education in the World of Tomorrow*, 1945, P. 23.

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 object 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.

The Association is organising a National Seminar in New Delhi from August 21 to 24, 1954. For unavoidable reasons, it could not be held, for members.

Below is given the draft working paper.

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 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, 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.

ECONOMIC DEVELOPMENT

OF NATIONAL SEMINAR

"Adult Education and Economic Development"
was planned to be held last year but due to
to express our profound apologies to our

—Editor

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.

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.

II. 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 worker 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. It may lay down the specific responsibilities of each agency.

READING PROCESS AND LITERACY PROGRAMMES

By Shri A.B. Mande, M. Ed., (Columbia, USA)

THERE appears to be a misconception in Literacy Campaigns that recognition or knowledge of letters is literacy. Ability to recognise alphabets and letters is considered as the ability to read and hence the ability in literacy skills. This has led to low standards of literacy skills in the Literacy Campaigns.

However, ability to read and ability to recognise alphabets and letters are two distinct things. Reading process involves, besides recognition of letters, getting a picture or a part of the picture of a situation at a glance and that too with a certain speed to connect the parts of the situation into a meaningful whole as quickly as possible. This will be clearly seen and easily understood if some of the psychological aspects of reading process are taken into consideration.

How do we read? What is the function of the eye in life and how does it cooperate in interpreting the symbols on the printed page? These are some of the questions to an inquiring mind. There is a story that in ancient times an Aryan Bramhan from the North had taken up his abode with his family deep in the forests of the South amongst the aborigines. One day when he was out with his attendants, he desired to send a message to his wife. He asked one of them to pick up a sod of earth, scratched a few lines on it and asked this attendant to take it to his wife. On the way, the attendant was full of puzzle as to how the sod of earth could speak and carry the message of the Bramhin to his wife. It must even today be a puzzle to many as to how a printed page speaks and carries to the reader what is in the mind of the writer.

Nature has given eyes to man as it has given them to other of animal creation for one purpose namely for self preservation. It is for seeking of food and for

keeping oneself safe from danger, that nature has given us eyes. Situations present themselves before the eye, we see them and utilize them for self-preservation. For example we go to a mango grove, and see a ripe fruit on a branch of the tree. This is one situation which calls for action. We throw a stone at it and the fruit falls. This is another situation. We go to the spot where the fruit is lying. We pick it up to satisfy the "feeding" instinct. But suppose from hole in the grove, a snake comes out. This is quite a different kind of situation. We take to our heels for safety. Here is a fear-flight response to the situation. And if we have a big stick in our hands and feel strong enough to kill the reptile, we march towards it. Here the instinct of "pugnacity" is called out. A special characteristic of the eye is that moving objects catch our attention quickly. The eye presents situation to the mind that we may utilise them for our well-being and for keeping us safe from danger. The eye sees the situations in the world of things at large, the mind interprets the situations or "reads the situations" as we figuratively say. In exactly the same manner, the eye sees the situations on the printed page and the mind interprets the meaning behind the situations. The only difference is that symbols take the place of things in nature.

Such a sweeping assertion, can hardly be accepted unless it is proved by more convincing evidence, psychological or otherwise.

We see situations in actual life and understand meaning behind them. Actual seeing of things in the living world can be substituted by pictures. Suppose we look at a picture in which Yashoda is tying the child culprit Krishna with a rope to a rice pounding mechanic for stealing 'Makhan' or butter on the

complaints received, from neighbouring milk-maids and Krishna all the while protesting that he had not stolen butter and it was only milk-maids who had forcibly thrust butter into his mouth out of sheer malice. Here, the whole episode which happened thousands of years ago stands vividly before the eye as if we had actually witnessed the situation with our physical eye. A painting can thus be adequately substituted for an actual situation in life. The art of writing like the art of painting is also a graphic art, the only difference being that while the painter presents his picture to our view after finishing his brush work—in fact after giving the last finishing touch to it, the writer wants his reader to follow his pen as he depicts or paints the situation. Historically the art of writing etc., began with pictures. The ancient Egyptian priests started writing their scriptures with Hieroglyphics. The Chinese characters are still reminiscent of writing with pictures. They have more than 2,000 letters to represent objects. The Chinese script is ideographic.

In the course of time, the idea of drawing pictures for objects was found to be too cumbersome. Instead a device of a symbol standing for a sound was evolved. Like other scripts the Deva Nagari script has passed through the picture stage and through many other stages in its development. Today, it is perfectly phonetic script where one symbol or a letter stands for one sound. It has its regular laws under which rudimentary consonants can be modified by application of vowel matras. It has also definite laws for conjuncts or "milawats". The script is not only phonetic, it is also very scientific. It is the result of labour of generations engaged in phonology.

On one count, the Deva

Nagari script like the Roman script enjoys an advantage. The letters of this script are mostly straight lines, with very few curvatures. The letters are not ornamental. Laboratory experiments have shown that a page printed in "Italics" gives a greater strain to the eye in reading than the one printed in plain Roman script. In the same manner, it could be demonstrated, that a page printed in a more ornamental script with many more curvatures as the Bengali or Telugu script will give more strain to the eye than the one printed in plain Deva Nagri letters. The difficulty in such an experiment lies in the fact, that the "subjects" in the experiment are equally conversant with both the Bengali and the Nagri scripts. One fact, however clearly stands out as correct. Plain letters with straight lines give less strain to the eye in reading than the ornamental letters with a lot of curvatures.

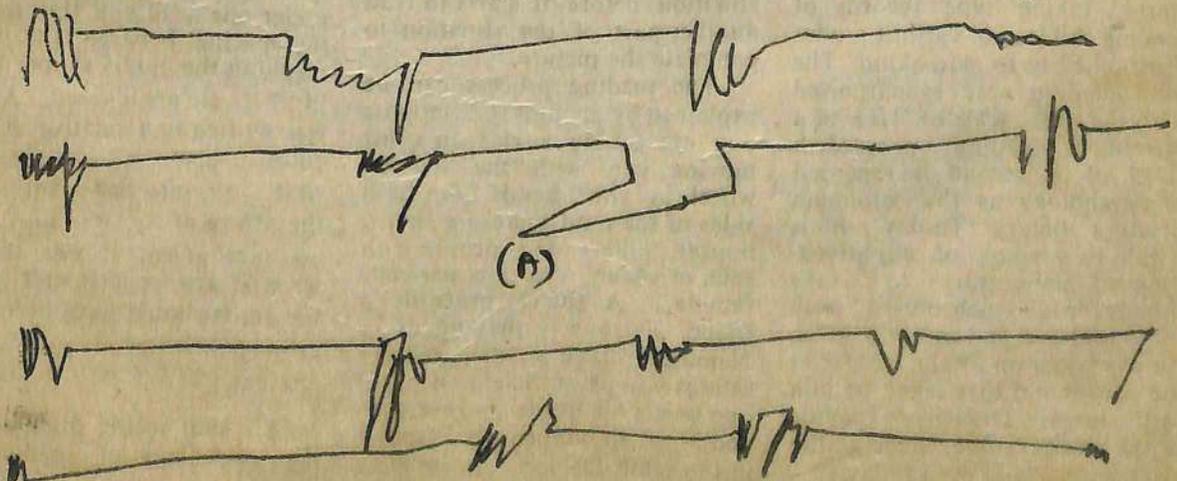
Art of writing was invented by human beings for communicating messages or ideas to those who were not immediately present to listen to their voice. It started with depicting ideas with pictures. This procedure was found to be too cumbersome. Symbols representing sounds were therefore invented and a script evolved. The art of writing has proved to be of immense value for the progress of human race. Ideas and messages can, not only be communicated to those who are not immediately

present to hear the voice but also to the unborn generations to come through reading of the symbols. Let us now turn to the psychological laboratory to see what light, it has to throw on the reading process.

It is true that Wundt founded the first psychological laboratory at Leipzig in 1879 and thus gave a start to what is known as experimental psychology. Wundt himself had defined the scope of psychology in 1892 as "investigation of internal experience i.e. our consciousness and feelings, our thought and vision". It was the analysis of consciousness etc. This is what is known as subjective observation, consisting largely of reports of the "subjects" on their experience. This approach is largely speculative and when conflicting reports of the same experience are received from different "subjects", the value of such experiments is reduced to nil. In the absence of objective observation and tests and "verification" of the same phenomenon, psychology could not come up to the standard of positive sciences like physics, chemistry, biology etc. There was much uneasiness amongst the psychologists themselves at this subjective approach. It was round about 1900, that objective tests such as the behaviour of animals and human beings as indications of outward expressions of inner working of mind began to form the basis of

laboratory experiments. Thorndike started his experiments on animal psychology in 1896, his subjects being chicks, fishes, dogs, etc. On the basis of the manner in which these animals learn to escape from mazes and trick-cages or "puzzel boxes" he formulated his laws of learning. The process of learning being "Trial and success" etc. Parlov and Bechtereva conducted experiments in their laboratories in St. Petersburg on dogs to see if "reflex" response of an animal can be brought out by offering a "stimulus" other than a natural one, and showed that reflex action can be "conditioned". Their findings were published in 1907.

Binet was perfecting his objective "Intelligence Tests" from 1906 onwards. Kohler started his psychological studies on the learning of Chimpanzees in 1913 and gave us 'Insight' as an element in learning. Objective observations, and tests was the cry of the day. It was at this time that it struck Dr. Huey a French eye-surgeon to study the movements of the eye in reading. He devised a crude experiment to measure the movements of the eye. He closed one eye of the subject and on the other, he fixed an apparatus to which a sharp pin was attached. This pin was to make impressions on the black of the glass as the eye moved in reading. The impressions on the black of glass were somewhat like the following.



On reading the marks on the black of the glass in the case of several "subjects" Dr. Huey concluded that the movements of the eye in reading are "jerky", that the eye move in a "Leap and pause" manner. When the report of Dr. Huey's findings were published, there was a big stir in the circle of psychologists and educationists. In his report Dr. Huey asserted that in reading, we do not read letters or words, that a good reader gulps or swallows a number of words in the 'eye leaps', the eye stops after a number of words when some kind of meaning appears to be completed that the eye ignores spelling mistakes in print when the speed of reading is high. He also asserted that the eye does not roll smoothly as in the case of a wheel in which every point of the circumference of the wheel touches the ground but the movements are akin to the hopping of birds or as in the case of players in a long jump, pausing a second before taking the leap.

The Huey's report had its immediate effect on the method of teaching literacy to children. The age old and universal method of teaching letters of the alphabet first began to be regarded as superfluous and dull. Instead the "syllable" method, the look and say" or the word method began to be tried. Later on still came the 'sentence' method and "story method."

When the tape-recorder was invented Dr. Judd of America started taking tape records of reading children of various grades were called in to read aloud. The loud reading was synchronised with the time scale of 1/15 of a second as reading proceeded. (1/15 of a second is regarded in psychology as the minimum reaction time). To-day it is within easy reach of any psychological laboratory to take tape-records synchronised with times scale, to find out how much time is taken up by the reader at the pauses and that taken by him at the leaps. Dr. Huey's reading of the marks on the black of the glass stands valid even today.

It is seen that most of the time of the reader is spent at the pauses or the halting places. In fact in reading, time taken in the leaps is as less as 1/15 of a second. It is in the explanation of the good deal of time taken by the reader at the pauses which reveals to us what actually happens in the process of reading. Two mental processes are at work at these pauses or halting places. One is 'retrospections' and another is "anticipation." After the leap is taken, the mind seeks to find out what has gone before in the leap space. It is the understanding of the meaning of words over which the eye has traversed in the leap space. We may call it "retrospection." Another process simultaneously working is "anticipation. In the context of what has gone before, the mind tries to project what it expects to come. This in its turn is varified at the next halting place viz the pause. If found correct there would be further 'anticipation' and another leap and so on. If the anticipation is found to be erroneous or if there is glaring mistake in printing the eye goes back to the proceeding halting place or to the place where error has taken place, to get a correct view (as in A) of the graph. The eye, then reads at a stretch a number of words as in a phrase or a part of a sentence, stops a while and then takes another leap. In a sense, it reads a part of the situation before it starts to read another part of the situation to complete the picture.

The reading process can be explained by an analogy. Suppose you are taking a ride in a fast moving car, with the steering wheel in your hands. On both sides of the road there are shops, houses, pillars and people with each of whom, you are perfectly familiar. As the car proceeds a friend of your wishes you as in Namaste (folded hands), another salutes you as in Salam, a third one bends his heads in reverence and you spontaneously respond in the same fashion. A monkey

has descended from the tree and is eating grain in a shop and the shop keeper is chasing the animal. You understand these situations and respond to them with a smile or salutations as the situations demand. But suppose you come across a strange or unusual situation while on this fast ride, you put a break to the car and if the car has gone much ahead of the place of occurrence you back it to understand the situation. After getting a clear idea of the situation you proceed. In such a ride, you see or read the situation at a glance. Exactly in the same manner, in reading, the letters, the words and phrases are familiar to you and you have simply to throw a glance at them to understand or to read the situation.

The reader will recall the illustration of our going to the mango grove to satisfy the palate. The sight of ripe fruit on the branches of the trees presented a delightful situation but in that vast expanse, the sight of a small animal, the snake changed the situation into that of fright. In reading also small changes in arrangement or a pattern of letters, change the situation. It is new gestldt. Read the following two sentences to see to how the situations change.

- (1) And so he did
- (2) And so he died

There is a classic example of a letter written in mudia or modi script. In the Mudia script all letters in the sentence are written under one head line, thus there is no spacing between the words. Again in the mudia script, matras of ए ऐ etc are ignored. A letter was written to a relative at Calcutta "काका जी आजमर गये। छोटी बहू को भेज देना" Since the Mtara of ए on म was not given, it was read as काका जी आज मर गये। छोटी बहू को भेज देना It should have been read as काका जी अजमेर गये। छोटी बहू को भेज देना।

To sum up the discussion on the psychology of reading, the

ADULT EDUCATION

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Literacy Necessary For Conquest Of Poverty and For Proper Functioning Of Government

P.M.'s CALL TO ADULT EDUCATORS

A National Seminar on "Adult Education and Economic Development" was held in New Delhi from August 21 to 24. Shri Annasaheb Shashrabuddhe, the Gandhian constructive leader was the Director and Shri Gore Lal Shukla, Director, Social Welfare and Panchayats, Madhya Pradesh was the Associate Director.

The Seminar convened by the Indian Adult Education Association studied the relationship between adult education and the process of economic development. It also examined the overall objectives of economic development in India and determined what contribution adult education could make towards the efficiency of the human factor. It also made recommendations about the changes which were to be made in the existing programmes of adult education, so that these might become more functional for economic development. (The full report will appear in the next issue).

P.M.'s Message

In a message, the Prime Minister Shrimati Indira Gandhi has said, "Whether in agriculture or in industry, a person's work depends on his ability to utilise modern knowledge. Literacy is therefore a tool of development and the eradication of illiteracy is important both for the conquest of poverty and for the healthy functioning of our governmental system.

"I hope that the Seminar being organised by the Indian Adult Education Association will show ways in which this problem can be solved."

Messages were also received from the President, Vice-President, State Governors, Chief Minister, the Union Education Minister and the Director General, Unesco (Published on page 12).

Groups

The delegates were divided into five groups, each

with a Chairman, Vice-Chairman and Rapporteurs. The group Chairmen were Shrimati Sulochani Modi, President, Bombay City Social Education Committee, Shri Gore Lal Shukla, Shri Sohan Singh, Shri K.D. Gangrade and Prof. M.C. Shukla of Delhi University.

Each day, one item of the Working Paper was elucidated by an expert. They were Shri J.C. Mathur Shri N.K. Pant and Dr H.P. Saxena. (Papers by the last two are published in this issue). Shri Tarlok Singh, Member, Planning Commission also addressed the Seminar.

102 delegates from 16 states and Union Territories attended the Seminar. Representatives of UNESCO, WCOPT, International Cooperative Alliance, ICFTU-ARO, Asia Foundation and American Women's Club also attended. Ministries of Education, Department of Community Development, Planning Commission, were represented at the Seminar. Universities of Delhi, Banaras, Aligarh, Lucknow, Poona, Rajasthan, Saugar, Panjabi and Gujerat also deputed representatives.

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A New Look Within Twenty Years

Dr. Mohan Sinha Mehta, in his presidential address to the 20th All India Adult Education Conference said:

OUR Annual Conference is an occasion of special importance to us and our association. At this Annual Session we subject ourselves to a little self-examination and make an effort to review the progress we have made towards our objective. This year is particularly unique in one respect. Only a few weeks ago the Education Commission under the Presidentship of one of our distinguished Scientists submitted its report. No other commission has ever been entrusted to survey the entire field of Indian Education since 1882.

You will, therefore, agree with me that it is a matter of deep satisfaction to us that this session of our conference was inaugurated by Dr. D.S. Kothari, the Chairman of this remarkable Commission of talented and chosen scholars. We would naturally devote our attention to the recommendations of this Commission. Before doing so we wish to express our deep appreciation to the Chairman of the Commission for giving a place to the subject of Adult Education in their report. Instead of doing this in his absence, it gives us special pleasure in recording this feeling of happiness and gratitude while he is in our midst.

During the last 27 years a large number of distinguished leaders of our country including High Court Judges, Vice-Chancellors, Legislators, Journalists, Social reformers, educationists and other respected public men ventilated their views in their presidential speeches on the social and intellectual significance of Adult Education for the general progress of the country. My esteemed colleague Mr.

Dutta, our able and devoted General Secretary, has compiled in two volumes the presidential addresses delivered at the Conferences of Indian Adult Education Association. It is a record of which not only our association but the country as a whole could be justly proud. As we look around and find so much ignorance about the concept and philosophy of Adult Education in our country and then we read the proceedings of our Conference we come to the depressing conclusion that the clarion calls sounded on this platform year after year for over a quarter of a century did not reach the ears of the leaders of public opinion and persons in authority. We did not see a proper measure of resources invested in the all round education of the citizens of the country. It is true even now that those words of wisdom did not find their way to the places where educational policies and the developmental decisions are made. It is, therefore, necessary for us to continue this humble effort to re-emphasize the need and value of approaching the question of the education of our countrymen with a liberal, comprehensive and far-sighted attitude.

This time our task has been made much easier because only a few weeks ago the report of the Education Commission was submitted to the Union Government. Some of us might be inclined to wish that the commission had given more specific suggestions with regard to way in which the purpose they had in view should be achieved. Had they emphasised the importance of Adult Education for our society at this juncture to a greater extent than they did, it

would have aroused even greater enthusiasm from the ranks of Adult Education workers. On one point we attach the highest importance alike in the context of our acute food situation and the general desire of rural development, and that is the education of young farmers who have not had the benefit of school education. The Commission has, perhaps by an oversight, not given to it the attention it deserves. But I have no hesitation in saying that the Education Commission has rendered a great service to society by drawing the attention of the Government and the public to the various phases of Adult Education and in recommending energetic action in this behalf. In selecting six broad fields in which they recommended the implementation of the programme of Adult Education in India, (paragraph 6 of Chapter 17) they covered, broadly speaking, the principal and the most important aspects of the subject. Some others which have been left out might also be regarded important by some of us. **But on the whole we owe it to ourselves and the society to express our deep gratitude and joy for the Commission's progressive outlook.**

It would not be right for me to describe the scope and purpose of Adult Education to this audience. There is no point in preaching to the converted. To us all, who have found time to come to this Conference, the philosophy of Adult Education is not only dear but clear. We believe that it is the duty of society to take knowledge to the people. The social system in which the benefit of learning was the privilege of a few is now completely out of date and has to be discarded. Every person

irrespective of his birth, occupation, social status or position has the right to have the opportunity of learning. It is only then that a citizen can rise to his full stature and will be able to live a full life. He then realises and enjoys the good things for which he or she is intellectually suited. When this principle is stated and when one sees this point embodied in the Constitution, it appears obvious, and is readily accepted. But then in actual life it is seen to be soon forgotten. In our society we find ourselves far away from its realisation in practice. There is such a lamentable self-contradiction in our life today. We have in this country adopted a fully democratic system of life and Government. Alongside of it no proper or universal effort is set on foot by which our democratic system could be sustained and stabilised. It could show itself in the one and only form—the adoption of a nation wide comprehensive scheme of Education. So long as this subject remains neglected, let us have no elusion in our minds about our position. Our democratic ideal will remain exposed to danger. A proper and universal system of Adult Education would be the strongest support for the maintenance of free institutions in society.

In other civilized countries Adult Education has, in its many facets and phases, enjoyed the general support of their leaders and their Governments. I shall not weary you with the story of the development of Adult Education activities in countries like Canada, Australia, America and the United Kingdom. It is a heart warming account, and for an Indian it is somewhat depressing to know that while Adult Education programmes were started in other countries more than 100 years ago, we are still only scratching the surface of the problem, as it were.

Let us recognize that Education is not to be restricted to children and youngmen who go

to schools and colleges for formal learning. Education in the sense of acquiring useful knowledge which is to be put to use both for individual development and for social good, for cultivating taste for beauty, aptitude for right action and to grasp the things of the spirit (which is the essence of all religions) is a life-long process. In fact it would be true to say that when a boy or a girl leaves school or a University he or she has not completed his/her education, but has only been prepared to receive proper education in the right use of knowledge both for himself and for the World in which he or she will function. This is not to be supposed as a distant ideal concealed in the clouds. It should be accepted as a living creed of all educational thinkers and workers. It should form the basic principle of our educational policies. I take it that the Education commission lends its support to this broad concept.

Having re-defined our philosophy, let us now view the state of the society in which we live and labour today. The distance between what is and what should be is appalling indeed, when we consider the position of India in the civilized world, which is its due on the bases of its history, and its achievements in art, literature and philosophy, one is overwhelmed with the **state of our backwardness and the enormity of the task which has to be undertaken.**

In the other parts of the contemporary world Adult Education acquires today a new meaning and a special urgency, because knowledge is growing so fast, science and technology are taking great strides forward and the problems of social adjustment, political life and international relations are showing such complexity and importance. Even the more advanced countries with well educated citizens feel it necessary to re-educate their people through formal and informal means. Without doing

this they feel they will be left behind in the race for progress. Obviously if they do not do so they become out of date and inevitably fall into the category of uneducated or at best semi-educated groups. Efforts are being made by those societies to bring knowledge to the door of the individual so that he functions as an intelligent, wide-awake and loyal citizen of the community.

Let us now look at this picture and that! Our country has a claim to a position of importance in the civilized world of today, and yet we carry in the body of our citizens more than 200 million human beings who, from the point of view of learning and living standards, lead a sub-human existence. This body of men and women, far from taking an active or intelligent part in the affairs of the community, cannot read or write, nor are they aware of what is happening in the country. They are unable to write their own name, not to speak of reading the head lines of a newspaper. Whatever may be our pretention in other fields—such as the pride of having a very progressive constitution, an advancing stage of industrialisation and record of having produced some of the most distinguished scientists, poets, judges, engineers, doctors, orators and philosophers, the dubious distinction of having such a large number of utterly illiterate people is indeed a most serious stigma in these claims. This situation makes us, members of the Indian Adult Education Association feel much depressed. Our fears and worries are reflected in the problems which cast a dark shadow on our national life today. The standard of productivity of our farmers stands so low as compared to that of other countries. Similarly the output of work of an Industrial labourer in our country compares very unfavourably with that of a Japanese or a German worker. Similarly in various other departments of life you

find that the human factor and its potentiality in the physical as well as spiritual spheres remains neglected and undeveloped. This is the challenge which our country's leadership has to face and accept. Unless this responsibility and its implications are fully understood our future remains grim and dark. It is only by addressing ourselves sincerely, earnestly and wholeheartedly to this big national problem that we can hope to break through the vicious circle which holds our neck with a tight grip.

The most pressing and the most important task before the country is to adopt bold and well thought out measures to eradicate illiteracy in this country as soon as possible. Let the country accept the recommendation of the Education Commission and put 20 year period as the target for the achievement of this high purpose. But this period should begin now and *not after 15 or 20 years!* No time should be lost in making plans and taking action on this project of urgent national significance. It will need a great deal of preparation. The implementation of this programme would be mainly the responsibility of the Government, but the purpose will not be achieved unless all sections of society are brought together such as Governmental agencies from the village and Panchayat Samities to the highest functionaries in the Central Government, Voluntary agencies, employers, Trade Unions, Educational institutions, Social welfare bodies, various Departments of the Central and State Governments Philanthropic bodies. Every sector of society should contribute as a matter of duty, if not as legal obligation so that every man and woman in the country below the age of 45 becomes functionally literate within the time limit set for the purpose. That is, he should be able to use his learning for carrying out his ordinary business of life. We should not be content with less

than this standard. Public opinion should be roused to support this great national effort. Every party, every section of the people indeed every profession in society should work in the success of this scheme, so also the radio, newspapers, village and town Councils and all other organisations. There has been enough of talk, deliberation and show of enthusiasm in the past. The opinion on the subject with regard to the ideal is already unanimous. What is needed is a strong bridge over the gulf which separates the word from the deed. Our generation should provide the engineer, who would design and construct such a bridge within a very short time. Literacy is an essential attribute of a civilised society and for that reason this blot of illiteracy should be wiped away from the fair face of our country as soon as possible.

However, it is most unfortunate blunder to consider Adult Education as synonymous with literacy. Let us now leave this great and serious error behind us and enter the extensive realm of Adult Education as it is understood in the world. We should then survey the Indian scene. The Education Commission has pointed out some important landmarks in the whole area. I wish they had also spelt out the value of liberal education for the adult citizen, for the broadening of his or her outlook and for inculcating in him moral and aesthetic values of life. Their influence on the moral and spiritual well being of the community should not be under-estimated. Besides, importance should be attached to the improvements of professional competence and vocational skills of all workers in whichever segment of society they may be placed. This factor has a close bearing on the economic progress of society. Our development plans will not achieve their full purpose unless the mass of the people at all levels and stages and in all stations of life are given the opportunity of

improving their ability and skill and using it effectively not only for their own advancement but also for the common good of society. This would be covered but only partially by the concept of "continuing" Education. The purpose could also be secured through a thorough going system of Correspondence Courses. And further it will be helped by a nationwide net-work or well organised and properly administered Libraries.

After drawing a general outline of the scope and purpose of Adult Education, it is necessary for us to place before the society our ideas as to how this ideal is to be reached. In other words we should turn our attention to the important subject of organisation, means and resources needed for a broad based and a universal system of Adult Education. In this scheme, it is worth repeating, the plan of making the entire population literate within a short specified period of time should take a very high priority. For this it is evident that the question of organisation assumes the highest importance. In this country we have become accustomed to tolerate the grandiose schemes with lofty ideas co-existing with a complete absence of move for their implementation! In almost every department of our public life there would be found innumerable reports containing valuable schemes and suggestions but most of them lie buried under layers of dust in offices and public buildings without any-body thinking about them or their contents. This is a deplorable state of affairs and should be borne in mind. On this occasion let us be forewarned and emphasize the importance of producing practical and suitable proposals for organisation and administrative action to implement the schemes considered necessary for society.

Before getting down directly to the subject of organisation, it is necessary to refer briefly to the part which our Universities should take in promoting Adult Education in the country. In

paragraph 61 of their 17th Chapter, the Education Commission has brought out this point with clarity. Perhaps it could have received a little greater emphasis in view of the great deal of time which has already been lost and bearing in mind the present state of affairs in our country. This Conference, I feel confident, will fully endorse the view of the commission in this respect, namely that the academic community of scholars should come out of their Ivory tower and bring their talents deliberately and effectively to the service of the community. Far too long have the Indian Universities neglected this important duty to the society. It strikes one as a very strange and depressing fact in our educational history, strange because the record of universities in many Western countries (whom we have imitated in many ways, good and bad) has been indeed rich and admirable. Whether the University is taken to the community, as has happened in North America, or the community is brought to the University Campus as is the British tradition, an earnest and carefully planned attempt is urgently necessary to satisfy the intellectual appetite and educational needs of the community. The Education Ministry, the University Grants Commission and the Universities should all put their heads together to take action in the pursuit of this goal. Credit courses and non-credit courses, residential and extra-mural studies, extension lectures and training and re-training schemes, refresher courses and vocational training centres and numerous other methods and schemes could be worked out by the Universities, according to their resources in talent and finance and in response to the needs of the community in which they are located. Fortunately a change of attitude is already noticeable in the Indian University world today for which we should be happy and feel sincerely grateful. A small beginning has been made, but the vast field remains fallow and

unsurveyed! The country has a right to expect this service from the enlightened body of scholars, who are respected for their learning and who should lend their support in the effort to raise the moral, social, economic and political level of the life of our people.

It is necessary to underline the view that in developing Adult Education in its various forms, stages and varieties, the Government agencies and non-official organisation both have an important role to play and it is further desirable that there should be a very close co-operation and understanding between the two. Neither of them alone is capable of delivering the goods. The Government should have the imagination to supply financial resources and the non-official bodies should press into service the power of idealism, moral fervour and a spirit of dedication.

In organising educational schemes when they are entirely financed and sponsored by government, the methods employed should be liberal, flexible, and responsive to particular needs and conditions. The delay, the inefficiency the lack of understanding and the somewhat unimaginative use of "red-tape" has done a lot of damage to several good projects. One failure has often the risk of becoming a major obstacle in the way of another effort in the same field. Not all the officials, even when they serve in education ministries or departments possess the right attitude or the proper approach or understandings, of local or particular situations. Some do, and then they produce admirable results. Occasionally extra-ordinary acts and omissions occur in the Government Departments to defeat the real purpose of a good scheme. Examples could be cited from experience to illustrate this point. It is this lack of understanding which led to the diversion of funds from Adult Education items in the budget to non-educational purposes. In brief, it is our considered view that for social services in general

and for Adult Education in particular, a slow-moving, rigid and unresponsive administration can be a serious danger indeed.

While we are at the subject of Governmental administration, it would be proper to refer to another cognate subject of some importance which too influences the progress of Adult Education Programmes. It is this. **Adult Education schemes, as distinct from formal education will call for the close cooperation of many ministries and State departments.** Not only in the formulation of policies but in their implementation, such cooperation would be invaluable. Indeed some schemes might be usefully undertaken jointly and the responsibility shared by one, two or even more Departments of the State. We can well visualise the necessity and desirability, for example, of consultation, even close collaboration of the Ministries of Education, Health, Labour, Defence, Agriculture, Railways, Commerce and Industry etc. in schemes of Adult Education. This point is too obvious to need further explanation. The need for quick action, liberal approach and consideration of the wishes and situation of the beneficiaries of the scheme will have to be taken into account by the Ministries and Government agencies concerned, if satisfactory results are expected.

After this general statement, it is now my wish to invite your attention to the basic subject of organisation required for generating a big momentum in the whole scheme of Adult Education on a comprehensive scale through out the country. It gives us immense satisfaction to see that the Education Commission has recommended the creation of a **National Board of Adult Education.** (paragraph 68). These ideas have been advocated by the Indian Adult Education Association for a long time. At our 9th Conference held at Nagpur in 1952, this proposal was first mooted. Since then this demand has been repeated time after time. The 10th National Seminar also suggested

the formation of statutory autonomous Boards at the State level also. This proposal was supported by the Central Advisory Board of Education and also by the Committee on Plan Projects (COPP) of the Planning Commission. In the opinion of the latter the Central Board was to be of an advisory character but it was hoped that a convention would develop to make its recommendations generally accepted. At the National Seminar held at Poona on the initiative of the Planning Commission in November last year, this proposal was again endorsed. It is thus clear that the need for a strong, effective body with wide powers for making policies and implementing programmes has been long felt and its establishment has been pressed for about 15 years. The moment the importance of a broad based and thorough going scheme of Adult Education is recognised, the creation of such a body as has been suggested by the Education Commission will follow. This may be taken for granted. It will focus public attention on the big cause. It will be a forum for thrashing out ideas on policies, methods and organisation. The Board will help the States with expert advice and guidance. Another valuable service which it would render will consist in the creation within its fold a strong Research wing for a thorough investigation into the various facets, problems, difficulties and complexities involved in the programmes of Adult Education for different regions and sections of the people. The usefulness and the importance of research in this field cannot be exaggerated. The Board, provided its constitution is appropriate and not too unwieldy, would establish close cooperation not only between official and non-official elements, not only between the Union and States but also among the different agencies and organisations working in the field. This will indeed be a valuable service. I feel confident that the Conference will lend its support to this pro-

posal. Once again let us express our indebtedness to the Education Commission for this recommendation. With the states possibly establishing small and effective Board for their own region to work closely with the National Board, the programme of Adult Education in its varied aspects and numerous segments would be greatly strengthened.

I venture to suggest one more idea in this connection. Apart from the Board to deal with the programme of Adult Education in general, each State should, I feel, appoint a competent senior officer as **Literacy Commissioner**. His function would be to organise and direct literacy campaign and to see that the whole State attains full literacy within the specified period accepted as the National target. He should have the necessary staff and resources for this task.

When the national and State Governments and public opinion in the country show a full comprehension of the scope and purpose of Adult Education in its multitudinous aspects—as it is understood in the developed countries today—and they also see its close relation with the social, economic and political progress of the country, it can be confidently hoped that **within the next 20 years the entire national life of our country will present a new look**. It is bound to be brighter, cleaner and healthier from every point of view. No segment of the life of the community will remain stagnant or depressed. We would then come out of the state of inertia and leave behind the present sense of frustration. The community as a whole would march forward together, with faith and confidence and with the strength supplied by useful knowledge and creative and cooperative attitude. The dream of our great leaders like Gandhi and Tagore and the great philosophers whose words of wisdom are enshrined in our classics, will come nearer to realization. All of us who are engaged in this field carry within

ourselves this faith and this conviction.

Before I conclude my remarks I consider it essential once again to stress the **comprehensive scope and connotation of Adult Education**. Its service should reach the farthest corners of the country, the humblest and the lowliest sections of our people, the farmer and the labourer, the white collar workers and the professional persons, the scientist and the lawyer, the artisan and the technologist, poet and the artist, the specialist and the general citizen, all men and women, (the women need this service more urgently). Every section part of our society should, in the due course, benefit from the knowledge which is daily growing in volume and variety. **Every individual and group should be in a position to take an active part in these fast changing and progressive times, and the complex situations in which they live**. This appears to be an almost impossible ideal but, as has been wisely said, it is not the destination but the journey to that goal which is more important. We should have the vision clearly to see what we are aiming at, and the wisdom, strength and sincerity to move steadily forward towards that ideal. This is what the Indian Adult Education Association has been pleading with the authorities and the public alike.

Fellow delegates, you have assembled here in the hope that you would be able to influence the minds of the nation's policy makers. You do not have to learn any thing from me, all that I can say is to wish that your *tapsya* bears rich results. That our conference may turn out to be a *Yagnya* to purify our hearts and enlighten our minds. I ask you all to take back with you a little spark from this holy fire and with it perform a similar *Yagnya* in the part of the country to which you would return. Let the sound of our hymns and the force of our fervour for the cause of Adult Education reach our Rulers to produce effective and fruitful action."

Education Commission's Report Analysed

Adult Educators Express Gratification & Make Suggestions For Action

THE All India Adult Education Conference, passed the following resolution on the Report of the Education Commission:—

“Having considered the report of the Education Commission (1964-66) so far as it relates to adult education, the 20th All India Adult Education Conference of the Indian Adult Education Association expresses its sense of gratification over the keen awareness of the importance of adult education in national life reflected in the report. In particular, the conference has noted the emphasis which the report has placed for a massive and direct attack on mass literacy. Equally welcome is the unambiguous recommendation of the Commission calling upon the Government of India to set up a National Board on adult education; the Conference sees in this recommendation the fulfilment of an objective which the 9th Conference of the Indian Adult Education Association had formulated as early as in 1952 and which had been repeated from time to time. The Conference also endorses the declaration in the report that adult education owing to its wide and varied range cannot be regarded as the sole concern of a single Department of Government, and that all nation-building and production oriented programmes should be involved in the task of adult education so that all the administrative Departments may receive the optimum value from the human input.

The Conference appreciates that in a survey of such dimensions as was undertaken by the Education Commission, some omissions would be inevitable. Without going into minor details which would no doubt receive the attention of the Ministry of Education, this Conference would like to invite the attention of the Government of India to certain important aspects of adult education which seem to have escaped the attention of the Commission and which, in the opinion of the Conference, are crucial for any programme of the implementation of the recommendations of the report.

In the first place, the few references in the report to adult education in rural areas and to rural institutes such as vidyapeeths are too meagre to reflect the urgency of Farmers Education and Training at a time when in India improved agricultural production is regarded as critical to the economy and health of the nation. The experience of the last 18 years has shown that agricultural production cannot make much impact without the use of modern technology and that for the adoption of such technology, widespread and well-planned education of the farmers is a basic necessity. The report has rightly devoted one Section to the education of industrial workers;

the Conference is therefore all the more surprised over the absence of analysis and of well-considered recommendation on Farmers education and training, and therefore urges upon the Government of India to give prompt attention to this important aspect of adult education.

While the recommendations for the future organisation of workers' education are valuable, the overall picture of workers education would have been better understood if the report had included in its survey the existing structure for the education of workers and examined how it could be developed further particularly in the field of technical and general education for the adult. The Conference hopes that this aspect would be considered at the stage of implementation.

The Conference finds the recommendations of the Commission on the training of adult education workers to be somewhat inadequate. Problems such as recruitment, training and placing of workers in the various fields of adult education have not been clearly identified nor is there any indication of the solutions to such problems.

The Conference had expected that the report would give not only the quantum of resources that would be required for the implementation of the programmes but also the financial procedure and the financial responsibilities of the various agencies and Governments. It is a well-known fact that while considering priorities of various programmes, many State Governments tend to relegate adult education to a low category. That is one reason that in spite of elaborate targets, the actual progress in adult education is marred by sharp shortfalls. The Conference is therefore disappointed that the Committee has not expressed any view about the necessity of the Centre taking the initiative in organising adult education programmes and bearing a major share of the financial responsibility. This Conference would, therefore, recommend that in the Fourth Five Year Plan, adult education should be treated as a Centrally sponsored scheme so that the necessary resources are made available by the Government of India over and above the State plans.

The Conference has noted with regret that the reference to the role of the voluntary agencies in adult education in the report is meagre and inadequate and seems to overlook the contribution which voluntary agencies have played both as pioneers and as sustainers of programmes of adult education. The Conference would have expected in the report an analysis of the problems that confront voluntary

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ORGANIZATION OF ADULT EDUCATION FOR ECONOMIC DEVELOPMENT*

Dr. H. P. Saksena

AN important feature of the post World War II period has been the increased interest in the role of education in promoting economic development in the developing countries. There has been a wide appreciation of the contribution which education can make to the acceleration of the processes of desired social change.

The new emphasis on education as an instrument of social change is based on several studies in the field of social sciences and education. Many social scientists have worked out co-relation coefficients between literacy (which is a necessary first step for continuous education) on the one hand and several indicators of high socio-economic status on the other, for example, high per capita income, participation in media of communication, industrialization, urbanization, etc. The high figures of co-relation found in several studies in various countries have brought into sharp focus the relationship between literacy and education on the one hand and economic development on the other.

Analytical studies of the processes of social change have pointed to the tremendous contribution made by education. Some intervening variables have been projected, analysed and described to amplify and explain education as a necessary cause of economic development. Logical thinking leads to the identification of several other intervening variables.

Scientific inquiry and logical thinking have not only promoted

a recognition of the role of education in economic development but also a careful examination of educational objectives, curricula, methods and techniques, etc. from the point of view of their effectiveness in contributing to the intervening variables that explain education as a necessary cause of economic development.

While education is a *necessary* cause of economic development, it is not a *sufficient* cause thereof. If the educational objectives, curricula, methods and techniques are not properly geared to the intervening variables, education might not make its optimum contribution. It may even dislocate and disrupt the processes of development (for example, rural elementary education might lead to desires in the minds of the pupils to give up agriculture and even leave the village rather than put in hard sustained work to improve farming and rural life). Instead of being an important causal factor (independent variable) education would then be the effect of economic development. Education and economic development, would, indeed, go together. But education might remain a mere effect or consequence of economic development or be carefully shaped as an important causal factor in social change.

In the context of the low rate of economic growth in India, the stresses and strains of planning, and the anxiety regarding our ability to reach the take-off stage within a reasonably short period of time, it is the duty of those engaged in the field of education to take a very careful look at all aspects of education and find out whether anything needs to be done to make educa-

tion more functional and useful for economic development. In other words, education should be so organized that it contributes to economic development rather than follow therefrom as a commodity of consumption for the relatively well-off.

The Significance for the Field of Adult Education

The importance of careful organization of adult education for economic development can be hardly exaggerated. The adults are actually engaged in the processes of production, unlike regular school students who would have their turn only after a period of time. Immediate improvement in economic status would depend upon the motivation, skills and competencies of the active adult population. What type of education would best help them to do the type of things they need to do to improve national economy?

It must be said at the outset that adult education in India has been, at least theoretically, alive to the need of relating the programme to the promotion of competencies required for national development. It was this awareness and concern which accounted for the transition in 1948 from 'adult literacy' to 'social education.' Amplifying the approach in regard to social education in India, the Planning Commission said in the First Five Year Plan:

"At the national level priorities in the programme of social education should be determined by the overall national priorities, thereby not only winning for it the enthusiasm and support of the country at large but also making it directly productive,

* Paper read at National Seminar on "Adult Education and Economic Development," held in New Delhi from August 21 to 24, 1966.

as it would enable the human factor to respond fully to the national plans of development. Organization of cooperatives, agencies of village development, cooperative farming, agriculture extension work etc., are priority tasks in the plan. We would, therefore, recommend that social education should be based on them, that is to say in handling these activities utmost attention should be paid to inculcating in the adults right individual and collective habits and the knowledge of various subjects should be co-related to every step involved in these activities, thereby broadening the horizon of the adults and enabling them to understand and effectively participate in the wider national life."

It would be beyond the scope of this paper to go into details and evaluate the extent to which the adult education programme in India has been actually related to the promotion of economic development. The focus in this paper is on some of the steps that need to be taken to make adult education more functional for economic development.

The term 'adult education' refers to those systematic, planned and organized efforts which are directed primarily to adults with a view to impart information, change attitudes or behaviour patterns, for socially approved purposes to which the adult learners subscribe. Some of the important factors related to the contribution of adult education to economic development are mentioned below:

- (i) The objectives,
- (ii) The curriculum,
- (iii) The methods and materials,
- (iv) Teacher recruitment and training, and
- (v) Administration.

The Objectives

Although most of the workers

in the field of adult education subscribe to the view that the purpose of adult education is to promote economic development, it is not unusual to find some who regard adult education as a type of welfare service geared to the removal of the stigma of large scale illiteracy. Quite a few tend to equate adult education with adult literacy campaigns oriented to the bare mechanics of reading and writing. It is necessary to recognise that the basic objective of adult education is to promote competencies in adult learners so that they might be able to participate effectively in the new social order and make their contribution to the processes of economic development.

The broad objective of 'promoting competencies for economic development' need to be broken down into several sub-objective or operational objectives which might indicate and suggest the details of the programme and the curriculum required for adult education. While some of these operational objectives would be fairly common for all the adult learners, others would be particularly relevant for specialized groups of adult learners.

The operational objectives must follow from the context. It would be necessary to study the factors related to 'man' as a 'worker' which impede his making a maximum contribution to economic development. Social scientists have made several studies in this regard. Some of the factors brought out by these studies are: lack of aspiration and achievement orientation; poor health; low technical competence; inadequate urge in regard to nationalism and patriotism; unsatisfactory social relationships based on particularism rather than universalism; attitudes and practices resulting in population explosion; and undesirable practices centred round ignorance and superstition. The basic objective of adult education should be to impart information, promote attitudes and teach skills so that

the human factor in production might be able to deal with the problem referred to above and make optimum contribution to economic development. This conception of basic objective and operational objectives must pervade the whole field of adult education.

However, all adult learners are not of a uniform type. Although in general most of them would perhaps need adult education instructions referred to above, they would need them to a different extent. Further, there would be some special requirements for special groups. The programme of adult education would have to recognize these differences.

Before organizing an adult education programme for a group of adult learners, it would be necessary to make a quick survey of the specific needs. The needs should follow from a projection of the skills and competencies which the learners can develop during a reasonably short period of time through adult education, and which would enable them to achieve optimum level of contribution to national economy. The success of adult education would largely depend upon the accuracy with which the needs of special groups are estimated and educational objectives are conceived.

The conceptualization of specific objectives for special groups is not however, an easy task. In the sector of organized labour, the employers, the labourers, the trade unions, the government, and the people in general might have different conceptions in regard to skills and competencies required for contribution to national economy. Lack of unanimity would add to the difficulties in a functional adult education programme. There are many persons, however, regarding whom it is extremely difficult to conceive as to how they could make their best contribution to national economy. Unemployed

people and landless labourers are examples of such groups. The effectiveness of an adult education programme would depend upon the clarity and the accuracy with which their specific contribution in national economy is visualized. Economic development calls for the full utilization of the human resources available in the country. Unfortunately the problem of unemployment (and therefore the wastage of human resources) has shown no sign of solution. Adult education can indeed help directly and to a substantial extent if every group of people in society has a clear vision of what people in it aspire for and what information, attitudes and skills are appropriate for the projected role in economic development. The success of adult education is inextricably woven with the efficiency of national planning in organizing all available resources for the achievement of the national objectives.

The effectiveness of adult education in contributing to economic development would to a large extent depend upon the motivation of the adult learners. If adults lack motivation or if their motivation is primarily non-economic, adult education will have poor chances of achieving the programme objectives.

Motivations are a function of the interaction of culture and environment. If adults are to get over the traditional apathy for literacy and continuation education, they must perceive them as essential for meeting the challenges of a changing environment. It is not the purpose of this paper to look into several aspects and methods of promoting motivations and reading readiness. It need only be mentioned here that the psychological and sociological approaches for creating the proper type of interest and motivation in adult education would go a long way in ensuring the contribution of adult education for economic development. The efforts for promoting motivations

should not be restricted to the pre-literacy stage. The literacy classes and the continuation classes should continuously strive for strengthening the motivations required for acquiring learning with a view to promote economic development.

The Curriculum

The programme of adult education should be based on the survey of needs as described above. The next step in organizing a functional adult education programme is to draw up the details of a curriculum, that is, the whole system of educational experiences geared to the achievement of the objectives. The curriculum must be developed in such a manner that in addition to some elementary courses of a general type, a few specialized courses are also provided to suit the needs of special groups. The entire curriculum must be broken up into stages, parts and units so that adult learners might find it easy to start at an appropriate level and reach a stage according to their ability. Adult education should provide a whole channel or hierarchy of courses from easy to difficult. In other words adult education should enable learners to go so far as possible in the learning of the skills and competencies for contribution to economic development as well as for personal enlightenment and enrichment.

Very little effort has been made in India so far, to develop a system of adult education comprising levels, parts, units, etc. Adult literacy programmes appear to have been almost the sole concern. In a country where 76 percent of the population was illiterate in 1961, the high priority to adult literacy is natural and appropriate. However, literacy should not remain the terminal stage of adult education. It appears extremely necessary and essential for the adult education programme to develop courses for those who are literate and even educated but need specific skills and com-

petencies for increasing their contribution to national economy.

Are the adult literacy programmes geared to the promotion of competencies required for economic development? Is everything possible being done to help adult learners in increasing their contribution to national economy? A survey of existing syllabi of adult literacy classes would show that many include nothing but reading and writing at a rather elementary level. A few provide for arithmetic and some topics on citizenship. Even where topics on citizenship are included efforts are seldom made to help the teachers in dealing with the topics in relation to economic development.

It is time experts in adult education lay down the broad outlines of a comprehensive functional literacy syllabus. The syllabus might be classified into subjects and units. The standard in regard to each unit must be spelled out. Indeed one syllabus would not be appropriate for the whole country. Variations should be permitted. But, a standard syllabus would, perhaps, be helpful in bringing about essential uniformity and ensuring a linkage with national objectives, including that of economic development.

The writer proposes that the syllabus should comprise four parts: language; arithmetic; social studies; and general science. The purpose of instructions in language might be to furnish the basic tool of literacy at a sufficiently high level so that the gain may be permanent and an adult learner might be able to use the same for solution of everyday problems in regard to written communication. The objective of instructions in arithmetic might be to enable adult learners to make calculations and find answers with ease and facility for the several arithmetic problems faced everyday in life. Curriculum in social studies might be oriented to skills in regard to functional membership

of society. General science instructions might be geared to the promotion of a scientific attitude in regard to one's vocation and several other aspects of life.

The elementary course in literacy should therefore go beyond mere reading and writing. It should be comprehensive enough to cover liberal, social, cultural and vocational aspects also. The standard in regard to the aspects referred to above would indeed be pretty low. This only points to the need of creating an urge for continuation education. Adult learners must be encouraged to develop motivations for climbing up the ladder of education. Training for vocational competence should form an important part of continuation education.

Methods and Materials

If adult education is to be functionally related to national economy appropriate methods will have to be evolved and instructional materials prepared for use at all the stages of adult education. A few suggestions in this regard are given below:

(i) *Coordinated syllabus and method of co-relation:*

The programme of adult education would comprise several courses. Some of them would be elementary while others would be specialized to suit the requirements of special groups. Each course would contain a few parts comprising selected units of instruction.

The different parts and units of a certain course should be coordinated. The syllabus should not be a mere assortment of unrelated parts, units and topics. It should be a unified composite structure with inter-related parts. For example, the syllabus for adult literacy classes, as suggested earlier, might consist of four parts, namely, language, arithmetic, social studies and general science. These four parts should not be treated as disparate

entities but as an inter-related and integrated whole for the achievement of basic educational objectives. Transition from one to the other should be smooth and easy.

The above has its implications not only for curriculum construction but also for methods of instruction. The principle of 'co-relation' would be useful in this respect.

In the elementary course on literacy considerable time will have to be allotted for instructions in language, that is, reading and writing. Whatever the method of instruction (letter, word or sentence) the primers will present a number of words in a graded order. It would, perhaps, be useful to select words which not only have a high frequency but also have the quality of facilitating easy transition to instructions in arithmetic, social studies, and general science. These key-words would enable the teachers not only to teach reading and writing but also to develop instructions on units in arithmetic, social studies and general science. The principle of 'co-relation' calls for carefully written primers and guide-books for literacy teachers.

(ii) *Work-oriented and problem-approached instructions:*

As far as possible the instructional materials must be so prepared and methods of instructions so organized that they safeguard the focus on the vocation and other items of everyday work of the learners. The academic aspects of instructions must be clearly related to the competencies needed for solving the problems faced in everyday life. As far as possible work projects should be organized to develop in the learners skills necessary for solving problems of everyday life.

(iii) *Multiple educational media:*

To ensure maximum impact of education it is necessary to make use of as many media of

education as possible. The effectiveness of adult education might be expected to increase considerably if audio-visual aids like posters, pictures, flannelgraphs, slides, film-strips, films, exhibits, etc. are used on a large scale. Field visits, demonstrations, exhibitions, etc. should also be very valuable.

The programme of functional literacy for farmers would, for example, be much more effective if in addition to class-room instructions, the adult learners are periodically shown suitable films; appropriate radio broadcasts are specially relayed for them; and result and method demonstrations are organized from time to time.

(iv) *Learner-centred methods:*

The methods of instruction in adult education must be based on the peculiar characteristics of adults. Even though many adult might be illiterate and lack information and skills which entitled people to be termed 'educated', they have considerable experience of all aspects of life to which the processes of education are related. Social change requires that adults enrich their knowledge, arrange it systematically, identify alternative courses of action, think of advantages and disadvantages of each course of action, undertake some group thinking in regard to the best behaviour pattern, develop helpful attitudes and informations and learn skills necessary for action in regard to the selected behaviour pattern.

The role of the adult educator should be to help the adult learners acquire useful information through reading, extension lectures, visits to appropriate places and institutions, etc. Mainly through group discussions, the adult learners should develop an understanding of the advantages and disadvantages of alternative courses of action and select the most functional behaviour pattern. The adult educator should then arrange for

these groups to learn skills necessary for the selected behaviour pattern. Thus, the role of the adult educator should be to help and guide the group, to suggest additional alternatives when necessary, and to enable the adults to arrive at their own conclusions. Straight talks would naturally be much less useful than systematic group discussions. The methods of instruction must be flexible and related to the needs of the special groups of adult learners.

Teacher Recruitment and Training

To be functional for economic development, the programme of adult education must be comprehensive and must cover education on all aspects of life (particularly the vocational). Teachers with various types of competencies would be needed. School teachers would indeed have an important role to play but reliance on them alone would subject the programme to a serious limitation. Efforts would have to be made to locate in official and non-official agencies, prospective adult educators, competent to teach the varied courses under adult education. Special efforts will have to be made to locate those who can teach adults the technical skills required for increasing production.

To be able to impart functional adult education, school teachers must have a basic understanding of the production processes involved in the adult learners' vocations (for example, agriculture in rural areas). They must also have the ability to relate instructions to several aspects of learners' vocations. Most of the school teachers would need to be trained for the purpose.

Those teaching vocational courses must not only have competencies in regard to the processes of production but also a good grounding in adult psychology and methods of adult education. Needless to say many

would need training to become good teachers.

Administration

The programme of adult education oriented to economic development would call for a coordinated administration in which the various departments of the government, semi-government and autonomous units and people's organizations at various

levels, contribute to the achievement of the objectives. The success would depend upon the enthusiasm with which each cooperating agency contributes its specialization and appreciates contributions rendered by other cooperating agencies with their own specializations. Inter-agency cooperation and coordination would be needed at all levels.

UNESCO'S MESSAGE

Dr. Malcolm Adiseshiah, Acting Director General, UNESCO, sent the following message to the National Seminar:—

"It is with considerable pleasure that I send a message to your National Seminar on "Adult Education and Economic Development", for I am aware both of the world wide reputation enjoyed by the Indian Adult Education Association and of the heavy and important tasks which lie before it.

THE theme of your Seminar this year is particularly pertinent to urgent contemporary problems. In fact I would even go further and say that the adaptation and development of adult education programmes to meet overall development needs, is a priority concern in a country such as yours which has such vast reserves of human resources, with their great economic potential.

The tempo and nature of change is one of the most important considerations which educational orientation must take into account, and economic and social development, both in urban and rural areas, are making new and exacting demands on education. Governments in many countries are now realizing that to neglect the education of the adult and youth elements of the population will mean a major obstacle to progress for the next few decades. The coming twenty years are crucial; the adult population which provides the labour force and generally contributes to the economic life of the country must not be allowed to become a 'lost generation'. Adult literacy and adult education must therefore assume a new and dynamic role, and should be considered as the main means of improving the quality of labour. The potential

economic contribution of a large section of the population is lost if workers are unable to reach their production potential for lack of literacy skills, knowledge and adaptability. These facts have been emphasized by many countries in all parts of the world and with particular forcefulness in India. They have also been recognised by Unesco and reflected in much of our work as well as in many of the reports and recommendations of our international and regional conferences with which, I am sure, many of you are familiar.

But Unesco is not only associated with the elaboration of educational policy and the encouragement of important trends in adult education; it also assists projects at the national level. I would like to mention one such project in your own country which I believe has direct relevance to the subject of your Conference. I refer to the recently established Central Adult Education Organisation, the purpose of which will be to develop a network of adult education centres called Shramik Vidya-peeth. These Centres will aim at providing a comprehensive programme of adult education to urban workers, including general

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Adult Education and the Human Factor in Economic Development*

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Introduction:

MAN has progressed from primitive stage to civilization largely by learning how to utilize, direct and control the energies of nature—organic and inorganic matter. Progress towards a better civilization has depended mainly upon economic development. Economic development is, primarily, achieved by highly industrialised societies by releasing, directing and controlling the energies of man himself, in man's daily task of producing and distributing those material goods and services upon which his civilization depends. "The human being is the central, the rarest, the most precious capital resources of an industrial society." (Drucker)

Connotation of Human Factor in Economic Development:

One of the basic tests of the development and growth of any society is the extent to which it improves the material conditions of those who constitute it. From this viewpoint the effectiveness of an economic system as a whole can be measured by the availability of goods and services which go to the satisfaction of human wants. The rising level of consumption and the standard of living involves lowering prices and increasing salaries and wages as a basis for the wider distribution of goods and of services. Such advances cannot be accomplished without achieving high degree of industrial productivity. Maintenance of high production is of interest not only from the viewpoint of a single plant or an industry, but also in terms of achieving broader economic and

social objectives. The excellence of an economy is to be gauged not only by a material yard stick, but also by the opportunity which it provides for the intellectual and emotional expression and development of the individual. There is little merit in a society which dulls the mind, destroys the will and reduces the human being to a machine, even though it succeeds in providing an ever-increasing supply of material goods for general distribution. For this reason, the human factor in economic development should not be considered in terms of productive efficiency alone. The human factor in economic development should include improvement of efficiency and skill, development of proper attitudes and the building up the personality of the workers.

Characteristics of Developing Countries:

In order to understand the magnitude of the task and the role adult education has to play in a developing society it is proper to understand its basic characteristics and the institutional and social barriers to economic development. In the developing countries there is predominance of agriculture in the sense that 70% to 90% of the population is engaged in subsistence agriculture, and in other primary activities as compared to 10% to 25% in developed countries. Even with high income, specialised agricultural economies, as that of Australia, have less than 25% of the entire labour force in agriculture. A high proportion of money income in the developing countries is generated through a few primary products. These production of crops is subject to unusual fluctuations due to uncon-

trollable forces and factors, such as, draught floods and other vagaries of nature. In the developing economies there exists a highly unequal distribution of income and wealth and a very low or zero rate of savings and investment. Generally about 5% of national income is saved and invested by them while 15% is the minimum level of investment necessary for a sustained economic growth in view of rapid population growth and deficiency of the original economic and social infrastructure in the underdeveloped countries. Consequently there exists a low level of per capita income and nutrition. About 2,800 calories per person per day are deemed necessary for good health but in most developing countries food intake levels average approximately 2,300 calories. Further more the level of intake of protein is also too low for good health and sustained work. A fatalistic attitude prevails in the general masses of these countries that they do not expect to benefit from economic changes in their lifetime. The common man believes that he is born to suffer and it is predestined. There is a general sense of restlessness and frustration.

Institutional and Social Obstacles to Development:

These characteristics are resistant to change, being perpetuated by institutions and values deeply embedded in traditional culture. In the past they were ignored in the context of economic development but recently economists, planners and statesmen, especially in countries actively and seriously engaged in the task of national development, are giving increasing attention to these institutional and social factors as barriers to economic develop-

*Paper read at the National Seminar on "Adult Education and Economic Development" held in New Delhi from August 21 to 24, 1966.

ment. In most developing countries, institutionalized system of inheritance and land-ownership are obstacles to increasing agricultural productivity. Small and fragmented land holdings resulting from inheritance law preclude the use of more advanced agricultural production. Single proprietorship and partnership is the most usual form of industrial and business enterprise in these countries and professional management is absent or just emerging. In some countries joint family system and self sufficient village culture are institutions which discourage industrial entrepreneurship and risk. These are responsible for the development of attitudes which may reject the very materialist values and objectives that are necessary to achieve such goal, as the commercialization of agriculture. The economic development requires a transformation in the value system by developing attitudes compatible with industrial life and to such market incentives as wages and profits. Rapid growth of population is another barrier to increased per capita income. Religious, social and economic reason are many obstacles in the programmes of family planning and birth control in these countries. The cost of transforming values and institutions must be borne by the developing societies if economic development is to succeed.

Utilization and Improving Human Resources

The development and utilization of human resources is one of the most basic and pressing problems of developing countries. The level of literacy is low in the developing countries, usually ranging from 10% to 30% of the total population. According to the census of 1961, in India 24% of the population is literate. The position was much worse in rural areas where only 19% were literate and even among the urban population literacy is 47%. Out of 105.4 million literates in India 66.4 million (63% of total literates) can just read and write

and have not reached the level of primary standards. Out of nearly 31 million literates who have passed the primary or junior basic examinations 13 million were from urban areas while 18 million from rural areas. The remaining 8 million persons have passed the matriculation and higher examinations, of whom 5.6 million are urbanites and 2.5 million residents in rural areas. Thus ten years of planning in India reveals a rather dismal picture in the field of literacy work.

Economic development is accompanied by increasing capital accumulation and technical progress. It usually requires corresponding modifications in the skill and quantity of the manpower of the developing country. Very often the expansion and improvement in educational system does not keep pace with the advancement to technology and rapidly growing demands for skilled and technical jobs in the developing countries. Inevitably there develops a shortage of persons with critical skills in the modernizing sector where technology is of fairly advanced nature. In most of the developing nations there is shortage of highly educated professional manpower, for example, scientists, engineers, doctors, agronomists, etc. The shortages are more serious in the category of middle technicians, including nurses, agricultural assistants, technical supervisors and other sub-professional personnel. It is partly because of the fact that demand for this category is many times more than for senior professional personnel. It is partly because the persons, who are qualified to enter technical institutes are qualified to enter the University, prefer to go to university due to the higher status and pay accorded to university degree holders.

Methods to Overcome Manpower Shortage

Initially a newly industrializing country can import high level manpower from industrially advanced countries. India and

other developing countries are receiving technical assistance from the developed countries of the west and from various international agencies. But sooner or later, a developing nation must develop its own high-level manpower by expanding its educational system in the right directions. It should set up institutions of manpower planning, a public employment service and a training authority. The institute of manpower planning should be a planning rather than an operating agency but it should also have the function of ascertaining the degree to which the manpower plan has been implemented. The public employment service is to be responsible not only for recruitment and placement but also for operating vocational training and vocational guidance programmes. A developing country may also establish an educational system which should provide the base upon which all other manpower programmes depend. Instructions should be oriented towards providing the type of competence which will meet human resources targets. There is great need of encouraging the development of on-the-job seminars and training programmes, orientation courses, workers' education programmes, adult classes, evening colleges, correspondence courses, etc.

The basic element of a human resources programme in the context of economic development is industrial and technical training. There are serious obstacles to the establishment of technical education, namely, the cost per capita is many times more than in general or liberal education, short supply of science teachers and instructors and heavy investments in teacher training essential to maintain the technical training programmes. The experts have estimated that 5% of gross national product should be invested in education to meet the needs of development. Very few developing countries have been willing or are able to achieve this rate of expenditure.

Adult Education and Human Factor in Economic Development

Adult education programmes can play an important role to develop human resources needed for economic development. The developing countries have vast illiterate masses. The general literacy programmes can increase productivity by helping workers to be able to follow the instructions for operating and maintaining machinery and equipment and make them able to join in-service-training for improvement. It will go a long way to develop their general personality and imbibe right attitude towards improving their prospects in work and life.

In order to ward off the possible consequences of our industrial order in mechanizing the mind, creating mental conflicts, diminishing creative power and setting the stage for individual dis-satisfaction and mal-adjustment at work, the programme of liberal education may be recommended. Liberal education aims at developing faculty to think and understand personal and social problems of complex modern life. It helps in selecting the right course of action in the face of various alternatives on the basis of proper values. Liberal education enables people to discriminate between the refined and the vulgar and between the significant and the trivial. It prepares human mind to think independently, develop rational attitudes and trains it to strive for improvement in living.

The programmes of industrial and occupational training should be organised as part time courses and through correspondence courses, in view of achieving it at a much lower cost than the regular institutions and with the limited resources of trained teachers and instructors. The correspondence method of instruction and part time courses are comparatively very much less costly because they do not incur a great deal of overhead costs essentially needed by a regular college on buildings, large

academic staff, lecture rooms, hostels laboratories, etc. Students of correspondence courses find study and training economical as they can work primarily at home, earn while they learn and continue to contribute unabatedly to their family income and to the national income. Thus it has special advantage to economic development of the developing countries as it contributes to utilization and improvement of the employed manpower which is usually unskilled and untrained. It helps in the optimum utilization of the labour force by skill improvement and retraining.

A society engaged in economic development must experience rapid changes and must grow complex day by day. Knowledge is growing and advancing in the field of science and technology at a tremendous rate and the formal educational system, which turns out manpower with prefabricated skills of all types, has failed to keep pace with it. Formal education can only be treated adequate as the beginning of training and development in critical skills and high level professional competence but to be effective this must continue over a life time. Men in professions need guidance and illumination life long. In developing countries continuing education for professional people and those engaged in critical skills in modernising sectors has a special significance. Adult education has a role to play in initiating and promoting continuing education by preparing suitable climate and by mobilising public opinion in its favour. It can be achieved by organising orientation courses, summer schools, short-term training programmes and developing suitable adult education courses through correspondence method of instruction.

Finally the task of training educators of adults and research in the entire field of adult education will go a long way to promote human factor in economic development. Evaluation studies, action oriented research and long term research programmes must be undertaken as a continuing

function by any agency which takes upon itself the responsibility of planning educational programmes for adults. It will include the historical, experimental and descriptive research. Research must be carefully planned in terms of time and available finances. Research should be specific and purposive and should be able to plan high quality successful programmes and thus meet the challenge of making the adult a life long process. The results of these surveys and studies, if published, will help in increasing the information of various persons and agencies participating in the development process.

UNESCO'S MESSAGE

(Continued from page 12)

education, technical and vocational training, citizenship and cultural education. It is my hope that your organization will also be associated with this new and comprehensive approach to adult education, which I trust will grow from its modest beginning to a dynamic and important educational force in your country.

Scientific and technical change is now so swift and far reaching that educators must respond to new and challenging developments. To enable us to appreciate our rich and universal culture, to keep up with the ever rising flood of new knowledge, to understand and control the new forces at work and to give an equal right to each and every individual so as to achieve the full dignity of Man, education must be conceived in a new and imaginative way: it must, I am convinced, be considered as a *life long process*, which will require close co-ordination between all types and levels of education, both schools and out-of-school organizations and institutions.

Let us hope that this concept of life long education will inspire educational policy in the future.

I wish your Seminar every success."

All India Adult Education Conference

The 20th All India Adult Education Conference was inaugurated by the U.G.C. Chairman, Dr. D.S. Kothari on August 25, 1966. He stressed the need for adult education in the developing countries and called upon the universities to make contribution towards the promotion of adult education in the country. He spelled out the various steps which the Universities can take to organise educational programmes for adults.

Dr. Mohan Sinha Mehta who presided over the Conference made a stirring speech, and called for a new look within the next twenty years.

After the Hon'y. General Secretary, Shri S.C. Dutta had presented the Annual Report, the Conference discussed the Report of the Education Commission. The discussion was initiated by Shri Sohan Singh. A comprehensive resolution on the Report was adopted by the Conference. (It is published on page 7). The Conference passed a number of resolutions which will be published in the next issue.

It concluded after re-electing Dr. Mehta as President for a two-year term. Other office-bearers were also elected.

The Conference was also addressed by Prof. S.G. Raybould of Leeds University. The theme of his talk was "Responsibilities of Universities for Adult Education in Developing Countries".

Kempfer Joins Unesco

Dr. Homer Kempfer has taken over as Director, Literacy Division and Deputy Director, Department of Adult Education and Youth Activities, UNESCO.

Mrs. Helen Kempfer will join Homer at Paris late in October or early November.

Roby Kidd

Dr James Roby Kidd, internationally known authority on adult education, has been appointed head of the Division of Adult Education of the Ontario Institute for Studies in Education.

Report Analysed

(Continued from page 7)

agencies, of the need for practical and dignified relationship between such agencies and Government, and the facilities and assistance that the agencies deserve in properly discharging their role. It is to be hoped that the Government of India would get these aspects examined with the cooperation of the voluntary agencies.

While the Commission has examined the role of the mass media of communications the references to these media have been placed in the section concerning literacy. But the main contribution of these media lies, in the opinion of the Conference, in the

OFFICE-BEARERS

The 20th All India Adult Education Conference elected the following office-bearers for a two-year term :

President

Dr. M.S. Mehta ✓

Vice Presidents

Smt. Sulochana Modi ✓

Shri R.M. Chetsingh

Smt Durga Bai Deshmukh ✓

Shri A.R. Deshpande

Shri R.R. Diwakar, M.P.

Shri Annasaheb Shahsrabudde

Treasurer

Prof. Mohammad Mujeeb

General Secretary

Shri S.C. Dutta ✓

Associate Secretaries

Dr. T.A. Koshy

Shri S.N. Maitra

Shri K.S. Muniswamy

Shri K.N. Srivastava

Shri S.R. Pathik

Members

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

Shri J.P. Naik

Shri V.S. Mathur

Shri Sohan Singh

Shri G.R. Damodaran

Shri N.R. Gupta

Shri M.C. Nanavatty

Dr. Amrik Singh

Shri Gore Lal Shukla, I.A.S.

Shri A.V. Naik

Shri Anil Bordia, I.A.S.

Shri N.K. Pant

Dr. H.P. Saksena

Shri H. Lingamma, M.L.C.

field of continuing professional and liberal education for adults, and it is to be hoped that this emphasis would be borne in mind at the appropriate stage.

The Commission has made broad recommendations and in so doing repeated and underlined several noteworthy principles in the field of adult education. The application of these principles often calls for clear-cut and precise operational indications to field workers and to the administration. The Conference expresses the hope that the working out of these precise administrative measures that have escaped the attention of the Commission would be treated as a major and urgent undertaking by the Government of India and the State Governments.

In inviting the attention of the Government of India to the above mentioned omissions, this Conference does not mean to minimise the value and significance of the able and comprehensive analysis of adult education problems that is embodied in the report of the Education Commission. The Conference recognises that it is for the first time since independence came to India that a major Enquiry Commission on education has found it possible to survey the field of adult education and to declare it as an integral element in the country's educational structure. The Conference is confident that the same spirit would inspire the agencies responsible for the implementation of these recommendations.

Education Panel Supports Autonomous National Board For Adult Education

THE Educational Panel of the Planning Commission, held a three-day Conference in New Delhi from September 26 to 28, 1966. At its final meeting it endorsed the report of its Working Group on Adult Education set-up under the Chairmanship of Dr. Mohan Sinha Mehta.

The Group said that "for the effective implementation of the programmes, the suggested National Board should be an autonomous body. This Board should be made responsible for carrying out national policies and programmes and in the proper use of funds in the sphere of adult education."

The Group also said, "that unless full cooperation of voluntary agencies and non-governmental organisations is enlisted, there is not much hope of any substantial measure of success in realising the objective which is in view. The experience in the past should be a warning, and calls for this emphasis, so that in the future the results would be better and more satisfactory."

In particular, the Working Group strongly advocated the adoption of a comprehensive outlook with regard to the concept and scope of adult education. Hitherto, it has been considered synonymous with adult literacy. This has been a source of great harm to the social and educational progress of the people. Adult Education, as a life-long process, needs full recognition in society. It should cover a large number and variety of educational schemes, activities and courses conducted informally and some even with University diplomas or credits, so that as many adults in the country as possible have the opportunity of developing their civic, social and intellectual life and for enriching themselves in many ways.

Apart from emphasising this liberal and comprehensive approach to adult education, it is essential to stress the need and urgency for making within a specified period of time the whole country (at least people below the age of 45) literate. This standard of literacy should not merely be the knowledge of the 3 Rs but what is now understood as "functional" literacy. This should be considered the

minimum requirement for the scheme of the proposed literacy campaign. The targets proposed by the Education Commission both with the regard to time and contents—and also largely supported in the Fourth Five Year Plan of the Planning Commission should be accepted and implemented. On no account should this time limit be extended further. It will incidentally help in the realisation of universal primary education in the country. A home which has a literate parent will never have any illiterate children but the converse of this is obviously not always true.

Policy Declaration

It is strongly recommended that the national Government should make a solemn declaration of policy on the objective of functional literacy for the whole adult population in as short a period of time as possible but in no case exceeding 20 years. This commitment by the highest state authority would inspire public confidence and draw general support of the country. At the same time, it is the definite opinion of the Working Group that in the Fourth Plan period, not less than 100 million people should be made literate and not less than 20 million should receive literacy training of the second stage (functional).

(Continued on page 4)

Editorial Board

Dr. M. S. Mehta

Shri Maganbhai Desai

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

Dr. T. A. Koshy

Dr. H. P. Saksena.

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Food Production and Adult Education

All India Conference Indicates Plan of Action

THE All India Adult Education Conference held in New Delhi on August 25 and 26, under the presidentship of Dr. Mohan Sinha Mehta, passed a number of resolutions, in addition to a comprehensive resolution on the report of the Education Commission (which appeared in the last issue).

A resolution on **Food Production and Adult Education**, adopted by the Conference states, "This Conference has noted that during the grave crisis of food shortage through which the country has passed in 1966 there has been a widespread realisation by planners, administrators and public men that the deficiencies of agricultural production during the last two decades can be traced in a large measure to the tardy progress of new technology and improved methods of cultivation among farmers, aggravated by equally inadequate arrangements for the inputs and production requisites needed for higher production.

The Conference is convinced that even if production requisites were available more promptly and regularly, the desired results would not have been obtained without ensuring that the farmers acquired the skills necessary for using the inputs, cultivated the right attitudes towards the new practices and were kept constantly informed of new developments. These skills, attitudes and information constitute adult education for farmers, which in the present situation has become as pressing a necessity as the availability of inputs.

The Conference further believes that the skills required are not merely the ability to use fertilisers, pesticides and machinery but also the ability to prepare farm plans, to maintain accounts and to correspond with those concerned with the supply of inputs. These three basic functions of a farmer cannot be performed by him unless he is made literate. It follows that **Farmers' training and functional literacy need to be organised without delay, if food production targets are to be achieved.**

The Conference would therefore strongly urge the Prime Minister of India and her colleagues to give thought to this basic need of the country during this critical hour and to give the highest priority to farmers education and training involving action as a coordinated undertaking by several Ministries and the Planning Commission.

The Conference further calls upon adult educators all over the country to look upon this aspect of adult education as a national necessity during the immediate future and to participate in the great endeavour to make it a success."

The Conference also adopted a resolution on **Training of Social Education Workers and SEOTC's**

It *inter alia* states :

"This Conference notes with great satisfaction that a provision of Rs. 64 crores has been made for Social Education and Libraries in the Fourth Five Year Plan. The programmes planned for such a large outlay of funds would necessitate an expansion of existing programmes by 4 to 5 times their present size. A corresponding increase in the number of Social Education workers at different levels would also be necessary. The training of such a large number of workers would also be necessary for the success of the programmes.

"The Conference, therefore recommends that the existing Social Education Organisers' Training Centres, which have gained valuable experience during the past ten years, should not only be fully utilised but similar institutions should be set-up in other regions where necessary, for providing effective training to workers at various levels, needed for the implementation of the massive programme envisaged in the fourth Plan."

The resolution on State Library Boards says :

"This conference welcomes the step taken by the Ministry of Education in setting up a National Board of Libraries. However, since the major part of the Fourth Five Year Plan allocation for libraries lies in the State sector, the National Board for Libraries by itself will not be able to ensure that systematic development of libraries unless the State Library Boards are also set-up.

The Conference therefore, urges on the State Governments to set up immediately State Library Boards on the lines of the National Board."

The Conference also passed a resolution on **University Adult Education**. The resolution states: "This Conference draws the attention of the Universities and the University Grants Commission to the Report of the Conference on University Adult Education held in Bhopal in July, 65 and, particularly, to its recommendation to set up a permanent University Adult Education Conference to work for the establishment of the Departments of Adult Education in Universities in India.

"This Conference also notes the work done by the Indian Adult Education Association with the help of the Inter-University Board in setting up the University Adult Education Conference, and requests the University Grants Commission to assist in the establishment of the Departments of Adult Education in various Universities to organise and develop programmes for the education of adult men and women."

The Conference also asked "the Indian Adult Education Association to take appropriate steps
(Continued on page 4)

IAEA HONY. GENERAL SECRETARY'S REPORT

IT gives me great pleasure to welcome you all to the 20th Annual Conference of the Association which marks the completion of 27 years of Association's existence. Having reached the age of maturity, the Association is now in a position to undertake wider responsibilities in the field of adult education and thus be able to make significant impact on the social and political life of the country. That this stage has been reached, is a tribute to the leadership which the Association was lucky to have so far. As one, who has had the good fortune of being associated with the development of the Association for the last eighteen years I do have a feeling of joy and happiness. But this feeling is tempered by the fact that a good deal of work remains to be done. And to these tasks, I call upon the members to bend their energies.

The Association, during the period under report (March 64 to July 66) took a significant step forward in three directions: (i) University Adult Education (ii) Rural Adult Education and (iii) Adult Education. Among Industrial Workers and in all these three fields remarkable progress has been made; we have reached the take-off stage and it can reasonably be expected that we shall be able to make a break through.

Meeting With Education Minister

Immediately after the conclusion of the Silver Jubilee Conference, a deputation led by Dr. Mohan Sinha Mehta, waited upon the Education Minister Shri M.C. Chagla on March 24, 1964, and placed before him the general position in the country regarding the problems and difficulties of the Adult Education movement. The Government was called upon to make a clear-cut declaration of its policy regarding adult education and to have it reflected

in the Fourth Plan. Stating that adult illiteracy should be eliminated by 1980, the Association urged the Government to launch first of all a massive effort for the age-group 18-35 and suggested that along with it, Adult Schools of 9 hours a week for the age-group 11-17, preparing them for a primary course in 12 to 18 months should be set up.

Nehru Literacy Fund

The Association instituted last year the Nehru Literacy Fund to commemorate the distinguished services of Jawaharlal Nehru to the cause of reason and enlightenment.

The Fund will be utilised to finance three schemes:— *One* : production of science books for neo-literates by giving assistance to publishers and other agencies which are bringing out books and materials for neo-literates; *two* award of prizes to villages for outstanding results in the field of literacy and *three* award of prizes to individuals for outstanding work in the field of literacy and library.

We have so far collected Rs. 16,000/-. Our thanks for this are due to the Orissa Government which alone has contributed Rs. 5000/-. I hope that other states will follow the lead given by the Orissa Government and contribute generously to this Fund.

A souvenir to mark the launching of the Nehru Literacy Fund collection drive on the birth anniversary of Nehru was brought out last year.

Tagore Hall

The Tagore Hall of the Association was formally opened on May 9, the birth anniversary of Poet Tagore by Dr. V.S. Jha, member of the Education Commission. Shri R.M. Chetsingh, who was acting as President of the Association in Dr. Mehta's absence out of India, presided over the function. The auditorium was without the roof when

the building was opened by late Shri Jawaharlal Nehru in April 1961. The auditorium is still without furniture and a sum of Rs. 75,000/- is required to provide furniture for the auditorium. We hope to raise this amount from our well-wishers and fellow workers in India and abroad.

On the occasion of the opening of the Tagore Hall, a souvenir was brought out.

Membership

I am happy to welcome the following agencies who have become Institutional Members of the Association during 1964-66 :

1. Directorate of Correspondence Course, University of Delhi.
2. Indian Conference of Social Work, Indore Branch.
3. West Bengal (Adult) Social Education Organisers' Association, Calcutta.
4. Department of Adult Education, University of Rajasthan, Jaipur.
5. Dev Samaj College for Girls, Ambala.
6. Directorate of Correspondence Course, Bhopal.
7. State Adult Education, Association, Madras.

I am also happy that following persons have become Life Members of the Association : Dr. R. Mayo Smith, of U.S.A., Mr. John H. Shaw of Australia, Mr. N.N. Gidwani, Mr. Hayatullah Ansari, M.P., Mr. Stephen Blickenstaff, Mr. Barkat Ali Firaq and Mr. Onkar Nath. We have at present only 69 life members and our target is to have 100 members within this year and 1000 life members by 1971.

Conferences

The Silver Jubilee Conference of the Association was held in New Delhi from March 1-7 1964. The Conference was presided over by Dr. Zakir Husain.

During the Conference, a symposium on "Adult Education Today" was held and was

attended by a number of eminent educationists and social education leaders.

The Conference adopted a *Declaration* which stated, "Life long learning has become the condition of survival in our age", and knowledge is "a growing dynamic force in the life of society the world over."

The Report of the Silver Jubilee Conference entitled 'Life Long Learning for Survival' has been published.

The Association organised two conferences in collaboration with the University of Rajasthan namely: 'Camp Conference on Adult Education' at Mount Abu in April 1965 and another Conference in Bhopal on University Adult Education in July 1965.

The Reports of these Conferences have also been published.

National Seminar

The 13th National Seminar on "Social Education and the Youth" was held in New Delhi from March 3 to 5, 1964. Dr. T. A. Koshy was the Director of the Seminar.

The Seminar asked the Adult Education movement to consider Youth Education as its responsibility. Organisation of continuing education for those who have completed primary education and 'the setting up of a Committee on Youth Education by the Association' are some of the recommendations of the Seminar which needs to be pursued with vigour.

The Report of the Seminar has also been published.

Publications :

The Association maintained its normal pace in its publication programme. The following new books, were brought out during period under report:

1. Social Education and the Youth—Report of the 13th National Seminar.
2. Life Long learning for Survival—Report of the Silver Jubilee Conference.
3. American-Hindi Cook-book.
4. Adult Education in South Asia.
5. Workers Education Abroad.

6. Literature for neo-literates.
7. New Trends in Adult Education in India by S.C. Dutta.
8. On to Eternity Vol. II.
9. Seminar Technique by Dr. S.R. Ranaganathan.
10. The Implications of Continuous Learning by Dr. Roby Kidd.

The Association has also brought out a Hindi version of Dr. Roby Kidd's famous book 'How Adults Learn'. The book is entitled 'Seekhna aur Sikhana.'

Bengali translation of the Unesco's book 'Provision of Reading Material' has also been brought out, with the financial assistance of the West Bengal Government and in cooperation with our Institutional member, the West Bengal Social Service League, Calcutta.

Rural Adult Education

To high-light our interest in Rural Adult Education, the Association set-up the Rural Education Committee in March, 1964 under the chairmanship of Shri R.R. Divakar M.P. During the last two years it has established contacts with a number of institutions engaged in rural development activities of various kinds. The Committee is working on three programmes: (i) Correspondence Course for Local Leaders in Rural economy. (ii) Youth Clubs and (iii) Training the Khadi Commission workers for organising adult literacy and education among women spinners working for the Khadi Commission.

Adult Education among Industrial Workers

A pilot project among Industrial workers on experimental basis was launched by the Association on August 15, 1964. The main purpose of the project is to provide educational and training facilities to selected group of workers to develop themselves as resourceful and knowledgeable spokesmen of the working class at the grass root level. It was started in Delhi, Calcutta, Lucknow and Bhopal and about 500 people have been trained so

far. It is designed to provide an understanding to the industrial workers of the working of parliamentary democracy with a view to strengthen the bases of the democratic institutions of the society emerging in India under the impact of planning.

Under the same scheme, a Hindi monthly, Kamgaar Shiksha was started from January 1965 for the education of the industrial worker. The Association also brought out the following books in Hindi under this project:

1. Collective Bargaining
2. Trade Union Laws
3. Special Features of Workers
4. How to run Trade Unions?
5. What is a Trade Union?
6. International Labour Organisation.

University Adult Education Conference

In July 1965, the Association in collaboration with the University of Rajasthan organised a Conference on University Adult Education in Bhopal. The Conference decided to set up an organisation known as University Adult Education Conference with the object of arousing the Universities of India to the need of undertaking adult education work and to persuade them to set-up separate departments for this purpose.

A seven-man organising Committee was set-up with Dr. M.S. Mehta as chairman and Dr. Amrik Singh and Shri S.C. Dutta as its secretaries. The Committee has finalised the Constitution and the body will soon be registered. A founding Conference will be held in December this year. The Standing Committee of the Inter University Board has approved the constitution and has decided to circulate it to universities with the recommendation that the initiative taken by the Bhopal Conference should be supported.

This is a major break thorough and it is hoped soon universities in India will make provision for education of adults.

The Association is providing office accommodation to the Conference.

Clearing House Activities

The Association continued to play its useful role as a Clearing House of ideas and information for workers in the field of adult education through the English Journal "Indian Journal of Adult Education" which has now entered into its 27th year, and the Hindi Journal 'Proudh Shiksha' which was started as a Quarterly in 1957 and is now a two-monthly. In addition, the Association continued its Abstract and Reference service. During this period it sent out 24 Abstracts and 12 References. These References contained list of books and classified list of articles on Social Education, Community Development, Workers' Education and allied fields.

Reference Service

The Reference Service provided by the Association is being increasingly used by Adult educators. A number of queries were received both from India and Abroad and the Association's reference section supplied such information as was sought and was thus able to help many organisations in planning and organising their programmes.

Exchange of Gifts between Canadian Farm Forums and Radio Rural Forums in India

The Association has started distributing the transistorised Radio sets to Radio Rural Forums in India as a gift from the Canadian Farm Forums.

The Canadian Farm Forums had provided funds for transistorised radio sets to the Rural Radio Forums in India which have provided funds for presents of local cottage industry gifts to Canadian Forums; in Delhi, the sets were presented to Forums by the High Commissioner of Canada in India, Mr. Roland Michener. It is hoped that all forums in India would receive the set by the end of August. The return Indian gifts to Canadian

Forums are also being selected.

The project is conducted by the Association in collaboration with the All India Radio.

Research and Evaluation

The Association has completed two Surveys namely Survey of Libraries in Punjab and Himachal Pradesh and other in Kerala State. The Surveys covered all libraries in Kerala, Punjab and Himachal Pradesh by personal investigation. The Reports of the Surveys have been submitted to the concerned authorities.

Centre For Study of Developing Societies

The Centre for the Study of Developing Societies sponsored by the Association in 1963 continued to collect information and data on social and political situations in developing countries. At present the Centre is conducting analytical studies of the structure and behaviour of public personnel. The Centre has also taken up projects on (1) Social Values and Political Behaviour in collaboration with University of Pennsylvania USA and (ii) Cross-National Programme in Political and Social changes in collaboration with Stanford University USA.

These studies will deal with sociological, cultural and educational dimension of change and provide material for giving proper direction to the processes of change.

International Contacts

Visitors were received from Unesco, USA, Canada, France, Australia, Singapore, Philippines, Mauritius and Tunisia. They had discussions in our headquarters on different aspects of adult education in the country.

Dr. Mohan Sinha Mehta visited Hong Kong, U.S.A. Tokyo, and Canada and met leading adult educators of these areas. He also addressed meetings in most of these places.

Shri J.C. Mathur, who represents India on the International Committee for the Advancement of Adult Education attended a

meeting of the Committee at UNESCO Headquarters at Paris. He also attended the FAO Conference at Rome. At both these places he had discussions with concerned officials about Farmer's Education. He also discussed with ILO Officials about setting up of Tele-Clubs for Industrial Workers in Delhi by the Association in cooperation with AIR.

Dr. T.A. Koshy, who represents India on the International Committee of Experts on Literacy, visited Paris to attend a meeting of the Committee. He also visited U.K. and Yugoslavia and established contacts with adult education agencies in these countries.

Shri S.C. Dutta has been nominated by the UNESCO Director General as a member of the Committee of Experts on Worker's Exchange, but he could not attend the first meeting held at Copenhagen last year because of his preoccupation here. Shri Dutta has also been re-elected member of the Adult Education Committee of WCOTP.

Shri Dutta visited the Philippines to address the Conference of Philippines Adult Educators held under the auspices of the Asian South Pacific Bureau of Adult Education. The theme of the address was "New Trends in Adult Education in India." He later presided over the meeting of the Executive Committee of the Bureau, held in Manila and Baguio.

Shri K.N. Srivastava, Director of Literacy House and Associate Secretary of the Association has been invited by the Australian Adult Education Association to take part in their National Conference and to visit some of the significant adult education programmes.

The Association has taken a keen interest in the setting up and in the promotion of the Asian South Pacific Bureau of Adult Education. The Bureau is holding the Asian Regional Seminar in New Delhi on "The Role of Educational Institutions
(Continued on page 12)

Literacy and Community Development in Tanzania

By Monique Hecker

“WE must educate adults... The people must understand the plans for the development of this country; they must be able to participate in the changes which are necessary. Only if they are willing to do this will this Plan succeed.”

These words, spoken by President Julius K. Nyerere when he launched Tanzania's Five Year Development Plan on 12 May 1964, indicate the importance which the Government attaches to adult education. It is considered an essential factor in the country's economic and social development, and forms an integral part of the Plan.

The first priority for a country like Tanzania, whose population of ten million is composed largely of small farmers, is to raise agricultural production. Agriculture accounts for 45% of the country's gross national product while at the same time the rural population represents 85% of the consumers. If output can be increased, extra funds will be available to improve the farmers' living standards—an important factor, since it is farmers who hold the key to the country's economic and social expansion.

To raise production, agriculture must be modernized. Already, the farmers are forming co-operatives—an encouraging sign of their desire for progress. Further proof is seen in the popularity of the literacy classes organized by the Government—illiterates from 85% of the population. There is a shortage of teachers, however, classes are overcrowded and up till now it has proved difficult to give new literates the opportunity of using the knowledge they have acquired to improve both the quantity and quality of their output: as a result, many have fallen back into illiteracy.

Immediate Benefit

To meet these problems the Government has decided to

launch a pilot experiment in functional and intensive literacy in a selected area where the population is not only keen to learn but able to make immediate use of knowledge acquired in literacy classes.

The area chosen is one of the eight economic zones charted in the Five Year Plan. Lying to the south of Lake Victoria, it comprises four regions—West Lake, Mwanza, Mara and Shinyanga—and has been selected as a priority zone in the development plan. Its main crops are cotton and coffee, which account for 16% and 13% respectively of all Tanzania's exports. Cotton production rose from 38,000 bales in 1955 to 161,000 bales in 1960, and is expected to reach over a million bales by 1980, with the extension of present pilot projects in irrigation and mechanization.

The Plan also provides for the creation of a textile factory and several cotton spinning mills in addition to the 19 now operation, and the establishment of two plants for treating coffee beans. Moreover, to exploit the abundant supplies of fish in Lake Victoria, a vocational training centre for fishermen and refrigeration plants are to be established.

The pilot project will operate under the Ministry of Community Development and National Culture. Committees consisting of representatives of various ministries and non-governmental organizations have been formed in each village, district and region. They will work in close liaison with the National Advisory Committee for Adult Education, also composed of representatives of ministries and various organizations.

Three Phases

The project is to be implemented in three phases: a preparatory phase lasting one year devoted to the training of 2,000 instructors and to the preparation of reading materials and

teaching aids, followed by a two-year operational phase to be carried out in a selected area in each of the four regions of the pilot zone. During the fourth and fifth years, the project will be expanded on the basis of an evaluation of progress achieved.

According to present plans, each of the 2,000 instructors will be responsible for teaching a class of 35 pupils chosen from among the members of co-operatives. It is felt that, by concentrating on farmers who have already formed organized groups, literacy programmes will achieve their greatest impact and effectiveness. The courses will be given in Swahili, the national language. The first year will consist of basic literacy training—including reading, writing, arithmetic, civic instruction, hygiene, nutrition—as well as training in practical techniques—methods for improving production, light building construction, etc. During the second year, emphasis will be given to the practical application of knowledge—improvement in reading and writing and more advanced agricultural training.

By the end of the five-year period, it is expected that the pilot project will have affected the lives of between 200,000 and 300,000 persons.

Farmers' co-operatives, trade unions and the non-governmental organizations—which are very active in Tanzania—are already associated with existing literacy programmes. Teachers', Worker's, and women's organizations can also contribute to the success of the pilot project, and their participation is to be reinforced.

As far as possible, the functional literacy project will be co-ordinated with other development schemes benefitting from bilateral or multilateral aid. It will be carried out in close collaboration with the Sub-Regional Centre for Literacy in East Africa, established by Unesco in Nairobi (Kenya). (UNESCO FEATURES)

Universities and Adult Education

By W.E. Styler, Director of Adult Education, University of Hull, U.K.

THIS is the opening of a conference and during it many papers will be given dealing with particular aspects of the place of universities in relation to adult education. I propose to deal with general aspects of the subject and to put forward five propositions.

The first is that it is desirable that the values which universities exist to preserve and promote should be disseminated as widely as possible throughout society.

These values are related to each other and together give universities the quality and excellence upon which their special position as institutions of the highest learning depends. They are exactness, thoroughness and logic, all necessary in the pursuit of truth. Exactness means the attempt to achieve truth in any statement which is made. Thoroughness requires that all relevant information should be obtained and considered; it requires continuous research and enquiry. Logic requires that any argument should be consistent, with each proposition necessarily following that which precedes it. The acceptance of these values encourages the growth of critical judgment or what we might call in a wider sense the critical spirit. They also indicate the importance of discussion for it is in continuous discussion, which requires in its fullest sense the exchange of information and opinion through both the written and the spoken word, that these values are operative. We might note that a distinguished British thinker once said that "the method of discussion is the method of science."

The values I have outlined constitute the scholar's morality and may be regarded as good in themselves. But they are also what may be called functional or instrumental values since they are the means by which truth, or the nearest possible approximation to it, is achieved. I think that these values are as important in practical life as they are in the scholar's world. One can see that they are the means by which good decisions are achieved. Thus, for example, they are as important in industrial relations or in the deliberations of a village council as they are inside the university. Both to be true to his own beliefs and to aim at the greatest welfare of his fellow men the university educator must wish to see them powerful as influences right throughout society.

My second proposition is that universities have a duty to society in general and do not complete their duties solely by teaching their full time students.

To receive a full time education in a university has always been a privilege and remains a privilege. Even in the United States only three out of every ten people go to a university or some equivalent institution. The beginning of university extension in Britain nearly a hundred years ago was a result of the feeling on the part of university teachers in the Universities of Cambridge and Oxford that they were obliged to try to share their privileges with those many of their fellow countrymen and women who had never had any opportunity for full time university education. That this kind of impulse was not restricted in time or place is shown by the fact that the considerable and very interesting extension lecture system of the University of Mysore in India began

from a voluntary decision thirty years ago by its Association of Teachers to give lecture courses to their fellow countrymen. It was later that the University stepped in and developed from this impulse the systematic organisation of courses of lectures and their publication as small books.

My third proposition is that university provides for its teaching function which a extra-mural public is best provided and organised by a department specially created for the purpose. (Please note that I say this is "best", not that it is only way).

The reason for this is that in most respects the task of providing for the extra-mural public is very different from that of teaching the young students in the university. Different methods and techniques of teaching are required. The authority of the university and the teacher in relation to the students is much weaker than inside the university; if the students do not like what they are offered or how it is presented they can stay away. Continuous enquiry, or field research, is necessary to ensure that extra-mural work is live and vital. Many people fall into the category described in a recent British report as "in need of adult education although they do not know it." Ten years ago there was no extra-mural department in the University of Hong Kong, now there is one with six thousand students. Six thousand people have only discovered what it was that they needed when it was offered to them. Frequently in adult education one discovers a need about which nobody knew until the adult educator identified it. Once I helped to arrange a course for policemen for which over one thousand applied, al-

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*Excerpts from Mr Styler's address to the Leverhulme Conference on Extra-Mural Studies held in Hong Kong.

The Responsibilities of Universities in Adult Education in Developing Countries*

By S. G. Raybould, Professor of Adult Education, University of Leeds, U.K.

EXPERIENCE in a number of developing countries suggests that two considerations, which might seem not to consort well with one another, should be borne in mind when policy in regard to university extramural education is being determined. One is that active university leadership is necessary if the contribution of adult education to social development is to be as effective as it might be and as it needs to be. The other is that in developing societies there is a danger that universities will attempt to provide directly too many kinds of adult education, with undesirable results both for the work itself and for the standing of the extramural departments.

The second of these considerations may be examined first. One characteristic of developing countries is that their educational systems, at all levels, are not fully developed: there is inadequate provision of primary and secondary, as well as tertiary education, and even more inadequate provision of adult education. In consequence of this, such adult education organisations as exist, including university adult education departments, are subject to pressure to provide facilities not merely for relatively advanced education, but for primary and secondary studies also.

This has certainly happened in, for example, West Africa and the West Indies. In both Nigeria and Ghana the promotion by the government departments of adult literacy programmes gave rise to the need for somewhat different, but still elementary, forms of adult education to enable newly literate adults to develop and use their newly acquired skill. For a time in Ghana, the Department of adult education at the University College of Legon was much exercised as to whether the undertaking of such work—urgently needed but clearly not university work—should be one of its functions: and similar questions have arisen at the Extramural Department of Tourah Bay College in Sierra Leone. In British Honduras in the West Indies, again, courses have been included in university extramural programmes on such subjects as arithmetic (even elementary arithmetic) and “English for postmen”, which reflect inadequate provision of primary education, and much other work undertaken at a level scarcely higher than that of the earlier stages of secondary education. At higher levels of secondary education strong pressure often comes from adult students themselves for the inclusion in extramural programmes of

courses designed to assist them to prepare for secondary school examinations such as the General Certificate of Education, ordinary and advanced, or in earlier years, the School Certificate and Higher School Certificate. This certainly happened in Nigeria and West Indies. The motive behind the pressure was usually the desire to offer a qualification for appointment to a better post—often a post in government service. This was very evident in Nigeria in the years before independence, when, self government having been agreed on in principle, steps were being taken to “Africanise” the civil service, a development which from the point of view of many able and ambitious young men, represented an opportunity greatly to improve their standard of living if they could but obtain the essential academic qualifications for appointment.

Education for adults of all these kind and at all these levels is urgently and extensively needed in developing countries, and where university extramural departments are the main, and perhaps the only agencies which can provide it, it is not to be wondered at if they have often felt obliged to allow their resources to be used for these purposes. Nevertheless, there are cogent reasons for resisting the temptation to try to meet all needs. One is that the more widely the departments’ resources are deployed, the more superficial will their impact be. A second is that the more they undertake elementary work, the less will they be able to provide the more advanced forms of adult education which only they can provide. A third is that once the universities have accepted responsibility for any kind of provision, efforts to establish suitable alternative agencies will not be pressed, and may be opposed. And fourthly, the reputation of extramural education within and outside the universities will suffer, with harmful results for the departments, in direct proportion to the extent to which they do work which clearly is not of the standard and character generally associated with universities.

Examples of ways in which dangers of these kinds may be avoided, while the needs which give rise to them are nevertheless met, may be taken from some of the situations previously mentioned. In Ghana, for instance, when the need for adult education at the post literacy level was becoming urgent, and the Adult Education Department of the University College was exercised as to whether it should contribute to meeting it, an alternative was found by arranging for the People’s Educational Association, a voluntary adult education organisation, to receive grants from public funds to enable it to provide suitable classes and courses. In Trinidad, again,

*The substance of an address given at the All India Adult Education Conference in New Delhi on 25 August 1966.

when it was becoming evident that there was a widespread "demand" for facilities to enable adults to obtain teaching for the School Certificate and higher School Certificate Examinations, the government Department of Education in the island established a "Polytechnic" to concentrate on this work. The first result for the university extramural programme in Trinidad, which included a considerable number of courses geared to the examination syllabuses, was severe; but the later effect was to release resources for other urgent tasks, more appropriate for universities to be concerned with, like the promotion of courses in industrial relations and public administration.

These examples, and particularly the first, show how universities may assist the development of adult education of non-university kinds without themselves becoming directly involved in teaching at primary and secondary levels. The Peoples Educational Association in Ghana was conceived and to a considerable extent created by members of the staff of the Adult Education Department of the University College. Originally it worked mainly to help in the promotion of university extramural programmes, but it was constitutionally independent of the Department and like the Workers' Educational Association in England on which it was modelled, undertook also the function of rousing public interest in public affairs in general, and in educational development in particular. It was appropriate for it to become the agency for a scheme of adult education at the post literacy level; but it is questionable whether it would have come into existence at all, or have undertaken responsibility for teaching as well as organising, but for the initiative and leadership of the Adult Education Department. Its development provides a good instance of the first consideration referred to at the beginning of this paper: the need for active

university leadership if adult education is to be adequately established in developing societies, and in recent years other African countries have provided example of ways in which universities can greatly assist the development of adult education at a variety of level without themselves becoming involved in teaching not at a university standard.

When for instance, the University College at Salisbury in Rhodesia, was established, much thought was given to the part it should play in adult education in Central Africa. It was fully agreed that it should have an active role; but it was recognised that there was little scope for teaching at anything like a genuine university level and it was therefore decided that the College's function should be one of leadership expressed in such activities as ascertaining needs in adult education, advising how they may be met, helping to create new organisations to meet them, arranging conferences to bring together the agencies concerned with different aspects of adult education, and training tutors and lecturers, while doing such direct teaching of adults as could be done of a relatively high level. In the sixties this kind of policy has been increasingly adopted in African countries, one of the outstanding instances being in connection with the establishment of the Institute of Adult Education at the University College at Dar-es-Salam in Tanzania. There the decrees of the College establishing the Institute specified in some detail the function it is to discharge and emphasised research, training and coordination at least as much as extramural teaching. Arrangements of this kind seem well designed to enable universities to play a leading role in the encouragement of adult education in developing countries, in ways consonant with their main functions, without involving themselves in teaching at levels too low to require or justify university sponsorship.

Universities and Adult Education

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though no policeman had ever been to us and told us that he needed such an opportunity. A similar thing happened when a course was offered to administrative workers in the hospital service: they did not ask for it but five times as many as we could take applied for it when it was offered to them.

My fourth proposition is *that the relationships which a university develops through its extra-mural work are valuable to the university as well as to the people who benefit from its services.*

University teachers who take

part in adult education learn a great deal from it themselves. They face a teaching situation which is more challenging than that in the university. They are forced to look at their subjects in different ways and to find different methods of presenting them.

Many fields of university teaching and research now require the study of people's behaviour in social and economic life. University teachers in such fields can learn a great deal and often find profitable opportunities for research through extra-mural

teaching.

Because adult education makes demands of a different kind on universities from those which arise in the teaching of undergraduates, it often causes subjects different from those current inside the universities to achieve prominence. Economic History, International affairs, Industrial Relations, and Local History became important in British extra-mural work before they became established inside universities. Thus adult education does something to help to keep the

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SYRACUSE VARSITY HONOURS CYRIL HOULE

DR. Cyril O. Houle, professor of education at the University of Chicago, has been chosen as the first recipient of the William Pearson Tolley Medal for Distinguished Leadership in Adult Education. Dr. Tolley, Chancellor of Syracuse University, said Houle is being honored for his life-long commitment as innovator, administrator and international consultant in the field. The presentation will be made at a dinner on Oct. 12 at the Hotel Syracuse by Dr. Gordon D. Hoople, chairman of the Syracuse University's board of trustees.

Houle was selected for the honor by a committee of the trustees. Tolley is the donor of the award, a silver medal designed by Dr. Peter Piening, professor of art and director of the Syracuse University Design Center.

Syracuse's extensive continuing education programme, which has received international attention for its pioneering projects, is administered by Dr. Alexander N. Charters, a University vice president.

In his acceptance address, Houle will discuss "The Uncommon School."

In 1960 Houle received an honorary degree of Doctor of Laws from Syracuse University for his contribution to the field of adult education.

Tolley, who has long championed the cause of adult education, said at Leeds University, England, last summer :

"Of all the forces at work in the shaping of our new idea of the American university, few have had so profound or pervasive an effect as adult education. Considered only a few decades ago as a peripheral activity of the university, concerned primarily with the ad-

ministration of educational programmes for farmers and housewives at the high school level, adult education has emerged since the war as one of the more significant and urgent missions of the modern American University."

SAKSENA GOES TO UNESCO

DR. H.P. Saksena, member of the Executive Committee of the Indian Adult Education Association and of the Editorial Board of the Indian Journal of Adult Education, left for Paris on the morning of October 8 to take up an assignment as Programme Specialist at UNESCO. He will be mainly concerned with the evaluation of the literacy projects now being organised in various developing countries under UNESCO's Expanded Functional Literacy Programme.

He was given an affectionate send-off by adult educators of Delhi.

Universities and Adult Education (Continued from page 11)

programme of studies alive and flexible.

My fifth and final proposition is that the extra-mural functions of universities are likely to increase rather than diminish in the future.

I know of no university which after beginning extra-mural work, has either stopped or reduced its activities. They tend to grow because society is more alive to the possibilities and dangers of the age in which we live than was the case at earlier stages of history. In addition the appetite for education appears to grow the more it is satisfied and improved schooling and higher education themselves generate a demand for better and extended adult education.

Poverty Study Pledged By Adult Education Association

A continuing study of the meaning of poverty and its educational implications was pledged by the Canadian Association for Adult Education at its annual meeting in Toronto.

The implications of the anti-poverty programmes now in progress were discussed. Consultative co-ordination of efforts, along with services of programme design and staff training, were presented as a possible present need. In addition, a new pattern of programme assistance was projected by intensified discussions of issues and resources by prominent individuals. These discussions would serve to stimulate new efforts in a variety of different direction.

Dr. B.E. Wales, Director of Adult Education for the Vancouver School Board, was re-elected President of the Association.

SECRETARY'S REPORT

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in promoting Adult Literacy" from October, 24, 1966, and the Association is acting as a host.

Thanks.

In conclusion, I would like to express my thanks to our President Dr. Mehta and our Treasurer Prof. Mujeeb for the guidance provided to us in our work. To members of Executive Committee specially Shri Chet-singh, Shri Deshpande, Shri J.P. Naik, Shri J.C. Mathur, Shri Sohan Singh, Shri V.S. Mathur, and Dr. T.A. Koshy. I must express my gratitude for the cooperation and advise they have extended to me. To the members of the Staff, I am grateful for the cooperation extended to me. They have ungrudgingly bore many of my exacting demands and carried out work with speed and efficiency rare in our country.

INDIA AND UNESCO

By Dr. A.G. Evstafiev

UNESCO's Chief Mission and Director, South Asia Science Co-operation Office

INDIA and UNESCO owe a great deal to each other. A founder member of this specialized agency of the United Nations, India has from the first shown its recognition of the importance of Unesco's work by choosing top-ranking people to represent it on the Executive Board of Unesco. In chronological order they have been Dr. S. Radhakrishnan, Dr. Arcot L. Mudaliar, Dr. Zakir Husain, Smt. Hansa Mehta, Smt. Indira Gandhi and currently, Shri Prem Kirpal.

When in 1956, Unesco for the first time held its General Conference in Asia, India was its host and Maulana Azad its President. Prime Minister Nehru took a personal interest in the work of the agency whose mandate is "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms for all."

So broad a mandate might have led to preoccupation with abstract questions; but proof of the practical nature of Unesco's work is best illustrated by examples of the kind of programmes in which it is engaged in co-operation with the Government of India.

Development of Human Resources

In this country, as in others, Unesco's purpose is to help projects that will advance economic and social progress through the development of human resources—projects designed to reduce illiteracy, to improve educational systems, to train scientists and technicians, to widen cultural opportunities and promote contact between peoples and institutions by the exchange of ideas, experience and of persons themselves.

For geographical and technical reasons, Unesco has chosen India as the base for a number of its regional operations; the Science Co-operation Office for South Asia; the Regional Research Centre on Economic and Social Development; the Asian Institute of Educational Planning and Administration.

Like other agencies in the UN family, Unesco's services to member nations provided under three main heads: its own regular programme of activities, the UN Expanded Programme of Technical Assistance, and UN Special Fund projects (now merged as UNDP) for which Unesco acts as executing agency.

Apart from its emergency programme in the Congo, Unesco's operational programme in India is the largest in any one country.

Up to the end of the International Cooperation

Year 1965, Unesco assistance provided to India could be summarized in the following figures: 418 international experts, 227 fellowships for Indian nationals to study abroad, and \$14.78 million worth of scientific and other equipment.

Role of the National Commission

To assist in the carrying out of Unesco policies and programmes, the Government of India established the National Commission for Cooperation with UNESCO. Consisting of representatives of the Government and the various voluntary organizations, the Commission helps create wider interest in Unesco and popular support for its activities. It also serves as a liaison agency between Unesco and institutions concerned with the progress of education, science and culture.

Because of its over-riding interest in education, Unesco was honoured to provide, at the request of the Indian Government, three outstanding educationists from France, Japan and the Soviet Union to serve as members of the Education Commission which was engaged in surveying the country's entire field of education with a view to making recommendations that will result in "well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life."

Another outstanding example of co-operation between India and Unesco is the Indian Institute of Technology, Bombay. Founded as a result of an agreement between India, Unesco and the USSR, the Institute has grown into a university-town where six years ago was only jungle.

Since the establishment of the Institute, degrees have been conferred three times—in 1962, 1964 and 1965. It now has 2000 undergraduate and post-graduate students, with a staff assisted by ten Unesco experts.

Unesco is helping the University Grants Commission in the development of advanced study centres in various branches of science at the universities of Bombay, Calcutta, Delhi, Madras and Osmania.

Unesco is also to provide ten experts to work with the Science Department of the National Council of Educational Research and Training in the development of improved methods of science and mathematics teaching in secondary schools.

Technical Training

Unesco is assisting in seven development projects financed jointly by the Government of India and the UNDP. They bear directly on the promotion of technical and scientific skills. The first was the Central Mechanical Engineering Research Institute

at Durgapur. Another was the establishment of a teacher training centre for engineering colleges at Warangal. Linked to this are similar centres at Durgapur, Nagpur, Bhopal, Mangalore, Jamshedpur and Allahabad. Other UNDP/Unesco projects are the Power Engineering Research Organization in Bhopal and Bangalore; the Central Scientific Instruments Organization in Chandigarh; the Refining and Petrochemical Division of the Indian Institute of Petroleum; and the Foundry and Forge Institute at Ranchi.

Unesco has also co-operated with the Government of India in a whole series of studies, seminars and courses in such diverse fields as scientific documentation, problems of India's arid zones, marine sciences, plant physiology, soil biology and medical sciences with particular regard to brain research and cell biology.

What Unesco is doing in India falls, of course, within the compass of its world-wide programme as approved at its last General Conference held in Paris in November 1964.

The priorities established for that programme are education, as a key factor in economic and social development, and a plan of action to foster science and the scientific outlook in developing countries.

The Challenge of Illiteracy

A feature of the programme in education is the launching of a world offensive against illiteracy.

"The presence in the world today of more than 700 million people who are unable to read and write

is a challenge to the governments and peoples of all Member States who had dedicated themselves to the promotion of human progress in the Development Decade."

These are the opening words of the appeal that the General Conference addressed to the world in calling for support for the world literacy campaign. A highlight of this campaign was the World Congress on the Eradication of Illiteracy that Unesco convened in Teheran last year.

A Dialogue of Minds

International co-operation is a two-way flow, a dialogue of minds as well as a *modus operandi* of improving techniques and skills. In the process, every developing country advances by conforming to a pattern of giving and receiving aid. The value of the joint action programme sponsored by Unesco is not only in the input of resources at the disposal of Member States but in reaching towards a political, cultural and moral stature.

In this global experiment in progress and international living, people of different nationalities representing diverse political experiences offer ideal testing areas for co-operation and mutual understanding.

If, as a result of all these joint efforts, a better awareness of the inter-dependence of the world community is developed, international co-operation will acquire new meaning and proper perspective, so essential for peace. Towards this ideal India and we in Unesco are dedicated.

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ASIAN SEMINAR ON LITERACY

The Asian South Pacific Bureau of Adult Education has organised Asian Seminar on the "Role of Educational Institutions in the promotion of Adult Literacy." It will be held in New Delhi from October 24 to 27. Dr. V. K. R. V. Rao, Member Education, Planning Commission, will inaugurate it.

THE four main papers for the Seminar are by Dr. D. W. Crowley, Director, Department of Adult Education, University of Sydney on the Role of Universities in the promotion of adult literacy, by Mr. Marcos Ramos of Philippines on the Role of schools, by Shri J.C. Mathur, I.C.S. member UNESCO'S International Committee for the Advancement of Adult Education on the Role of Agricultural & Industrial Training Institutions, and by Dr. Mohan Sinha Mehta on the Role of Voluntary Agencies in the promotion of Adult Literacy.

There will be a plenary session devoted to the presentation of reports on Teheran Conference by Mr. Arnold Hely, on Bangkok Conference by Mr. Ieuan Hughes, on Simla Seminar on Planning Literacy by Mr. Snam Sangmahli, on the Indian Education Commission Report by Shri Sohan Singh.

Among those who have agreed to be the Chairman of Plenary Sessions are Dr. M. S. Mehta, Shri

K.G. Saiyidain, Prof. M.V. Mathur, Prof. Mohd. Mujeb and Shri J.P. Naik.

The discussion in the Seminar will be conducted in three Commissions : One, dealing with the Role of Universities, the second with the Role of schools and the third with the Role of Voluntary Agencies. Prof. Okamura of Tokyo will be the Chairman of the Commission on Universities, Mr. Artemio Visconde of Philippines will chair the Commission on schools and Dr. Durgabai Deshmukh will be the Chairman of the Commission on Voluntary Agencies.

A Panel discussion on "International Assistance for eradication of illiteracy" is part of the Seminar programme.

During the period of the Seminar the Executive Committee of the Asian South Pacific Bureau of Adult Education will meet. The Chairman of the Bureau Shri S. C. Dutta and the Secretary Mr. Arnold Hely will be present throughout the seminar.

Johnson Proclaims Sept. 8 As International Literacy Day

The Director-General of Unesco, Rene Maheu, at the opening of the Executive Board stressed the particular significance of a statement by President Johnson proclaiming September 8 as International Literacy Day.

In a telegram to the White House the Director-General thanked President Johnson for his response to the appeal made last year by the World Congress of Ministers of Education on the Eradication of Illiteracy.

President Johnson issued a proclamation in Washington designating September 8, 1966, as International Literacy Day. The President said, in part:

"Illiteracy is the greatest single barrier to economic and social progress in many of the countries of the world. September 8, 1966, is the first anniversary of an event which I believe was the turning point in the battle against illiteracy. On that date one year ago the World Congress of Ministers of Education convened in Teheran, Iran, to consider the problem."

"That Congress, established the principles which now guide the highly commendable efforts of the United Nations Educational, Scientific and Cultural Organization. Through experimental projects, Unesco is creating methods, techniques and materials for full-scale literacy programmes.

"The work of the United States of America to eradicate ignorance does not stop at our shores. Nowhere in the world is the universal desire to eliminate illiteracy held more passionately than in this nation which was founded on belief in the dignity, worth, and perfectibility of the individual. Our worldwide endeavours—individual, private, and governmental—are unsurpassed."

President Johnson, calls upon the people of the United States to commemorate September 8 to reaffirm "our strong desire to cooperate with national and international organizations, private groups and individuals dedicated to the goal of eliminating the scourge of illiteracy."

ASPBAE Award For Outstanding Adult Educator For Mehta and Gaffud

ASPBAE Award has been given to Dr. Mohan Sinha Mehta President, Indian Adult Education Association and to Dr. Miguel Gaffud, Vice-President of Manila University, Manila, Philippines for their outstanding and distinguished contribution to the promotion of adult education in the Asian and South Pacific region.

THIS announcement was made by Shri S.C. Dutta, Chairman of the Asian-South Pacific Bureau of Adult Education at the conclusion of the four day Asian-South Pacific Seminar on the role of Educational Institutions in the promotion of Adult literacy, on October 27. The award was instituted by the Bureau this year.

The Seminar has recommended the setting up of a department of adult education in every Asian university. A resolution adopted at the seminar urged the Governments, University Grants Commissions and university leaders to take appropriate steps in this direction.

Another resolution requested the Governments of member countries to accept as national policy the use of all primary and secondary schools as centres for community education for liquidation of illiteracy. It also suggested that techniques and methods as well as the philosophy of adult education should be included in the syllabi of teachers' training colleges at different levels and refresher courses for teachers already teaching in rural schools should be undertaken.

The Seminar also decided to support the proposal of the Bureau to establish institutes of adult education for South-East Asia and South Asia to provide high level training and research for adult education and adult literacy.

The Seminar produced three reports on the role of schools in the promotion of literacy; the role of universities in the promotion of literacy and the role of voluntary agencies in this field.

Dr. Mohan Sinha Mehta was the Chairman of the Seminar.

Valedictory Address

Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University delivered the valedictory address. He criticised the Government for its "vague" adult

education policy. It was time for the Government to announce its policy on this subject. It was essential that sufficient funds be provided in the fourth Plan for adult literacy schemes.

He praised the role of voluntary organization in the promotion of adult literacy and education. But, he said, the Government had ignored it, and added that three-fourth of the education work was being done by voluntary organisations which owned most of the educational institutions in the country.

Referring to the eradication of illiteracy, Dr. Deshmukh said that universities should receive guidance from expert bodies like the Bureau.

Inauguration

Inaugurating the Seminar on October 24, Dr. V.K.R.V. Rao, Member, Planning Commission called for direct involvement of universities and other educational institutions in schemes to eradicate illiteracy.

Dr. Rao said the universities should not work in isolation from the society. They should develop a social personality and be instrumental in the social

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Extensive use of mass media urged to remove illiteracy

EXTENSIVE use of mass media and improved methods and techniques for eradication of illiteracy in the shortest possible time has been recommended by the two-day seminar on Mass media and Adult Literacy, inaugurated by Union Minister for Information and Broadcasting Mr Raj Bahadur

progress. Universities should open a department of extra-mural studies. Universities, schools and professional institutions should draw up programmes where in thousands of teachers and students could be simultaneously involved.

He said Indian students possessed a high degree of idealism. But one of the causes of the present student unrest was the lack of outlets for this idealism. Their energy should be harnessed to purposeful development of the society. Educational institution could adopt specific areas to work out programmes for promoting literacy and other social development projects.

Dr. Rao said that emphasis should not be on adult literacy but on how to use literacy profitably. Research Departments should study how to motivate people to education and to study what they wanted. They should also undertake the responsibility of producing books and literature for neoliterates.

Among those who presided over the plenary sessions of the Seminar were Dr. K.G. Saiyidain, Director, Asian Institute for Educational Planners and Administrators, Dr. M.V. Mathur, Vice-Chancellor, Rajasthan University, Dr. V.S. Jha, former Vice-Chancellor, Banaras University, Shri N.D. Sundravadivelu, Joint Educational Adviser, Ministry of Education, and Shri L.R. Nair, Director, Indian Institute of Mass Communication.

Representatives from 12 countries and territories of the region and of I.L.O., ICFTU Asian Trade Union College, WCOTP, ICA Education Centre, Asia Foundation attended, prominent among them being Mr. A.S.M. Hely of New Zealand, Mrs. D. Stretton and Mr. John Shaw of Australia, Mr. Sman Sangmahli of Thailand, Prof. Okamura of Japan, Mr. A.P. Nair of Singapore, Mr. Chang of South Korea, Mr. Flores Jr of Philippines, Mr. Rangasamy of Malaysia, Mr. Shivalingam of Ceylon, Mr. Ieuan Hughes of Hong Kong, and Mr. Soetardjo of Indonesia.

Dr. (Mrs.) Durgabai Deshmukh was the Chairman of the Organising Committee of the Seminar.

Messages were received from the Vice-President of India Dr. Zakir Husain, Prime Minister Mrs. Indira Gandhi and the Director-General of UNESCO, Mr. Rene Maheu, who said, "Illiteracy has far too long been one of the greatest obstacle in the development of Asian human and natural resources. Our efforts in the next twenty years will be crucial and UNESCO looks forward to cooperating with you in this great endeavour."

on 13 October.

Nearly 20 experts representing Ministries of Education, Food and Agriculture, Community Development and Cooperation, All India Radio and voluntary organizations like the Indian Adult Education Association attended the seminar, which was organized by the Indian Institute of Mass Communication.

Mr. Asok Mitra, Secretary, Ministry of Information and Broadcasting, presided over the deliberations.

For a national campaign for the eradication of adult illiteracy, the seminar suggested that mass media should be used in a variety of ways, such as in enlisting public support for the campaign against illiteracy, for making people literate and for motivating illiterate to attain functional literacy. In the actual operation of the campaign and in the preparation of material for it, the seminar stressed an integral multi-media approach.

The seminar recommended that experimental projects on the use of TV and radio broadcasts for adult literacy should be undertaken. While realizing that it will take some years before TV can be started in the country on a national scale, the seminar felt that it was nevertheless essential to undertake experimental projects in this field. The immediate possibility of the use of radio in a national effort to remove illiteracy was underlined.

The seminar set up a committee to prepare material for use in these experimental projects. The committee comprises representatives of All India Radio, Ministries of Education, Food and Agriculture, Delhi State Education Department, Indian Adult Education Association and Indian Institute of Mass Communication.

Among other recommendations made by the seminar were: Greater use of film strips and inexpensive visual aid and the support of well-equipped libraries in the campaign; the importance of research and experimentation and the active support of voluntary organizations in the use of mass media for the liquidation of illiteracy.

Earlier, Dr. V.K.R.V. Rao a member of the Planning Commission, suggested the creation of an autonomous education board to liquidate illiteracy and to make the literate valuable members of society.

Audio-visual techniques could bring to the adults what was known as functional literacy, he said. Films, film strips, radio talks, pictures, posters, pictographs—all these could acquaint the illiterate with the world of agriculture, crafts, local democracy, co-operation and health habits.

Mr. L.R. Nair, Director, Indian Institute of Mass Communications, and Mr. P.N. Kirpal, Secretary, Education Ministry, stressed the need for quick expansion of the mass media.

The Role of Agricultural Educational Institutions in Adult Literacy

By J.C. Mathur

Jt. Secretary, Ministry of Agriculture, Govt. of India and Member, UNESCO'S International Committee for the Advancement of Adult Education

RECENT experience of western countries shows that it is the long-term aspect of adult education which has generally engaged educational institutions. This aspect is concerned with the perennial need for the enrichment of the human personality. This is what has been given recently the name, "life-long education" by UNESCO'S International Committee on Adult Education. In the implementation of this concept, educational institutions of all kinds have an important role to play both in the developed and developing countries.

Mass literacy, however, would seem to belong to the "emergency" aspect of adult education, viz., that which becomes central and effective as a result of a crisis. According to Malcolm S. Knowles, the developmental process of adult education tends to be more episodic than constant; it spurts in times of crisis. The crisis that challenges the developing countries is that of the inadequacy of skills for production related to economic development. The problem of poverty of these countries is by no means new. What has produced the crisis however, is first, the rapid increase in population and secondly, the urgent environment of increased production and development, the pressure for a quick exploitation of resources.

This crisis has given a new validity to those programmes of adult education which would promote the requisite skills among the large masses of people who are to be mobilised for programmes of economic development. Literacy is one of the most crucial skills that these people need today.

Can educational institutions play a role in this "emergency" aspect of adult education? The Education Commission of India which gave its report recently has envisaged for schools and colleges a special responsibility for what it has called the "mass approach" to literacy. It has advocated that the main brunt of the campaign for making millions literate through voluntary service should fall on the teachers and students in schools and colleges and recommended that they should be required to teach adults as a part of their compulsory national service which the Commission has proposed. It has even asked for relief being given to the teachers from school work by remunerating them for adult literacy work. The Commission thinks that the schools "will need to be transformed from a children's school to a people's school."

Experience of the use of general schools and colleges in literacy programmes of this kind in the past has been rather uneven. The implications of the emphatic recommendations of the Commission would no doubt be examined in greater detail. But so far as vocational and specialised educational institutions are concerned, these recommendations are more meaningful. In particular, agricultural colleges and institutions can and should welcome these proposals, because adult education for them means farmer's training. In the present day context in India when a new strategy of agricultural production for quick results has been launched, farmers training has become an urgent issue. In the training of farmers for production purposes, agricultural schools, colleges and universities have to make a distinctive contribution. Professional institutions particularly those concerned with agricultural training have, in respect of adult education an advantage over institutions for general education.

In the very nature of things professional or vocational education is an adult experience. The motivation here, for the young people who attend the courses is one of building a career in private life or as paid employees. The preparation for life in agricultural institutions is a more specific preparation. This specificity results in emphasis upon the courses and tasks that are practical and relevant to direct needs. This does not mean that agricultural institutions should intellectually be of a lower level. It only means that they are marked by an adult and meaningful approach to the process of receiving and analysing knowledge. It also means that the process of education is closely related to demonstrations of a practical kind. Secondly these institutions are better equipped to understand adult psychology. If an agricultural institution is truly successful, no adult farmer would feel odd in its class-rooms or farm. He would not be bothered with the contrast between the school and work environment which is so inhibitive to the average adult in a general institution.

In other words agricultural schools and colleges can provide what may be called "specialised adult education." I prefer this term to the "selective approach to adult education." The words selective approach give the impression that certain people are to be left out. But specialised adult education is the counter-part of vocational institutional education. It is true that modern institutional education seeks to break the barriers of specialisation. But

the very specialized character of agricultural (and industrial) institutions is their asset for adult education, an asset which the general educational institutions lack.

There is another reason why agricultural institutions in the developing countries have a greater chance of playing an active role in the adult education movement. The obvious lesson which the great adventure of the Community Development movement has for India is that it is not enough to provide an administrative net-work for rural areas, (which incidentally is one of the lasting and important results of Community Development). What we have missed, is the radiating point of reference for extension and training to farmers. We tried to build our Block headquarters into "centres of light." But they have turned out to be not very different from Government offices. The environment is not conducive to education and interchange of thoughts and experience on a footing of equality. Perhaps the history of the Community Development movement might have been in some respects very different if the "base line" for extension operations (quite apart from the rural administrative services) were to be agricultural or rural institutions. The points of radiation for information of the farmers could perhaps have been a chain of agricultural schools, colleges and universities dotted all over the countryside.

It should even now be possible to strengthen the extension activities among farmers by using the expert staff of agricultural schools and colleges for advice and training and their facilities and equipment for providing service. The existing number of agricultural Schools, Colleges and Universities in India is going to increase. Even though they cannot take over the countrywide agricultural extension, each can accept the responsibility for the surrounding villages, and in so doing it can organize adult education for the farmers. Already a beginning has been made of such extension programmes by some agricultural institutions depending upon the extent to which they have given a production-orientation to their academic outlook and methods. Without this emphasis upon production, and without a link-up with specific production programmes being launched by Government, agricultural institutions would not be able to elicit response from farmers.

Assuming that as a result of the two circumstances described above (namely, the 'adult' character of agricultural education, and its potential for extension work among farmers), agricultural schools, colleges etc., can be more dynamic in the voluntary literacy effort envisaged by Indian Education Commission, what is the kind of literacy in imparting which these institutions can be more effective? The Unesco definition of literacy considers a person literate who can with understanding both read and write a short and simple statement on his everyday life. This is an excellent basic definition. But it refers neither to the specific needs of an "emergency" such as a community's urgent task of increasing

production, nor to the special bias of the process of enabling the adult to achieve the desired level. The concept of "functional literacy" takes both these factors into account. Functional literacy calls for (a) a level in the skills of reading, writing and arithmetic that would enable the neo-literate to apply these skill to his function or vocation in life, and (b) an adjustment of the process of imparting literacy itself, so that from the very beginning of the lessons, a link is established between literacy and job-requirements,

Of these two requirements, the former concerns the "end product", while the latter constitutes what, decades ago, Mahatma Gandhi had advocated for the child, as 'basic education'. Experience has shown that basic education for children did not succeed to the extent expected partly because it had to balance correlation of work with the need of play for child-expression. The problem is different with the adult. Correlation for an adult engaged in a serious job is an obvious method of involving him in the task of learning. The motivation is immediate since the results of achievement are concrete and advantageous to the learner. Therefore it is important that the process of functional literacy for the farmer must be designed in graduated phases, each phase leading to some kind of application of even the partially achieved skill to a job. This is going to be challenge to the pedagogist. But the challenge cannot be met in the exclusive environment of a pedagogical laboratory. The mechanism of correlation for functional literacy for farmers can only be forged in agricultural Universities and colleges which for this purpose, should be provided the support and facilities of pedagogy.

The above proposal implies that primers text books and reading material as hitherto understood may have to be replaced, by specific and and specially prepared material sometimes even varying according to the local situation, crops and the production programme. There is no royal road to literacy, at least none for functional literacy. Reading material and the curriculum have inevitably to be flexible and sometimes even *ad hoc*. It is thus that literacy can be an ingredient of the production programme.

The very novelty and complexity of functional literacy for farmers establish the special role of agricultural institutions. General literacy drives can operate through the mobilization of individual volunteers and of simple organizations and institutions. But a programme of functional literacy is more sophisticated though no less urgent, and in it agricultural schools, colleges and Universities have to take the initiative and provide the sustaining spirit and resources. For this they are (and can be) better equipped than government departmental offices or the general type of voluntary organizations. They have their own farms, cattle and stocks of inputs. They are expected to have staff with both modern theoretical and practical back-ground. They have, in some cases, modern equipment for ploughing, appli-

cation of fertilizers and pesticides processing of seeds testing of soils etc. Above all most of the agricultural institutions are expected to be located in farm environments with easy access to the practising farmer whose queries they should be able to answer and with whom they should be able to establish a more intimate relationship on a footing of equality as between two fellow-professionals.

In the organization of functional literacy (as a basic element in the overall agricultural extension work), one can visualize four responsibilities to be discharged by agricultural institutions located in rural areas. First, they should analyse the basic and immediate requirements of the participating farmers in terms of literacy use and prepare the syllabus and reading material on that basis. For example, the High Yielding crops programme in India calls for a time-table for every individual farmer, simple accounts book for supplies and credit and simple correspondence with the governmental and cooperative agencies. An agricultural institution should for the specific programme in its local area, do some elementary research on the programme and compile lessons related to these requirements. This task of analysis and compilation will be continuous and can only be adequately discharged by staff that has practical experience of improved agriculture and has at the same time a leavening of educational psychology and methods.

Secondly, agricultural institutions will arrange for training of the instructors and the supervisory staff of the farmers literacy programme. These instructors will be operating in the interior of the country-side often individually and without the usual paraphernalia of a school. Therefore, their training would seek to make them self-reliant for meeting the situation and problems as may arise from time to time. Functional literacy being a complex operation, training and trials are an inescapable preliminary for it. One of the reasons why basic education for children did not progress well was the complexity of the correlation technique. In the case of adults the technique is not so complex because adult psychology is understood with less effort on the part of the instructor than child psychology. It is obvious that training will be more than pedagogy; it has to grow out of agricultural practices.

In the third place agricultural educational institutions located in the rural areas should function as the "baseline" for the literacy programme for farmers in the territory around them. It may be a district or it may be a block but it is important that the headquarters of the literacy operations for farmers are located on the campus of an agricultural educational institution. It is possible that this institution may take the form of Farmers Institute as distinguished from an agricultural school or college for the young people. In that case it must have its own farms and laboratories. Should that not be possible the Farmers' Institute may be located in the campus of an agricultural college, University or school. At these headquarter a number of part-time or whole-time

residential courses for farmers may be conducted with an element of literacy in it. The Farmers Institute may also maintain perepatetic teams of specialists going out to the centres where individual instructors would be operating and conducting training camps. These institutes will also be the headquarters for groups of neoliterate farmers and farm women, with whom a continuous and living contact through correspondence may be established. They will maintain a bureau for answering questions and supplying informations. They will also be related to radio programmes. In other words Farmers Institutes will be like *alma maters* for neoliterate farmers of the neighbourhood to whom they can turn for guidance and advice from time to time.

Finally the role of agricultural educational institutions in literacy for farmers can be strengthened if they share with Government the responsibility for providing certain essential services to the neoliterate farmers of the neighbourhood. These services may take the form of soil testing, providing on rent power tillers and tractors, arrangement for seed processing, helping in the repairs of tools and implements and rendering advice about marketing, packing etc. These services may not strictly be part of the literacy programme. But they would not only offer an attraction to the illiterate and an invitation to him to become literate, they will also be a process of follow-up education for the neoliterates. Literacy cannot be parcelled out into rigid compartments. It has a certain fluidity about it which may mean relapse into illiteracy unless steps for follow-up are taken by those organizations and persons who are engaged in the task of imparting literacy.

Whatever has been said above regarding agricultural educational institutions applies with greater force and pertinence to those among them which fall in the category of training institutions for agricultural extension officers and workers such as District Agricultural Officers, Agricultural Extension Organizers Village Level Workers, Animal Husbandry organizers etc. Indeed these institutions have to lead the way because their trainees are already involved in agricultural production programmes.

The role of agricultural educational institutions in mass literacy arises from the complex nature of functional literacy for farmers; it cannot materialise without an adequate appreciation of the interrelationship between adult education and those departments of Government and other organizations which are responsible for launching and supervising agricultural production. Nothing would be more detrimental to the progress of adult education than the growth of agricultural educational institutions as citadels of academic and theoretical knowledge. Even the jealously guarded autonomy of educational institutions will have to make a compromise when it comes to production programmes and extension work. Educational institutions and Government departments and organizations have to go together hand in hand without suspicion and hostility. There is no alternative to team-work.

Methods of Adult Literacy in India with Special Reference to the Use of Mass Media*

By Dr. T.A. Koshy

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LITERACY is one of the first and indispensable steps to development, both of the individual and of the community to which he belongs. The relationship between literacy and education on the one side and economic development on the other is sufficiently well established that it need no repetition. There is no substitute for literacy as it is a skill which one has to acquire for oneself if one wants to use it—a skill which frees one from a helpless dependence on others for knowledge and information relating to one's everyday life, besides giving one a potent tool for self study. Adult literacy is essentially acquiring the skills of reading and writing the mother tongue of the adult. He already has a fairly good vocabulary and can use his language effectively in conversation. The methods of adult literacy, therefore, differ from those of teaching an adult a language which he does not know. The method adopted for teaching reading and writing should be simple, effective, time saving and economic.

In general, the methods of teaching reading and writing can be classified into three main groups; namely, the "synthetic" methods, the "analytic" methods and combination of certain elements of both namely, "analytic-synthetic" methods. The term 'synthetic' refers to the mental process of combining the detailed elements of language (the sounds of the letters and of syllables) into larger units (words, phrases, and sentences) and the

term, 'analytic' refers to the mental process of breaking down the larger units into their constituent elements, i.e. a sentence which is a larger unit can be broken down into words, syllables and letters. Methods of adult literacy in India belong to one or the other of these broad categories.

Several methods are used in India for teaching reading and writing, and a few of these are briefly described below.

The Traditional Method

This is a "synthetic" method and is the main method used in schools as well as in a number of adult literacy classes. A majority of literacy primers are also based on this method with some innovations here and there. To simplify this method, some authors select the most common letters or those which can be easily written or those which can be grouped on the basis of similarity of their shapes and begin by teaching such letters by sheer drill. Then the adults are taught to make words through combining of the letters already learned, sometimes even making meaningless 'words' by such combinations. A variation of this method is the 'Zero' method of "Vigyan Bhikshu" of Calcutta. In this, a basic symbol, like "0" is selected and letters are constructed from that and later the letters thus introduced are combined into words. The principle of teaching first easy to write letters which also group together well on account of their similarity in shape is employed in the method used by the Mysore State Adult Education Council for teaching reading and writing of Kannada.

An improved traditional method has been used in Delhi Territory for some years. This is based on grouping of the letters according to the similarity of their shapes and also associating them with pictures and words. The picture of an object is shown to the students and they are asked to pronounce the name of the object. Then their attention is drawn towards the sounds in the word they have pronounced and then the letters representing those sounds are shown to them separately at first and then combined to make the word which is printed below the picture of the object.

A method similar to this is used by the Bombay City Social Education Committee in the hundreds of adult literacy classes they conduct in the city of Bombay.

The "Zero" Method

This method devised by "Vigyan Bhikshu" is used by the Bengal Mass Education Society for Bengali. This method is rather unique in the sense that it begins teaching reading and writing from symbols used in arithmetic. According to the author, all the numerals emanate from "0" (Zero) and the letters from 'O' or a numeral. The author also claims that this is a "synthetic" method, since the figures and the letters are built up step by step and the students proceed from one lesson to another along the path of least resistance. The student literally starts from nothing, i.e., "Zero." The drill for the recognition of letters is provided mostly through unconnected words and some sentences which are not related to each other. The conjuncts are introduced in the second Primer,

* A paper presented at the Seminar on Mass Communication and Adult Literacy organised by the Indian Institute of Mass Communication, New Delhi on Sept. 13-14, 1966.

The Primers for both language and arithmetic are intended to be taught in 75 hours with two hours of teaching every day. Out of the two hours, one hour is to be devoted to actual teaching and another hour to general information. For the latter, the author has prepared a set of books on different topics to be read to the class by the teacher.

The Alphabetic Method

As mentioned earlier, this method is used by the Mysore State Adult Education Council for Kannada language.

Six letters having similar structure are grouped on each page of the primer. The grouping has been done on the presumption that it will be easier for the student to learn to write the letters as a group. The drill of the letters is provided through unconnected words, phrases and sentences. There are a few pictures on each page to help recognise certain words.

The primer is intended to be completed in 12 hours. When finishing this primer, the student is expected to recognise 30 characters of the alphabet. Reader II introduces the vowel signs and conjunct consonants. Drill is provided through words, sentences and running matter. The topics selected are close to the life of the adults and sentences are short and the language is simple and easy. This is intended to be finished in 63 hours at the end of which the learner is expected to know all the letters of the alphabet and to read anything written in simple language.

Reader III contains stories, narratives and dialogues on interesting topics and is intended to be completed in 75 hours at the end of which the adult learner is supposed to be in a position to read newspapers and understand what is read; to be well versed with arithmetical calculations used in his day to day transactions, to be able to write a letter or an application and possess

general knowledge of history, geography and socio-economic and political situation of his country.

Alphabetic—picture—association Method

This is commonly known as the "Laubach" method named after its author, the well known Dr. Frank C. Laubach. The basic theory behind this method is that the students are able to recall to memory the shape of a letter if it resembles the shape of an object whose name begins with the same letter. For instance, the picture of a tap (नल) resembles the letter न and so if the students can recall to memory the picture of "Nal" they could easily remember the shape of the letter "Na". Whether this approach really helps the learner is a debatable point and there is considerable difference of opinion about this theory. One of the serious disadvantages of this method is that such natural resemblances of letters and objects can not be found for all letters and so some artificial resemblances are worked out, and the students find it difficult to notice the association between the object and the letter which it is supposed to represent. One of the attractive features of this method is that suitably graded Readers I to VI are also available as immediate follow-up of the "Laubach" Primer and the Charts. Such charts, primers and Readers are available for Hindi, Tamil, Kannada, Oriya and Bengali.

The "Awasthi" Method

This method devised by the late Shri B.D. Awasthi of Lucknow is based on the modern principles of educational psychology. The main principle kept in view is that the rate of learning is faster when the head, heart and of an adult work together. The author had prepared primer and charts based on the primer and also follow-up readers for his method. This method has been widely used in

the Community Development Blocks in Uttar Pradesh. Writing of alphabets is first taught and then reading. The alphabets, their different strokes and the words and sentences made out of them are serially numbered and they are to be taught in the definite order designed by the author. It is claimed that by this method an adult student learns all the Hindi alphabets, the vowel signs and a few conjuncts in 20 days. He will also be able to read 363 words and 200 sentences formed with them.

After this period of learning the alphabet, the author uses 6 graded follow-up books of 24 pages each for further learning and fixing the literacy knowledge by the adult student. These books are mainly in story form.

The Rhythmic Method

This was originated by Shri A.B. Mande and was formerly known as "Mande" method. The primer has different verses on every page, mostly from epics, which are very popular in rural areas. The language used may be described as the language of the people. The verses have a religious and cultural background. According to the author, the recognition of letters is done through songs. The students recognise the letters and the vowel signs in about a month while reading the songs and looking at the letters. The aim of the author seems to be to try to develop among the students the habit of seeing the words and sentences as a whole and beginning to recognise letters gradually. This method is being tried in a project at Gorakhpur in Uttar Pradesh. The author claims that this is an ideal method to be used over radio, because of the use of songs. He is of the opinion that the students can also sing these songs while they are working in the fields or during their leisure time and thus continue their interest in learning to read.

The Tomar Method

This is one of the "analytic"

methods and it starts with small sentences which go to make up a short story. Beginning with a sentence, the method breaks into analysis of the key-words of the story into "Sub-words" and finally the analysis of these "Sub-words" into alphabets. After the mastery of the alphabets, these alphabets are used in synthesising new words and thus building up a new vocabulary by the adults. A similar method known as "Nutan Shabda Paddhati" is used in Marathi in Bombay by the Bombay City Social Education Committee.

The Ansari Method

This is a picture-word-association method devised by Shri Hayatullah Ansari. It is based on the maxim of leading the student from "Known to unknown." Through the help of a picture the student learns a word. Most of the words are by-syllabic. Drill is provided by repeating the words in normally meaningful sentences, although some of the sentences used in the earlier portion of the primer have no relation with others. This method differs slightly from other simple picture-word method. The author has taken pains to see that whenever a new bi-syllabic word is introduced, one of the syllables is already known to the students. Thus, syllables become the focal point and the author's intention seems to be that of making the students recognise the word as a whole. One innovation that the author has made is the use of flash-card to fix the syllable and the device of introducing a new word, one syllable of the word is already known to the students. He emphasizes the principle that words or letters should not be introduced to the students without relating them to something which is already known to them. The author has prepared primers, charts and reading materials based on his method both for Hindi and Urdu. A teacher's guide-book is also available.

Chorus Key-word Method

This method popularly known

as the "Pathik" method, named after its author Shri Salig Ram Pathik, creates an "Atmosphere" in the class by the teacher giving an interesting talk and singing the chorus songs in the beginning. Most of the songs have a religious and cultural touch which appeal to the village adults who come for literacy. The theory is that it becomes easier for the adults to remember the "Key-words" because of the rhythm. These key-words are analysed into their component parts. These key-words are made out of 8 alphabets and the students learn these 8 alphabets through words and sentences made by the combination of these alphabets and words. The success of this method depends not only on a well trained teacher but a teacher who has ready wit and humour, interesting experiences to narrate and an abundance of zeal and enthusiasm for literacy teaching.

Picture—word—card method

In this method used by the Bombay City Social Education Committee for Marathi, there are 20 cards. On the left hand side of the card there are 4 double colour pictures of the 4 objects, their names written below them. Up to lesson 3 the names consist of bi-syllabic words only. On the right hand side the words introduced on the left are printed at the top in red colour. This is followed by a list of words made by permutation and combination of the letters used in the words already introduced. At one end of the card there are two sentences made of the words just learnt. At the bottom of the page all the letters used in the words introduced to students are printed in red. The vowel signs are introduced from lesson 5.

With the help of the pictures, the students are expected to recognise the words and as the words are bi-syllabic combined with the fact that the language is phonetic, it is presumed that the students will be able to analyse words themselves into their component parts and be able to make

new words using only those letters only.

The students are supposed to finish the set in 20 days. This set of cards is in a way a self-teaching device and is intended for over coming the difficulties of making the adult learn the basic skills in the classroom. When the students have learned the words and letters of a set at home during their leisure hours, the regular class-room instruction would begin for further learning.

Besides the literacy methods described above some new methods have also been evolved. These are the "Naya Savera" Primer and Charts of Literacy House, Lucknow, the Raisam Method and the Integrated Literacy Method.

The Raisam Method

Shri Venkat Rao Raisam has evolved a new method of teaching the three R's, which is known as the 'Raisam' Method of Adult Literacy and was tried in Himachal Pradesh and in Delhi Territory.

Shri Raisam draws a distinction between literacy and education and limits literacy to three R's only. Of these three, he feels that all illiterate adults are almost familiar with the two, namely reading and arithmetic through expressing their thoughts and ideas and through counting. He, therefore, emphasises that the third aspect namely that of writing, which he defines simply as drawing lines, straight and curved. He also feels that with the sharp memory, intelligence and ideas which the simple villager possesses, he can be made literate within a maximum period of one month, if he is taught writing and reading through this method.

This method is actually a synthetic or what we call a traditional method of introducing writing of alphabets first and then slowly proceedings to reading with synthetic methods of word building and sentence construc-

tion. As an aid to teaching during the first few lessons for introducing alphabets and "matras" or vowel signs, the simple materials like pieces of ropes, seeds and pebbles are used for familiarising the adult learners with the shapes of the letters and with movements of the hand necessary for drawing different strokes that go to make these letters.

Integrated Literacy Method

Another method that was recently developed by Mrs. Helen Butt of Nilokheri is the Integrated Literacy Method. This is primarily a synthetic method and the letter is the most significant unit. However, this method uses "eclectic" approach. The salient features which differentiates this method from the traditional method are:

- (i) use of meaningful words right from the start
- (ii) choice of a different sequence of letters and "matras"
- (iii) the postponement of teaching of numbers and arithmetic till the last five lessons, which total up to 70 in all.

The author lays very great stress on the method of teaching and preparation of appropriate instructional materials to relieve the insufficiently trained teacher of the need to make choices and decisions in matters which are well beyond his powers. She also emphasises the use of a tested framework within which he has to work and his training in the method best adapted to achieve success within that framework.

The integrated literacy method, therefore, goes into minutest details regarding the sequence of teaching and the way of dealing with each item of instruction. The techniques used in this method follow from the significant characteristics of adults. It is assumed that adult learners have a higher level of understanding, richer experience

and greater vocabulary as compared to children. These are to be used to the best advantage for building the skills in reading, writing and arithmetic through initiative, self education and independent learning by the adult learners with the help of the teacher. Rote learning which entails a heavy load on memory, is reduced to the minimum by substituting mechanical repetition with an understanding of the principles underlying correct reading and writing which are to be explained to the adult learners by the teacher which, it is assumed will facilitate the learning of correct reading and writing.

This method was tried in an experimental project in Punjab.

Though the importance of the media of Mass Communication in adult literacy has been recognised by adult educators in India, such media have not been used in actual literacy instruction. Radio and films have been used largely in pre-literacy campaigns for motivation of the adults to join literacy classes. Mass media have also been used in adult education programmes such as Radio Rural Forums.

Excellent results have been achieved in other countries, particularly in Italy and in Columbia, in literacy teaching through radio and television. It is high time that we in India should experiment with the mass media in direct literacy teaching.

Several of the methods described above are adaptable for use on radio. Shri A.B. Mande has actually adapted his "Rhythmic" method for use on radio for teaching illiterate adults. He has also approached the All India Radio to extend to him the necessary transmitting facilities to experiment with his method at Gorakhpur.

Since Delhi has television, it is also possible to design an experiment to use T.V. for literacy teaching in Delhi Territory.

As a massive attack on illiteracy is to be launched during the fourth Five Year Plan, the possibility of using radio for making large numbers of illiterate adults literate should be urgently investigated and the methods perfected. We have waited too long for this. The time has now come for action.

Seminar on Eradication of Illiteracy

Dr. P. B. Gajendragadkar, Vice-Chancellor of Bombay University, appealed to the intellectuals in the country to create public opinion to discourage taking recourse to fast as means for solution of socio-economic problems.

Dr. Gajendragadkar was inaugurating on Nov. 4 at Hyderabad a four-day seminar on "Eradication of illiteracy—Unesco's contribution to world programme," organised by the Council for Social Development to mark the 20th anniversary of the Unesco.

Andhra Chief Minister Brahma-nanda Reddi who presided over the function called for a total national effort for the eradication of illiteracy in the country. He said conventional methods would not be adequate for eradication of illiteracy.

President of the Council for Social Development C.D. Deshmukh gave an introduction to seminar while Mrs Durgabai Deshmukh presented a report on its work.

Twenty Years of Education in Unesco

IT is not without significance that education is listed first in the title of Unesco's functions. For education was early considered as a priority in the Organization's activities, and now, the lion's share of funds devoted to development goes directly to both education and science.

Early Work

In its earliest days, Unesco's main educational efforts were directed to helping repair the ravages of war. Books, school and laboratory equipment and teachers were sent—as far as the Organization's then relatively small resources allowed—to wherever needs seemed most urgent: France, Greece, China, Poland, the Philippines, Czechoslovakia, Japan, the Middle East, Korea. It was more or less emergency help.

In December 1948, a new momentum was added to Unesco's educational policy when the UN General Assembly adopted the Universal Declaration of Human Rights. Education was acknowledged thenceforth as the inalienable due of every human being, but it was very clear even then that nearly half of mankind was deprived of it.

In its early years, also, Unesco began sending to various Member States, at their request, teams of experts for the purpose of conducting general surveys on the expansion and reorganization of education. In its crusade against ignorance, Unesco helped to set up what were then known as "fundamental educational centres"—pilot projects to teach practical skills for the improvement of life in rural areas. The first centre of this kind was opened for men and women from 16 Latin American countries at Patzcuaro, Mexico, in 1951. The second, to serve the Arab world, opened at Sirs-el-Layyan in Egypt in 1953. Similar centres were set up in

Haiti, Iraq, Thailand, Ceylon and Liberia.

Meanwhile, the introduction of the United Nations Technical Assistance Programme increased the scope of Unesco's educational operations.

Universal primary education

For the purpose of speeding up the expansion of primary education, Unesco embarked in 1951 on a campaign to influence world opinion by means of international and regional conferences on technical subjects. The interest aroused by these conferences was reflected in a growing number of requests for assistance in the form of expert services and fellowships, particularly for teacher-training. After the Unesco General Conference in 1956, a major project was launched for the extension of primary education in Latin America. This followed other ambitious regional development programmes—chiefly for primary education—in Asia, Africa and the Arab States. Basically, all such long-range development plans have been aimed at making primary schooling universally available, and free, to all children in the shortest possible span of time. In most of the developing countries, target date for this has been set at 1980. Results of progress achieved in educational development at all levels are reviewed periodically at Unesco-convened conferences of Ministers of Education of the regions concerned, assisted now by ministers responsible for economic planning.

Educational Planning

But it soon became clear, as the projects were put into operation, that most of the countries involved lacked the machinery, the trained personnel, and the experience needed for the planning of effective educational development. Experience showed that no educational programme could usefully or profitably be

embarked upon without a complete survey of the country concerned, its national, social, economic and cultural aims, and the extent of the educational and trained manpower requirements.

As a result, in 1959 an international symposium on educational planning was held in Paris, and at the regional conferences of Ministers of Education in Karachi (1959), Beirut (1960), Addis Ababa (1961) and Santiago, Chile (1962), the need for educational planning was stressed. An ever increasing demand from Member States for technical assistance in planning at all levels followed. By early 1965, more than 50 countries had received short-term missions, while 50 others had technical assistance from planning experts.

All this culminated, in 1963, in the creation by Unesco of the International Institute for Educational Planning, in Paris, with initial help from the World Bank and the Ford Foundation. Its purpose is to train educational planners at the highest level and co-ordinate research on an international scale. Regional centres for the training of educational planners and administrators have since been set up in Beirut, Dakar, New Delhi and Santiago, Chile.

A further impetus was given to planning for investment in education in 1963, when the World Bank agreed to lend funds to developing countries for the extension of secondary, vocational and technical education as part of the whole process of national development.

Unesco-aided Institutes

In addition to educational planning, during the past few years Unesco, with the governments concerned, has helped set up a number of regional institutes and centres concerned with the whole spectrum of educational

development. These include: for Africa, the Regional Centre for Educational Information and Research at Accra, Ghana; the Regional School Building Centre at Khartoum, Sudan; the Regional Textbook Production Centre at Yaounde, Cameroon; the African Institute of Adult Activities at Ibadan, Nigeria; and the East-African Literacy Centre at Nairobi, Kenya. For Asia: the Unesco Regional Office for Education, and the Institute for Child Study, in Bangkok, Thailand; the Asian Regional Institute for School Building Research, originally at Bandung; Indonesia, then at Bangkok, now at Colombo, Ceylon; the Asian Institute for the Training of Teacher-Educators at Quezon City, Philippines; and the National Institute of Educational Research in Japan. For Latin America: the Regional Office for Education in Santiago, Chile; the Regional School Building Centre for Latin America at Mexico City; the Latin American Institute of Educational Films in Mexico City; the Model Educational Documentation Centre at Havana, Cuba; and the Institute of Education Research in Buenos Aires, Argentina. For the Arab States: The Documentation and Research Centre in Cairo, UAR. In Europe: the Unesco Institute for Education, Hamburg and the Youth Institute at Gauting, near Munich (for which support has since been terminated) in the Federal Republic of Germany.

Unesco has also for some years co-operated with the UN Relief and Works Agency in an educational programme for Palestine refugees in the Middle East. Collaboration began in 1950 and has been Unesco's biggest continuous programme.

Teachers

The rapid expansion already achieved in educational enrollments, especially in the developing areas, has often resulted in a crucial shortage of qualified teachers, above all at the secon-

dary level. Consequently, another educational priority for Unesco is the status of teachers. For some time, Unesco, in collaboration with the International Labour Office, has been preparing an international recommendation on the professional, social and economic status of teachers. It is planned to have this accepted in the near future as an international instrument for educational progress.

Pre-and in-service teacher-training has for some time been one of Unesco's major concerns. As a result of the Major Project for the Expansion of Primary Education in Latin America, between 1957 and 1965, some 354,000 more teachers were trained, bringing up the present number of teachers to over a million. And in Africa, for example, co-operation with the UN Special Fund, now incorporated into the UN Development Programme, has enabled Unesco to create and operate, for an initial five-year period, 19 advanced teacher-training colleges, 16 in Central Africa, 3 in North Africa, with another 2 similar institutes in Afghanistan and Saudi Arabia.

New Methods

It soon became obvious that problems inherent in educational expansion—the startling population increases in most areas, and the consequent growing shortage of teachers both in quantity and quality are the chief ones—will not be solved without the introduction of new techniques and methods of teaching. This is now possible in both school and out-of-school education through the use of audio-visual methods—films, radio, television and programmed instruction. One of Unesco's tasks in recent years has been to work out this new pedagogy and popularize it, particularly for the developing countries. Already the Organization has sponsored systematic and controlled experiments in the use, effects and requirements of these new methods mainly in the

teaching of science and languages. In this connexion, pilot experiments were initiated, and are continuing on new techniques for literacy and adult education—mainly by television “clubs”—at Dakar, Senegal, and through the activities of the Latin American Educational Film Institute in Mexico.

Literacy

Currently, an urgent Unesco priority is the literacy campaign. From the very beginning the Organization's efforts have been devoted to the fight against ignorance, but it soon became evident that mere ability to read and write was not enough. Careful and scientific attention must be paid to the content of such education being brought both to developed as well as less developed peoples, so as to integrate this instruction and its results into overall plans for national development. This became known as functional literacy. For a long time previous Unesco action in this field was limited to making studies, providing technical assistance and initiating pilot projects for research and training such as the fundamental education centres for community development.

In 1961, the UN General Assembly asked Unesco to prepare a report on the illiteracy situation throughout the world. Since then, in addition to its programmes already in operation in this field, Unesco has collected knowledge and helped mobilize public opinion for an eventual world campaign aimed at eradicating illiteracy altogether. In the course of this, it was discovered that at least 700 million adults in the world—two out of five—are illiterate and that this figure has been growing at the rate of several million a year; one figure put this growth as high as 20 million per year. Estimates indicated that of the nearly 200 countries in the world, 97 have an illiteracy rate of over 50% and 20 of 95% or more.

Following on the World Congress on Literacy in Teheran in 1965, where this crucial problem was studied by 88 national delegations, including 56 Ministers and Under-Secretaries of Education, and following approval from the UN General Assembly, Unesco put into operations its experimental literacy programme to pave the way for a world campaign. Under this plan, experimental literacy projects are being launched in a limited number of countries, with assistance from the UN Development Programme, and concentrated on organized sections of the community where motivation is likely to be strongest and such education likely to speed local development. Five of these projects are already under way in Mali, Algeria, Iran, Tanzania and Ecuador. Altogether some 40 countries have requested aid in this connexion and Unesco

missions have been, and will be, sent to help the governments plan national literacy projects.

Youth, discrimination, international understanding

Other educational fields in which Unesco has also been active include out-of-school education for youth, especially those involving the participation of young people in development schemes and activities—designed to promote international co-operation, as well as in physical education, sport and science education; and in ways and means to promote the implementation of the convention against discrimination in education, especially as regards the access of women and girls to education. In its adult education activities Unesco in recent years has strongly supported the idea of “continuing education”—the growing realization that an educa-

tion doesn't end with the termination of formal education. Man can never cease to learn and apply new knowledge to help him in everyday life. This is particularly the case with adult education.

This is a selection of Unesco's activities. Underlying them all is the constant aim of promoting international understanding as a prerequisite of peace as laid down in its Constitution. This object is specifically furthered by specialist missions sent to teacher-training institutes, the preparation and distribution of publications on education for international understanding, and the constant expansion of the Associated Schools Project, which now includes a programme on human rights and international understanding at 419 primary, secondary and teacher-training schools in 51 countries.

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Adult Illiteracy And Its Solution*

By S.C. Dutta

Chairman, Asian South Pacific Bureau of Adult Education

I am thankful to the International Union of Socialist Youth for giving me this opportunity to speak on the problem of illiteracy in India. This problem has assumed great urgency because of the need for rapid economic development in the country and for solving our deteriorating food situation. We will have to make a concerted efforts for the liquidation of illiteracy if we are to harness our human resources for quick development. Therefore this training seminar is not a day early and it is my hope that you will be able to draw up practical plans for combating illiteracy.

To build a democratic society, it is necessary to have educated people, so that they are able to take part in the development of the society intelligently, efficiently and with understanding. To quote the Education Commission's report "The farmer who tills the soil or the worker who turns the machine must understand the nature of the soil and the machine and acquire some acquaintance with the scientific process involved in production in order to be able to adopt new practices and improve upon them. Mere persuasion or coercion cannot arrest population growth; people must understand the implications of unchecked increase in population, acquire some knowledge of the laws of life and appreciate individual responsibility in programmes of family planning. No nation can leave its security only to the police and the army; to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures.

"Thus viewed the function of adult education in a democracy is to provide every adult citizen with an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political." (Page 422)

I am sorry for this rather longish quotation, but it clearly brings out the role of adult education in a democracy. But programmes of adult education, in the Indian context must include liquidation of illiteracy because 70 per cent of the Indian people are unable to read and write and thus are unable to effectively participate in the exciting adventure of building up a new India, where equal opportunity will be provided to all.

The number of literates in India increased from

16.6 per cent in a population of 39.2 crores in 1951 to 24 per cent in a population of 43.9 crores in 1961. But during the same period illiterate population of the country also went up. It increased by 36.3 crores inspite of the increase in literacy percentage. Thus you will see the growth of literacy has not kept pace with the increase in population with the result that the number of illiterates in the age-group 15-44 rose to about 13.1 crores and it is estimated, that at this rate, the number of illiterates would have gone up to about 14.5 crores at the beginning of 1966, would go up to 15.7 crores in 1971 and 19 crores in 1981. It will thus be realised that unless we make a massive effort and mobilize all our resources in men and material we will not be able to achieve cent per cent literacy.

But before I go on to discuss the nature of the effort needed to achieve our goal, it would be better to clarify certain basic concepts about adult literacy.

What do we mean by adult literacy, what is the standard of literacy to be aimed at and what should be the method and approach to tackle this problem?

According to UNESCO "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 country's development and for active participation in the life of his country."

We must pause here and try to understand the implications of Unesco definition. A person will be literate if he can use the skills of reading and writing to communicate with the educated group in his own social group and is able to use these skills to his vocation in life. Obviously the level of literacy will not be the same everywhere, but the man who has reached that level required by his own particular environment will be able to make the transition from an oral to a written culture.

According to the Education Commission, "Literacy, if it is to be worthwhile, must be functional. It should enable the literate not only to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge which will enable him to pursue his own interests and ends."

According to the Commission "Literacy Programmes should have three essential ingredients:

(a) It must be, as far as possible "work-based"

* Paper presented at the International Training Seminar held at Poona from October 24 to November 7, 1966.

and aimed at creating attitudes and interests and imparting skills and information which will help a person to do efficiently whatever work he is engaged in.

(b) It must help the illiterate to interest himself in vital national problems and to participate effectively in the social and political life of the country.

(c) It must impart such skills in reading, writing and arithmetic as would enable him, if he so wishes to continue his education either on his own or through other available avenues of informal education."

Mary Burnet in her excellent booklet ABC OF LITERACY says : "Functional literacy is really the key that unlocks the door to the future, because the person who has achieved it has learned to learn for himself. He no longer has to be content with what other people choose to teach him; he can find out for himself what he wants to know. He can improve his occupational status and enrich his leisure. He has learned to reflect on what he reads, to make comparisons and draw his own conclusions. He can contribute more effectively to civic and political life; he can express his own opinions and demand his rights. He no longer feels himself the pawn of others; he feels master of his fate."

IAEA's Lead

The Indian Adult Education Association at its first conference held in 1939 in a resolution said "that adult literacy in India should aim at imparting a fairly effective knowledge of the instruments of learning and should therefore be planned to satisfy the minimum standard set forth here under :

- (i) Reading and understanding of the meaning of a simple passage corresponding to the standard in the Second Reader used in that area,
- (ii) Writing of simple passage to dictation or a simple letter,
- (iii) Filling in of the common postal forms, and
- (iv) Manipulating the first four compound rules for small sums of money and the common measure of weight in use in the locality.

"The Conference recognises the possibility of relapse into illiteracy of the adults who fulfil the requirements of the first stage unless they are provided with opportunities for pursuing and improving by means of continuation readers, village libraries, and suitable news sheets and with this end in view strongly recommends the adoption of suitable measures through the organisation of post-literacy courses and study groups and the supply of easy interesting literature or otherwise for making literacy

an effective tool in developing the individuality of the adults.

"The Conference recommends that this post-literacy course should lead the adults under instruction to a stage corresponding to the 5th standard and literacy should be considered to be effective only when this stage has been reached. It is suggested that the completion of each course should entitle the adults to Junior and Senior certificates" (*On to Eternity*, Indian Adult Education Association, P. 135—136).

I am giving these quotations, so that you may know what had been the views of adult educators and experts in the past about the standard to be attained. The last quotation that I wish to present before you is from the Report of the Seminar on Planning Adult Literacy in Asia held in Simla this year. While defining literacy, the Seminar said "that functional literacy should be of such a character that there was no possibility of a relapse into illiteracy".

Thus you will find that there is near unanimity on the question of standard. Literacy skill must enable one to function freely and efficiently in the community to which one belongs; it is a stage which must lead to the ability for self-study; it is a stage after reaching which a person will like to read books and newspapers to satisfy his hunger for more knowledge.

I would like the Seminar to consider this standard of literacy because if we are agreed on this definition then the question of approach and organisation will be easy to tackle.

III

If functional literacy in our context means the attainment of an educational standard which is equivalent to the fifth standard, it would be wise to plan the literacy programme in two stages :

(1) A five-month course in which the adult should be initiated into reading, writing and simple arithmetic. This should be a simple course which can be handled by teachers and/or volunteers, who are given a short orientation training course.

(2) A second five-month course, which should be more advanced and should aim at improving the skills acquired earlier and at guiding the adult to use them for his own purposes. This course should enable the adult to acquire sufficient skills and general knowledge to profit by self-study of simple literature and further education in continuing classes.

These ten-month courses would involve $1\frac{1}{2}$ hours work on five days a week. A minimum of 300 hours is necessary for the adult to get necessary skills in

reading, writing and simple arithmetics to be effectively literate.

For organising this course, it is my tentative but very definite opinion that the responsibility should be that of the school system. The schools must take the responsibility of conducting the ten-month literacy course as part of the normal work and so arrange its syllabus, curriculum and teaching techniques as to serve the needs of adults in addition to the formal teaching of children. It must also organise part-time courses for the age group 11-17. In order to undertake this work, a change must come in our concept of the school. It should not just be a school for children, undertaking a limited task of running classes for five hours on working days, but a school meeting the community needs and rendering service to the community radiating joy and happiness to the people by acting as a centre for all cultural activities and extension services.

The schools should not merely exist to teach children but to make their illiterate parents and others in the locality literate and to organise follow-up activities for the neo-literates. The responsibility for organising, imparting and assessing progress of literacy in a defined locality should be placed on the school which serves it. The schools should be built and equipped to serve these new social functions. It should have at least a library. Even the smallest school should be kept supplied with carefully selected books from a bigger library centre. The concept of 'the Community Schools' should be adapted to the Indian conditions. Departments concerned with social and economic developments should also assist the schools to become centres for their extension services. The schools can serve the purpose of displaying exhibits and posters, utilising simple and useful reading material, arranging film shows and in several such other ways. **The school should become the school of social action meeting the needs of children and the men and women, serving the home, building health, fostering wholesome recreation, recognising civic needs, stimulating creative activity, encouraging vocational interests and cooperating with other community service agencies.**

It is absolutely essential that the concept of school should be modified to serve the social and economic needs of our society. In line with this modification a change in our teacher training programme is inevitable. Instead of preparing school teachers for teaching children we must train teachers of the "Community Schools."

Every training institution in the country should provide courses in principles and methods of teaching adults to all teachers under training. For teachers already trained short orientation courses should be organised. For the time being correspondence courses can be organised for others who cannot be spared for attending orientation courses.

Special adult literacy programmes are necessary for the handicapped section of the society, for example the women and the tribal people.

For women's education one scheme which has been tried can be used with advantage after some modification. In many villages there could be found able women who have had a little education at some time. These women should be persuaded to take some intensive educational courses of the type which have been successfully organised and are known as 'condensed courses' under the scheme of the Central Social Welfare Board. The courses would improve their education and train them for leadership among the women of the villages. They would then go back to their villages and engage themselves in organising adult literacy classes for women. Similar measures can be considered for tribal areas. In these cases, the educational programmes should be organised with due regard to their social and cultural practices and habits of life.

Based on this point of view, it should be possible to mobilize 4 lakh primary schools, 78,000 middle schools and 26,000 high and higher secondary schools for providing functional literacy to adult men and women. If each of the 4 lakh primary schools could run one course of literacy education of the ten-month duration every year, each of the 78,000 middle schools 8 courses a year and each of the 26,000 high and higher secondary schools, 10 courses a year, we will have 12,84,000 courses in a year and if on an average each course consists of 20 adults, we would be able to impart literacy education to 2,56,80,000 adults in a year. Granting that in the first few years it may not be possible to start these courses in each school, it should be possible by 1975 to provide functional literacy to all the effective adult population of the country.

IV

There is another approach which deserves your consideration and that is to link up literacy with social and economic development projects.

There are several projects introduced by various departments and organisations such as those of Agriculture, Cottage Industries, Community Development, Khadi and Village Industries, which have launched schemes of social and economic significance and involve large illiterate populations. The linking of literacy with these schemes will not only provide powerful motivation for literacy but also assist in improving its results. For example, the Khadi spinning scheme of the Khadi Gramodyog Organisation, involves several lakhs of women who are taught to spin yarn. During their training these women could not only be made literate but better workers for the Khadi development schemes. The Community Development Department has launched with the support of international organisations the Applied Nutrition Schemes. The problems

of nutrition and child care could serve as strong motivation for literacy and association of literacy training with the scheme of applied nutrition will undoubtedly render it more effective. The Agriculture Department has similarly intensive Agriculture Package Programme. There are several such schemes which will succeed much better if they are linked with literacy programmes.

There are hundred of thousands of men and women who have left their village or their traditional ways and are engaged in large scale construction projects or in industry. For them, as well, literacy and vocational classes should be provided and experience has shown that this will not only be of value to the individual but will result in a substantial increase in productivity. The first essential step in every programme of economic and social development should be the education of the men and women on whom their success depends.

V

In many countries those responsible for adult education work closely with film producers and radio and television broadcasters. All India Radio must enter the field of adult education in a big way. Cooperation of adult educators with the programme planners of AIR will go a long way to improve the educational content of the Radio and Television programmes.

Only a fortnight ago, we had a Seminar on Mass Communications and Adult Literacy in New Delhi. It recommended that mass media should be used in a variety of ways such as in enlisting public support for the fight against illiteracy, for making people literate and for motivating people to become literate and decided that All India Radio should undertake experimental projects for imparting literacy education through Radio and T.V. A Committee with a representative of the Indian Adult Education Association, programme planners and educators have been set up to prepare the syllabus of the literacy course through radio and T.V.

VI

Literacy, however, is not and should not be regarded as an end itself. Literacy alone will not prepare the citizen of today for the impact of technology and industrialisation on his mind and life as well as demands of civic duty as a member of a developed society. This is an era of rapid changes, when life-long learning has become the condition of survival. Therefore, all our effort must be made and sustained to provide continuing education.

Educated people need constant re-education, for the partially educated are no greater asset to themselves or to the country than the uneducated. Even the well-educated, may not be able to cope with the complex challenges of the modern world, unless their intellectual equipment is renewed continuously. To keep their professional competence in good repair and to improve it, and to deepen and refine their sensibilities, are among the tasks of continuing education.

Organisations like the International Union of Socialist Youth should actively undertake work in the field of continuing education for that is an area which needs greater attention and will yield worthwhile dividend needed for social and economic development on right lines.

Dutta Re-elected Member WCOTP Committee on Adult Education

Shri S.C. Dutta has been re-elected member of the WCOTP Committee on Adult Education. At the World Assembly held at Seoul, South Korea, Kwa O. Hagan of Ghana was elected chairman and Shri Dutta, one of the three members of the Committee.

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UNIVERSITY ADULT EDUCATION CONFERENCE

FIRST SESSION IN NEW DELHI ON DECEMBER, 18

The first session of the University Adult Education Conference will be held in New Delhi on December 18, to formally establish the organisation and to elect office-bearers and the Executive Committee, for a term of two years.

It is expected that the Chairman of the University Grants Commission, Dr. D.S. Kothari, will inaugurate the Conference.

At the Bhopal Conference on University Adult Education held in July, 1965, it was decided to establish an organisation to promote University Adult Education. An organisation Committee consisting of Dr. M.S. Mehta (Chairman), Dr. C.D. Deshmukh, Shri H.M. Patel, Dr. S.S. Bhandarkar, Prof. G.D. Parikh, Shri J.P. Naik, with Dr. Amrik Singh and Shri S.C. Dutta as Secretaries, was set up to draft the Constitution and convene a Conference within 18 months to consider the draft constitution and to plan the future course of action.

The first meeting of the Organising Committee was held on September 6, 1965 in the office of the Chairman of U.G.C. with Dr. M.S. Mehta in the Chair. The meeting was attended by Dr. S.S. Bhandarkar, Shri J.P. Naik, Dr. Amrik Singh and Shri S.C. Dutta. Shri K.G. Saiyidain attended by special invitation.

The meeting considered the draft constitution prepared by the Secretaries. It was modified in the light of discussions at the meeting. The agreed constitution was circulated to all concerned for approval and comment on December 20, 1965. The comments received were considered by the Organising Committee at its meeting held on February 20, 1966 under the Chairmanship of Dr. C.D. Deshmukh. In the light of the suggestion received from the University representatives and the discussion at the meeting, the Constitution was finalised and circulated to the U.G.C. and the Inter-University Board. The Standing Committee of the Inter-University Board at its meeting held on August 5 and 6, 1966 generally supported the move and approved the Constitution. The I.U.B. also decided to circulate the constitution to all its members.

OBJECTIVES

The main objectives of the UAEC are (1) to promote University Adult Education in cooperation with government, statutory and voluntary organisations in India and abroad; (2) to recommend to the Universities in India programmes for the Adult Education work in its various aspects; (3) to serve as a "Clearing House" for exchange of ideas, information and experience by Universities conducting adult education; (4) to hold Conferences, Seminars, Workshops, Institutes etc., for the discussion of problems of University Adult Education and (5) to organise training programmes, institute fellowships, publish literature and produce educational material on University Adult Education.

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UNIVERSITY AND THE COMMUNITY

THE Directorate of Correspondence Courses, University of Delhi in collaboration with the United States Information Service organised a seminar on "the University and the Community" in Delhi University on November 17 and 19, 1966.

The Seminar addressed itself broadly to (1) finding some of the basic problems facing the society today, (2) clarifying the responsibility of the Universities in assisting the community in the solution of these problems, (3) defining the role which the universities can and should play in this respect, and (4) evolving an outline of the mechanism and the process by which the universities can effectively help in solving the problems facing the community.

The Seminar was inaugurated by Dr. C.D. Deshmukh, Vice-Chancellor, University of Delhi, and emphasised the role of university in the community problem solving process. He observed that in the present dynamic situation it is no longer possible for the universities to keep aloof from the problems of the community. They have the responsibility to define and analyse the nature, causes and consequences of the problems that arise in the community. The universities have a special role in keeping the community develop a healthy attitude towards the various problems, and work for their solution.

The Seminar considered the role of the university as a community institution engaged in the function of discovering and transmitting knowledge. While in the Western Universities community service is now recognised as one of their major responsibilities it has yet to be accepted as an important function by universities in India. The Seminar emphasised that the responsibility of the university to imparting higher education should no longer be limited to young persons enrolled for formal education but should also be extended to the adult population of the country. In view of the rapid pace with which the scientific knowledge is increasing, the universities must respond to socio-economic problems of the community. They can no more afford to live in isolation in view of the increasing application of science and technology to problems of economic development in underdeveloped countries and to the problems of defence and peaceful coexistence. It has created a vast need for continuing education.

Defining the role which the universities can and should play in the community, the Seminar made the following observations. The universities can aid the community in taking up its problem on a continuing basis for systematic investigation, analysis and research. They can organise programmes of

higher education for the adults employed in various professions, industry, business and in the government. The universities can also make its research relevant to manpower development and other resource development in the context of the existing needs. The participation of the university should not be taken to mean that everyone in the university would work for this purpose. It should mean that university as an institution should be committed to community service.

For the involvement of the university in the task of community problem solving process to be effective it is essential that a department of continuing education and extension work be set up. The department will organise research and training with the help of all the faculties and departments of the university. It will organise evening colleges, correspondence courses, summer schools, short-term training courses, seminars and symposia. The government may be urged to allocate to the universities adequate funds on a regular basis to enable them to organise the community service efficiently.

Exploring the possibility of the international cooperation for exchange of experience, the Seminar recommended the following steps. (1) Seminars and conferences should be organised to exchange experience on national and international levels. (2) Experts from countries, who have long experience of running extension and community service may be invited and attached to universities in India in the initial stages. (3) Groups of teachers and personnel for training-cum-observation programmes may be deputed to Western universities from Indian universities, who on their return would organise and manage extension departments.

Three papers were presented by the following Indian participants.

1. Shri J.N. Mitra, (former Director of Correspondence Courses)
2. Miss S. Mehta (Sociologist, Department of Adult Education, N.C.E.R.T.) and
3. Shri N.K. Pant (Associate Director, Directorate of Correspondence Courses).

Nearly 65 persons participated in the Seminar. Some of the principal participants were Dr. Herman Niebuhr, Dr. Sanford L. Kravitz, Dr. Adlowe L. Larson, Dr. Martin Chamberlain, Dr. Francis M. Boddy, (all from U.S.A.) Dr. Ram Behari, Shri J.N. Mitra, Prof. Shukla, Dr. T.A. Koshy, Sarvshri S.R. Mohsini, Sohan Singh, N.K. Pant, S.C. Dutta, Miss Sushila Mehta.

ADULT EDUCATION AND LITERACY*

By A.G.W. Dunningham

Deputy Chief, UNESCO Mission in India, New Delhi.

THE Asian Bureau for Adult Education is a body concerned with adult education as a whole. This is why it is important to underline that literacy is an essential part of adult education and an inseparable part of continuing education. Only if literacy is an integral part of a larger educational framework, will it be successful? On the other hand, if illiteracy is not attacked, continuing education cannot be successful. In other terms, there is a correlation in both senses. The associations and institutions which are affiliated to the Bureau cannot neglect literacy activities, as was the case in the past in some countries. The importance of literacy has grown in the whole world and there is now a large consensus that:

- (a) economic and social development is hampered for large percentages of the population by illiteracy; and
- (b) that literacy is an essential part of any educational system and educational plans as a whole.

The gap which existed and is still existing between the associations or educational institutions dealing with adult literacy and adult education must be overcome.

Functional Orientation

On many occasions, during the last years the representatives of different countries agreed that adult literacy must be connected with social and economic objectives in each country. Adult literacy and adult education can no longer be a self-contained and self-sufficient activity; it must be

part of the dynamic social and economic life and it must be developed to serve the realistic grass-roots needs of the mass of the people. It could be very interesting and helpful if the seminar would pay attention to the linking of literacy programmes with specific problems of social and economic development in different Asian countries; for example, the food problem, creation of new industries, improvement of conditions in big cities, progress in local management and community life, etc. There are several departments in universities or in other institutions affiliated to the Asian Bureau that would be able to undertake this type of study and to help the functional orientation of literacy programmes.

Strategy

It is well-known that Asia is the continent with the largest percentage of adult illiteracy in the world (over 300 millions at least). On the other hand, it is also known that the differences in the percentage of illiterates are big. This means that the strategies must be very different. Not only from country to country but also from one region to another in the same country. Literacy in a modern sense needs to be adapted to various social milieux; different groups of adult population need different programmes, different curricula, different conditions, different lengths of education, and very often different methods. There is a real need to abandon uniformity in approaching all categories of adult population in the same way, because their level, their needs, their objectives, their possibilities of using the knowledge are not the same. For the Asian Bureau, this has two types of repercussions: on the one hand, there is a need for different associations (Trade unions, coopera-

tives, women's associations, etc.) to approach their members or even non-organized groups, taking into consideration their real differences; on the other hand, there are some research institutions or departments of sociology or extra-mural departments which are intellectually equipped to undertake some studies, to identify the needs of different milieux and to define the programmes which are aiming to satisfy these different needs.

The New Approach to Literacy

As said before, the strategies must be different. They are depending not only on the existing conditions, on the existing number of illiterates, on the financial and intellectual resources of a country, but also on their ideological approaches, historical and cultural background, philosophical attitude, etc. All this needs to be considered and respected, but at the same time, the functional approach to literacy—the approach of linking literacy to economic development—the so-called new approach to literacy which was accepted by the World Congress of Teheran—should be emphasized. This approach may be described with the words of the UNESCO Director-General, Mr. Rene Maheu:

“...This approach, like any concrete, practical, historical approach, involves an order of priorities determined by the economic conditions, problems and choices inherent in development. The nature of functional literacy automatically leads us to discard the idea of a frontal, global attack aimed at reducing and even eliminating illiteracy by an effort spread equally over all situations simultaneously, and to adopt instead a selective approach which deliberately con-

*Note submitted to the Asian South Pacific Seminar on “The Role of Educational Institutions in the promotion of Adult Literacy” held at New Delhi 24-27 October 1966.

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VISUAL AIDS IN ADULT LITERACY*

By Prof. (Miss) S. Rahman,

Indian Institute of Mass Communication, New Delhi.

STATED in the simplest terms, the problem of adult illiteracy is its magnitude. It has been estimated that more than 700 million people, nearly half the adults in the world, are illiterate, and this number is the very minimum because it includes also those who are merely able to sign their name. To this huge number of illiterate adults we, in India, contribute an estimated 144 million, or 21% of the world's adult illiterates. While all efforts must be made to eradicate illiteracy, it may be well to note at the very outset that the universal ability to read and write alone cannot liberate mankind from ignorance, disease and poverty. Literacy as a skill is not enough—it can best be viewed as an essential aid to individual and community development. A literacy drive must form part of a campaign for the economic and social improvement of the community. It is well to make this point, for if functional literacy is to be achieved there must be close connection between the campaign for community improvement and the literacy campaign, in the establishment of the actual content of literacy materials as well as in the preparation of visual aids to be used in literacy work. In a sense, the literacy class, right from the initial stages, must provide the key to the new world that is opening around the adult through the deciphering and understanding of words and captions, on posters and campaign materials, and should quickly lead on to the use of acquired skills in the reading and understanding of instructional materials. The world of the adult must be brought into

the literacy class and the sooner that is done the better. In doing so, principles of good teaching will not be violated for all that is sought is that the very first acquaintances with the written word should come to the adult in a way with which he is familiar.

In Asian countries the problem of adult illiteracy is disturbing not only because of its magnitude but also because in spite of all that is done to eradicate illiteracy and in spite of the fact that the overall literacy percentage is rising, the number of illiterates is increasing. In this discouraging situation, improved methods and techniques and the use of mass media will have to be introduced if the problem is to be tackled in any serious way. Today, by and large, methods adopted are tradition-bound and rely on the teacher, more often than not unskilled, imparting instruction through the primer and possibly a set of reading materials.

It is surprising that this should be so. While the case for an increased use of visual aids at all levels of education, from the pre-primary to the university, has been established beyond doubt, no organised effort has been made to make it possible for adult literacy to draw upon the advantages that such aids provide. In adult literacy where there is an extreme shortage of qualified teachers, more than in any other kind of teaching, visual aids have great advantage. Well prepared visual materials are a valuable means of offsetting the shortage of qualified teachers and for transferring teaching skill from the field worker to the visual media producer. All the manifold advantages of presentation through the visual media should be exploited in a literacy programme, for the adult must not only be motivated to attend

a literacy class, but his interest must be constantly sustained, his progress at each step made easier and his achievement more meaningful and the whole process of acquiring the skills of reading, thinking and communicating completed in as short a time as possible.

In these several tasks, the visual media have huge possibilities. They can be designed to motivate, to improve, to instruct and to provide recreation as well. An attractive poster may often well be the only bright spot—a focal point—in a drab, dimly lit environment, a fact which is often over-looked by those of us who live in cities surrounded by the display and advertising genius of the age.

In any programme designed to promote the effective use of visual aids, it is necessary to take note of a few basic facts.

Firstly, it must be clearly understood that the distinction between "literacy" and "functional literacy" is arbitrary. Literacy in order to be worthwhile must be functional. The objective of a literacy programme is to reach the whole man—to motivate him, to change his values and attitudes, to give him new skills which will enable him to help himself. This understanding must be reflected in the designing, production and use of visual materials. Visual materials must serve the dual purpose of educating or informing the adult as well as of teaching him literacy skills or at least, aiding him in the task. A production programme of this kind assumes the need for cooperation between the various agencies and departments handling development programmes in the field, and between the literacy expert and the media man.

Secondly, the quality of materials produced must be the very best professionally. It

*Paper presented at the Asian South Pacific Seminar on the Role of Educational Institutions in the promotion of Adult Literacy on October 26, 1966.

would be true to say that on the whole visual materials reaching rural areas are of a lower quality than similar materials in other areas. The question has to be asked whether the poor quality is due to financial or other considerations such as the attitude of mind that allows "anything" "to do" for illiterate adults.

Thirdly, **visual materials must be designed to meet specifically one concrete typical situation.** Language, clothing, human figure, environment must be used so that it is easy for the group for whom the material is intended to accept the lesson or the idea by enabling it to identify itself with the visual content. Visual materials will thus have to be provided at various levels to meet the varying cultural and occupational requirements of adult groups.

Fourthly, a **multi-media approach is most effective.** There must be a variety of aids, each reinforcing the other, so that the same idea or word is brought home to the adult in several ways. The visuals in literacy materials must find their source in all materials used in the general campaigns, so that there is co-ordination in a real sense between the new experiences of the adult and what he sees and learns in his literacy class. Also, requirements of the illiterate adult must be taken note of in the preparation of materials for the development campaigns, because information materials as well as literacy materials are all intended for the same individual or group.

It will be realised that production on the lines suggested above would in the initial stage, call for **experimental projects** attached to a campaign area. Such experimental work will have another justification for it, if it results in good visuals, tested and tried, for these can be used to support mass media programmes through the radio or TV.

And now to some consideration of visual materials that can be used with particular advantage in literacy teaching.

The film is of prime impor-

tance in any work with illiterate audiences. The fascination and the power of the moving image, seen in all-darkened concentration, can have an immeasurable impact on the audience—provided the film is good and made for the specific audience. We need good films not only to motivate adult audiences towards literacy but also towards other desirable purposes. Films specifically for rural audiences have not been made in India, while the impact of the all-purpose documentaries made by the Films Division has never been evaluated. However, whatever be the function of the Films Division films, the fact remains that films designed for rural audiences, to meet their specific needs, to instruct or to motivate them have still to be made. For literacy purposes alone, we do not have, for instance, any film which deals with the problem of adult literacy in as captivating a way as the Iranian film *Sepah-e-Danish*.

Posters can be used to inform, to instruct, to persuade as well as to teach. A good poster consists of an attractive, easily understandable visual image and a concise and striking slogan. Literacy posters should have carefully selected slogans, preferably those which in language and idea form a part of the culture of the particular group. Combined with the bold lettering that goes with the posters, the slogan can easily become a visual aid for teaching literacy. A series of posters on the different aspects and values of literacy, using suitable captions can be used with advantage during the early stages of a literacy drive.

Well illustrated reading materials form the back-bone of literacy work. It is important that the size of the first series of primers should be large and that emphasis should be on an almost full page illustration on each page, supported by a concise text. The literacy materials produced by the Unesco Arab States Fundamental Education Centre in Sirs-el-layan are an

example of good use of visuals. The first page of the first book opens with a full-page illustration of a farmer and the words *I am a farmer*, in Arabic. The illustrations become smaller after the first few pages but there is one on each page, and the balance between the text and the illustration is kept up in an appropriate manner right to the end.

That there is no use of a book without pictures is nowhere truer than in reading materials for adult literacy. Carefully chosen visuals depicting aspects of change and development can add a new dimension and understanding to words and sentences and can help to remind the adult of the new world to which his labours are taking him.

A special plea should be made for the **film-strip**, a medium which has been totally neglected in communication and teaching. It vies with the film in making a deep and lasting impression and in reaching large numbers. But unlike the film which is projected at a fixed speed and where the visual images stay on the screen for a fixed time, the filmstrip is flexible to use and can be made to do anything that a creative user wants it to do. Each frame can be held on the screen as long as it is necessary and there is no limit on the kind of material that can be included in the frames. In literacy, the illustration or word from the literacy primer can be magnified many times if it is transferred on a filmstrip frame. The filmstrip so used can assist in easy recognition of words and letters. Of course, post-literacy uses of a filmstrip are beyond number. The greatest asset of a filmstrip is that it is an inexpensive visual aid, capable of being used over and over again and of reaching large numbers. Filmstrip is, indeed, an inexpensive medium of mass communication.

Flash cards have the advantage that they are easy to prepare. Flash card sets may be used as effective vocabulary aids in word recognition and in the

teaching of basic arithmetic. A single flash card is an effective aid for putting across an idea.

Maps, charts and diagrams constitute another group of visual materials which can be used effectively in literacy work. These materials should be simple and clear, easy to understand and about subjects which have relevance to the adult. Whatever be the teaching method adopted—the synthetic, the analytic or the analytic-synthetic—the recognition of the letters of the alphabet is an inescapable stage in literacy. A pictorially attractive alphabet chart can assist in learning and should hang on the walls of every literacy classroom. Simplified maps of the country and of the village in which the literacy class is located can help to bring about an understanding of the adult's relation to the world around him. Graphs and diagrams can be used to aid in the understanding of such essential matters as village population, numbers of those literate and those going to school etc.

I have referred to some visual aids which have a special place in literacy work and in bringing about a community consciousness on desired lines. The essential point is that there is a **variety of visual aids**, all of which can be used to help in the understanding of skills and concepts and also in making learning and teaching an enjoyable process.

The visual materials must, of course, be designed, planned and produced with care. A **visual aids service** which is properly integrated with the work of agencies and departments working in an area can best handle this work. As it may not be feasible to produce all aids at one level, a decision will have to be taken regarding those which should be produced at the national or regional level and those which can be left to local initiative. Nonetheless, a clear line of communication must be established between the user and the maker at all levels, for visual aids, if they are to be fully effective,

must be geared to the needs of the specific situation.

There is, therefore, need for the establishment of visual aids services at various levels and as part of the larger work of development. These services cannot be brought into existence unless there is firstly, a clear recognition of the vital role that visual media can play in hastening economic and social development and secondly, cooperation and coordination between the production programmes of various agencies, ministries and departments.

Finally, any work of this nature must be placed on a **sound organisational basis**, with full possibilities of growth and development. Literacy must be **functional literacy and functional literacy** must soon grow into the need for adult education, for education is a never-ceasing process. Supporting services, too, must be provided sound bases and opportunity for growth and eventual change in their initial functions.

ADULT EDUCATION AND LITERACY

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centrates first of all on the points where circumstances are most favourable and on the undertakings offering the best return, and which progress by gradual extension...Deriving from the integration of literacy with development, we are asking economists and those responsible for the economy to make a corresponding and convergent change, which consists in treating literacy work, in theory and in fact, as a productive investment."

Educational Planning

The Bureau of Adult Education is concerned as we are, with ways and means of including the planning of the school system and out-of-school education as one to reach an overall educa-

tional system, that is to say, to reach a stage where a general plan will be framed for different school and out-of-school activities, including facilities for children, adolescents, and adult education. Planning of literacy is also an integral part of the overall planning. Unfortunately, in many countries, this is not done in this way, but literacy is merely a voluntary and facultative non-planned activity. The Asian Bureau could promote the idea of overall educational planning and to help also the training of the planners who will be able to include adult literacy in their general plans.

Mass Media

It is obvious that an efficient

fight against adult illiteracy cannot be developed on a large scale with only traditional methods and media. We all agree that manuals must be written in a different way, that modern techniques can be used, that audio-visual means must be developed, that broadcasting and television should be used, etc., the problem is therefore no longer of simply being convinced of the use of these media. We should ask all organizations cooperating with Unesco and who are active in different countries—and particularly the Asian Bureau—to start with some practical experiments, some practical experiences, using these so-called new methods and media. It

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THE ROLE OF SCHOOLS IN ERADICATION OF ILLITERACY*

By K. Kuruvila Jacob, Principal, Hyderabad Public School, Hyderabad

MOST people in India are not aware how vital and immense is the problem of illiteracy. The facts are startling. 70% of the population is illiterate in this great democratic country and what is more—there are about 56 million more illiterates in this country now than there were in 1951. We have always had illiteracy in our country, but it was not significant in the social order of the past. Today, India is on the march in a rapidly advancing world and we have found that we cannot make satisfactory progress in any field, when the mass of the population is illiterate. The general economic progress, industrial development, modernisation of agriculture, control of population, national security, effective working of democracy are all slowed down because of the great mass of illiteracy which is holding the country back.

On the other hand the illiterate individual remains insensitive to the harm that is being done to himself and to the nation on account of illiteracy. He has little prospect of a reasonable income or hope of better standards of living. He remains isolated from the progress around. He is not a free man in the shackles of poverty and ill-health which go along with illiteracy.

It was hoped at the time of attaining independence that we could have free and compulsory primary education upto the age of 14 by 1961. If we had achieved this, the problem of illiteracy might have been less serious today. But our hope today is that we may achieve this only by 1966. Even the Primary Education, we have been able to provide, has been to a great extent ineffective and wasteful and many children who have passed through the schools have not received functional literacy and many have lapsed into illiteracy. If we go on at this pace; it has been estimated that we shall not be able to liquidate illiteracy in our country even by 2000 A.D. This intolerable situation should end. The Education Commission has called for a nation-wide, coherent, and sustained campaign of a mass attack on illiteracy. This national emergency should involve Central, State and Local Governments—all educational agencies—all educational institutions and all educated men and women. It is in answer to this call that the important role of the schools in the fight against illiteracy has to be considered. Perhaps the most important role of the school is to bring in compulsory primary education upto the 7th class earlier than 1986, and to reduce the ineffectiveness and wastefulness that is common in the schools today.

Community Schools

This curriculum and methods of teaching in the schools should be closely related to the physical and social environment of the schools and to the needs and activities of the community. When the children and through them, the parents, know that in the school they are not only learning to read and write but that what they learn in the school will help them to acquire information and skills which will help them in improving their economic standards, more schools will be possible and the illiterate parents themselves will get interested in acquiring literacy.

When Gandhiji planned the programme of Basic Education, he had in mind the education of children as well as the education of the illiterate adults. He had hoped that the schools will be centres of the community, for children as well as for adults and that what will be learned in the school will not be mere literacy but education for living. The main principles of Basic Schools were to be the practice of healthy living, the practice of self reliance, the practice of productive crafts and the practice of recreational and cultural activities and that all learning should be related to the social and national environment. If these principles could be practised in our schools, the schools can become community centres where the children and adults will come for learning which they will value.

Thus one of the main steps to be taken for the liquidation of illiteracy is not only to make school buildings available for adult education but to develop the concept that the school is for the community, children and adults. The teachers also will have to be trained with this dual functions in view. It should be understood of course that the schools will have to be equipped suitably and that the number of teachers will have to be increased and the teachers who are given additional load of work will have to be remunerated for this purpose.

As the school will serve a dual purpose, it should be possible to provide more equipment for library, teaching aids, workshop, and recreational activities.

Social Service Camps

The schools can help in the national emergency also by arranging Social Service Camps, where with the help of teachers, planned adult education programme can be carried out. The Education Commission has recommended 10 days Social Service Camps for school children every year. If these camps are properly planned, effective work can be carried out and both the teachers and children will receive rich experience themselves.

The role of the school for the liquidation of illi-
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*Paper presented at the Seminar on Eradication of Illiteracy, held at Hyderabad on November 4 to 7, 1966.

University Response to Social, Economic and Cultural Development*

Miss Sushila Mehta

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UNIVERSITIES as integral part of the community perform the vital social function, through a highly intricate socio-economic process of selecting and training the young for their social roles in the community as efficient workers, responsible citizens and effective members of the community. From ancient times universities in India provided, effectively though indirectly, leadership in moulding intellectual, social and spiritual out-look of the communities. For the ancient Rishis and Gurus were not only teachers of their young disciples but they were intellectual giants who advised kings and people in general. Unfortunately these traditions did not survive British period when some of the modern universities were established in imitation of British Universities. Since that time onwards universities receded into their ivory towers having little to do with the community life around them.

Social Change and the Universities

Since independence, India is undergoing a rapid process of social change. There is an unprecedented expansion of higher education. New departments to cover new subjects are coming up. More than all there is a great expectation from the universities by the public and the Government. In a developing country like India, universities are expected to function as centres for the diffusion of new ideas and knowledge. Moreover, in a newly founded democracy as

ours, universities have another vital function to perform. As is pointed out by the Education Commission, in developing countries universities have special responsibilities of providing intellectual leadership, indirectly through studies, investigations, analysis and research in some of the important national problems. Problems like the processes of national integration, of the language problem or even communal tensions can be greatly clarified through objective studies and systematic analysis. It is in this sense that the Education Commission has envisaged the role of universities as the "Conscience of the nation."

Universities and the Adult Education

In a country where as many as 75% of the adult population have missed their schooling the need for developing a dynamic adult education programme is obvious. The need becomes even more urgent when the society is determined to achieve economic development and social progress. The farmer who is expected to adopt new methods and techniques of farming must have some education to grasp the scientific processes. The worker who tends the machine must reach a certain level of understanding to be a better worker. People have to understand the implications of unchecked increase of population to appreciate individual responsibility in a programme of family planning.

The universities have special responsibilities to develop programmes of adult education in a big way. The programmes have to be developed according to the needs of the various groups in the community and the areas of

operation of the universities. Different types of adult education programmes which are already in demand and about which some thinking and planning have been done may be briefly mentioned here.

Out-of-school Youth Education

The importance of out-of-school youth education has been widely recognised in the country. The Planning Commission did systematic thinking about youth education and made useful suggestions. It recommended youth education and youth movement with three fold objectives of character formation; development of professional skills and service of the community. Youth movement was a priority programme in the Second Five Year Plan.

In evaluating the working of youth clubs the Seventh Evaluation Report (On Community Development and some allied fields) of the Programme Evaluation Organization found that 62.6% of the youth clubs had become inactive or defunct. This indicates the need for systematic thinking and resolute action.

Although the term "youth" may include all those who fall in age-group of 14 to 25 years, it would be appropriate to divide them into two groups, namely 14 to 18 years and 19 to 25 years of age. For the first group an opportunity to complete the secondary education will have to provide through night classes, Sunday schools etc.

It is for the second group of 19 to 25 years of age that universities can play useful role in extending benefits of knowledge. Quite a large majority of them would be employed and therefore their programmes will

* Paper presented at a Seminar on "the University and the Community" held in the University of Delhi on Nov 17 and 19, 1966.

have to be planned according to their needs.

Girl in the above age group who might be already married and involved in household duties can also greatly benefit by condensed courses in various subjects.

Continuation Education

Facilities of continuation education for all those adults who could not complete their education and who are desirous of continuing their education will have to be provided by various agencies: universities and institutions of higher learning can play a useful role in extending these facilities. They are in a position to organize evening courses, Sunday classes, summer courses or correspondence courses. At the end of the session, they may conduct the necessary tests, or examinations or evaluation and certify the successful candidates.

Citizenship Education Through Extension Work

In a new and developing democracy the need for citizenship education is widely recognized. Universities through their extension lectures can carry out useful programmes of citizenship education in various subjects of national development.

Lecture Series on

- (1) Salient features of Indian Constitution.
- (2) Type and concept of democracy in modern nations.
- (3) Five-Year Plans
- (4) Planned Processes of Social Changes.

Or Extension Departments may use other adult education methods such as symposium, seminars or group discussion for subjects like.

- (1) Tradition and Modernity in India.
- (2) Social Structure and Technological Changes.
- (3) The new concept of citizenship.
- (4) Role of public opinion in a democracy.
- (5) The Indian way of life and what we stand for.

Worker's Education

India is in the process of rapid industrial development and the workers education rightly assumes special significance. It is rapidly becoming an important aspect of adult education. The need is further intensified due to the fact that the demand for skilled workers is increasing day by day as new projects are taken up in expanding Indian economy. It is estimated that by 1975-76 there will be a four-fold rise in the number of industrial workers alone. Education for such a large labour-force is essential to enable them to be efficient in production, to have mobility in their occupations both horizontally and vertically and to help them to adjust to changing conditions.

The term workers' education is understood differently in different countries. In U.S.A. workers' education is thought to be very near to trade union education. In U.K. where the programme has been in existence for decades it is considered to be a form of adult education for workers. In Scandinavian countries workers' education includes within its scope programmes of social and economic education and general and liberal education. The "Workers' Universities" of Yugoslavia have evolved a pattern of workers' education suited to that country's needs. It is a combination of general and liberal education, trade-union education, technical education and cultural education. For India, workers' education is comparatively a new venture and is still in the process of defining its content and scope.

In the special context and background of Indian conditions, workers' education has to be geared to the needs of developing economy. The country is rapidly moving towards industrialization and urbanization. Most of the industrial workers in the country come from rural areas where they still continue to have firm roots. Problems of adjustment in city life arise due to lack of housing facilities, fast tempo of life and rigidly disciplined atmos-

phere of their place of work. Workers' education, therefore, have to develop an integrated approach. The aim of workers' education is that the programme should help the worker to become a better producer, a better participant in programmes of national development and a better citizen, a rational individual and a good trade-unionist. The programme, therefore, will have to combine the imparting of professional or occupational skills and aspects of liberal education aimed at developing the personality of the worker. In a very large number of cases, the general education has to begin with literacy. A sound programme of workers' education must, therefore include :—

- (1) Literacy
- (2) General and liberal education.
- (3) Cultural education
- (4) Vocational and or technical education.
- (5) Trade union education.

Universities, perhaps, may like to co-operate with other agencies to provide general and liberal education for workers or develop their own programmes involving other agencies.

Home Studies or Correspondence Courses

The correspondence courses or home study courses are well tried techniques for Adult Education. The experience in other countries like U.S.A., Sweden and U.S.S.R. is encouraging. In Indian cultural traditions self-study, self-development and self-realisation have been emphasised and practised over the centuries. These traditions may be helpful in developing correspondence courses. The limited and brief experience at Delhi University also points in the same direction. These courses may be made available to all those adults who desire to enrich their lives by studying subjects of cultural and aesthetic value, such as, languages, philosophy, history, politics, economics, art appreciation, literary criticism, psychology and the like.

Correspondence courses or home-study courses which are sequenced in accordance with the principles of programmed learning are of enormous benefit in certain fields of education. It has been pointed out that the programmed procedures give good results when a student is introduced to a new subject and require to grasp its fundamental concepts. It would be profitable to conduct experiments with the application of the methodology of programmed learning in correspondence courses.

Cultural Education

India is famous for its richness and variety of folk art, cultural traditions and many art forms. Education in art appreciation is required to understand some of their subtle aspects. Subjects like art appreciation indeed bake no bread but, they help considerably in improvement of intellectual and aesthetic standards and transform outlook on life. In all cultural and traditional forms, universities have to insist on high standards. There is a general complaint that our standards are falling. Besides other agencies, the people also look to the universities to develop and maintain high standards. Besides critical analysis university can encourage considerable research in many forms of folk art, folk songs, and folk love. The cultural and traditional art forms have to be analysed in the back-drop of the developments in modern media of mass communication.

Teachers' Training in Adult Education

The cause of adult education has suffered in this country in no less measure due to the lack of suitably trained teachers in this field. In many teachers' training colleges there is hardly any provision for training of teachers in the field of adult education. Occasionally one finds a topic or

two included in the syllabus on social education or adult education. This is entirely inadequate for equipping teachers to work in this field. About two years ago we had conducted a survey of teachers' training college to find out the content of training of teachers in this field. Our findings are not encouraging. In this new and emerging field a thorough training is a *sine qua non* of the success of the programme for we have to remember that the challenge a teacher of adults faces is much greater than that faced by the teachers of the young. Hence we have to give due consideration to this problem. As yet no university offers a specialization in adult education. We hope that some enterprising universities will soon take up this challenge.

Community Service

One way in which universities can forge a useful link with the community is through organization of community services during spare or leisure time of students and staff members. There are a number of areas in which universities can organize good programmes of community service. Certain areas in which some spade work is done may be briefly mentioned here.

Adult Literacy Programme

The problem of wiping out illiteracy in this vast country is stupendous. In 1961, the percentage of literacy increased up to 23.6 per cent the increase among men being 34 per cent, and among women 13 per cent. That means out of every hundred persons more than 75 are illiterate. A challenge of such a vast proportion cannot be handled by any single organization or agency. Universities with their large number of students can render much service in this field. If we expect Zamindars to give land in Bhoodan and the rich to give money in Sampatti Dan, the

Universities as custodian of knowledge can render valuable help in Vidya Dan through organization, supervision of Literacy classes and encouraging students to take up the work on adult literacy classes. Delhi University has made a good beginning through its Social Service League. We hope the work will expand and provide inspiration to other universities.

Language Classes

In all big cities in India there are large number of groups not knowing Hindi or regional languages which are the most needed tools of communication with local people. If universities can open large number of small classes in different parts of the city and encourage local students to take up the work at nominal fees or no fee at all, this could greatly help the national integration processes.

Social Service Camps

The idea of social service camps is not new to universities and college students. However, if the camps are linked-up with some purposeful developmental activities these can be truly called social service camps. The university may adopt villages for intensive development. The students can conduct drives or campaigns for sanitation or cleanliness or beautification. Students of higher classes can work for literacy and such other adult education programmes. Student groups interested in economics, sociology, social work may find it useful to carry out socio-economic surveys of the village communities. The campers may help the village panchayat of village leaders for construction of roads, walls, schools, etc. All the activities may be linked-up with the processes of village planning and development on all fields from agriculture to health and to home science.

University Adult Education for Industry, Commerce, and Business

Prof. J.A. McIntyre, *Director of Extension, University of Western Ontario*

EXTRA-MURAL departments occur in a wide variety of shapes and sizes throughout the world. In as much as they usually reflect the cultural and community requirements of their location and upon occasion may even mould cultural patterns in their community, invariably they are departments of influence and possibly even of power. One needs only to mention it, to emphasize the responsibility incumbent upon an extramural department—responsibility to the institution of which it is a part as well as to the community in which the institution exists.

In my view an **extramural department** may not act apart from its basic definition as a department of the university. This means to me that it extends the university to the community, frequently in imaginative ways previously unexplored. But the frame of reference constantly before the extramural department is a phrase such as what does the university do about this subject or course, or problem?

Imaginatively the extramural department may lead the University in directions or to undertake the study of subject matter which up to that time the university has not included in its curriculum—which is to say its definition of purpose. The test in this is whether or not what is being proposed can and should be investigated and taught at a level of principle as opposed to a level of technique.

Permit me briefly to tackle the crusty problem of what is university level before providing some illustration of what I have in mind.

I have referred above to **the level of principle**. This seems to me to be the key. The subject matter investigated and taught at a university ought to be the most complicated and difficult aspect of that subject. The less complicated aspects and the less uncertain aspects ought to find their way into institutional forms appropriate for teaching technical application. This leaves the way open to the university to establish and teach the application of principle—a different problem entirely. On the other hand it does not confine the university to continue to teach only what is now taught, nor close the door to the investigation of problems yet undefined or seemingly at the moment not suitable largely because traditionally they have not been part of a specific university curriculum. Universities are notoriously conservative institutions and the extramural department is one place in which tradition can frequently be successfully challenged.

For instance if an organisation outside of and separate from the university asked the extramural department to provide space for the classes the organisation was planning, wished joint sponsorship of the courses by the university extramural depart-

ment but arranged their own curriculum content, and lecturers, in what sense could it be argued that this was a university course? Only by virtue of the fact of physical location would such work be university work. Clearly the university is being used—prostituted if you care to be blunt—because in many societies today association with a university confers high status—or as it has been put to me “the course will sell better.” In this instance prostitution would be true even if the subject was one taught at the university.

On the other hand let us suppose it becomes apparent to the extramural department that needs **exist in the community for courses** in subjects related to business, commerce and industry (to at last begin to focus on the specific subject of this paper) and no business or commerce faculty as such exist at the university—can the extramural department legitimately begin to organise such courses? Since this is a subject area which rests upon economics, geography, mathematics, engineering and sociology one certainly need not apologize for considering such an undertaking. **Leadership and imagination** are involved in such a plan in order to involve the existing departments in the teaching of subjects which perhaps will embody some new elements with the ever-present possibility that in time such a systematically organized subject matter might well grow from a part-time aspect to both a part-time and full-time aspect of the university with faculty, research and all the appurtenances.

In these two ways as well as many others the extramural department will protect and safeguard as well as act as a growing point of a viable university.

Let us now turn more directly to the problem in hand, that of university adult education for business, industry and commerce.

In many societies **commerce** has been regarded, as indeed it often is, as the market place, the place of haggle and sly competitive activity, not at all a place for which one would require a university preparation. Indeed, it may well have been considered that a university education would have been a poor preparation for entry into the business world. Experience was the great preparation and demonstrably practical—those who learned and profited from that learning were successful and the others weren't. Book learning was suspect in the market place and the market place was a place of mystery and suspicion for those preparing themselves for government service, the church, or the world of study.

Although some of these attitudes may still exist in isolated places a much greater awareness of the significance of economic activity for society as a whole exists quite broadly in societies. The econo-

mic activity is increasingly appreciated as virtually the life blood of the community or the country. Even in these instances where 'free enterprise' may not exist, there is no doubt about the urgency of economic problems, the necessity for solving them and the marked attention devoted to the provision of resources appropriate to their solution. Frequently the economic issues loom as the most critical and significant in the community. It is easily apparent that in the absence of a viable and effective business element in a community the economy will not prosper and all other activities will suffer as well.

As economic activities have become more complex, more interrelated, and more involved internationally it is apparent that **industry and business** must be based on a level of education quite unknown in an earlier day and not always completely appreciated as far as the depth of education is concerned even today.

A much larger number of well-educated persons is required in all countries today than ever before. **The rate of change that we all observe around us contributes importantly to this requiring increased resourcefulness and flexibility of us all.** But equally important is the application of imaginative and trained minds to the problem of expanding the economic base of a community or society. This in today's world will not be done efficiently in the absence of a well-educated general population, a high percentage of which has experienced the refining of a university education. That a portion of this percentage should be specifically studying business is, I think, implied in what I have said already, just as to ensure the physical health and well-being of the population some portion of this percentage must study medicine and public health.

What part can universities play in recognizing and meeting this need? And specifically what part can the extramural department play in this situation?

The simple answer is that just as in engineering, and medicine, to select only two of many examples, the university should lead in attempting to meet this need, while recognizing that it fulfills its function within the frame of reference to which I referred at the beginning of my remarks.

An examination of the curricula of many universities will reveal that in many respects this leadership is apparent. The study of economics, for example, has a long and distinguished history in a great many universities although it is not always as apparent from the application of economic theory that the business community has learned all the lessons which are available.

It is an interesting question, however, or not we in universities (both adult education departments and otherwise) have yet given **priority to systematic research and teaching in business**, which the importance of business activity justifies. Have we not ourselves perhaps fallen into the assumption that economics and accounting were after all the fundamentals and such activities as marketing, labour relations or inventory control merely applications possibly inap-

propriate to investigation and teaching at a university level? Whether or not the point is well taken, and I do not suggest it as a universal truth, but rather in the fashion of this whole paper—the issue of a systematically organized programme of study for people in business and industry remains.

It seems to me that in order to be effective in the world today, i.e. competitively effective, society must utilize the most modern application of knowledge in economic activity. Knowledge and its application does not move around in a vacuum as we are all well aware. **People are the vehicle.** Therefore we must conclude that some of the most talented persons in the society must function in the economic sector for that society to be effectively competitive. Seemingly the preparation of such people whether by means of undergraduate courses or through the medium of adult education classes must surely be among the most critical tasks a university could undertake.

The growth in the size of business organisations and the resultant complexity encourages me in this view. The tendency of some persons in Hong Kong, for example, to gain admission to universities in Europe and North America in order to study business, suggests the recognition of the applicability of this knowledge to the local situation. The cooperative arrangement between the department of Commerce U.B.C. and the University of Malaya whereby Canadian professors specializing in business subjects are in South East Asia assisting in the establishing of a department of commerce at the latter institution underlines the importance to be attached to the study of business.

It seems to me simply inappropriate to attempt to send any substantial number of people to study in Europe or North America. In the first place population pressures there place University space at a premium which will tend to reduce the ready available opportunity. More important, however, and although cultural contact and interchange is of course desirable, cultures ought to strive to establish indigenous institutions which only meet local needs and perhaps reflect more accurately the specificity of the local culture. This is a plea for self-development as opposed to continued dependence but it is not intended as a device for emphasizing petty nationalism either in business education or otherwise.

Again the question what is the **university responsibility?**

Of course, if a university doesn't exist then the question for the moment disappears.

But where it does exist no matter how timorously, it should initially energetically insist upon a broad and well-established primary and secondary educational system without which obviously the requisite raw material for the University will be lacking.

The education for business and industry is one of the high priority activities of the university, because in its absence, the means of supercharging the economy (making it into a highly effective economic

activity) will be dependent upon foreign sources for leadership and education. Both of which, regardless of how benevolent tend to result in some excesses in the exploitation of the population, an event which I regard as wholly undesirable and usually unnecessary.

An extramural full-time programme which in three or four years from its inception may produce some graduates who still must spend time "learning the ropes" in their employment is of course desirable. At the same time universities with the requisite resources should make it possible for persons already in business and industry to gain access to university knowledge by making courses in business subjects available on a part-time basis. Such courses should be systematically organized and lead toward an objective which, if accomplished successfully, would stamp the person as one who had achieved a recognized and worthy goal. In time, as such persons demonstrate the improvement in their ability to show immediate contribution and application to their work the courses of study will be increasingly sought after.

Finally, and most important of all, no university can ignore the business community itself. Business must recognise that the work being done by the university 'makes sense' in terms of the problems faced by the business community. This does not mean that one only teaches what business wants to hear. On the contrary, it means that the university makes certain the business community know what is going on at the university, why it is going on and is energetic in finding out what the application of these ideas are in business. An atmosphere of mutual confidence and sympathy is encouraged so that the product of the whole enterprise will be well prepared to begin or to continue his ultimate duties on his job, and the enterprise will eagerly anticipate the arrival of persons who can contribute valuable assistance. Of course the same admonition is applicable to the part-time student with the exception that since he is faced on a day-to-day basis with practical to-be-solved problems little opportunity is available to the instructor to remain out of touch with the world of economic enterprise if he is to be regarded by his students as at all effective.

THE ROLE OF SCHOOLS IN ERADICATION OF ILLITERACY

(Continued from page 7)

teracy may be summed up as follows:—

1. Every thing possible should be done to bring in free and compulsory education upto the 7th class earlier than 1986.
2. The ineffectiveness and wastefulness in the primary schools should be removed.
3. The curriculum and methods of teaching should be closely related to the environment.
4. The schools should become institutions for the community, for children as well as for the adults. The physical resources of the school, the programme of the school as well as the teachers should be adopted for this

Training for Sub-Deputy Inspectors of Bhilwara

A "crash programme" for the eradication of illiteracy, is now underway in Bhilwara District of Rajasthan. The programme has been sponsored cooperatively by the Department of Education and the Panchayat Samitis, Sub-Deputy Inspectors are responsible for administering the classes.

On the initiative of Shri Anil Bordia, Additional Director of Education, Dr. S.L. Sharma, Deputy Director of Education and Shri S.L. Sharma, Inspector of Schools, Bhilwara District, the Sub-Deputy Inspectors and Headmasters of the eleven blocks of Bhilwara District met recently for a three-day course on Literacy Programme Planning and Administration. The course was planned and conducted by the staff of the University of Rajasthan Adult Education Department, in order to help the Sub-Deputy Inspectors organise successful classes.

Topics included programme planning, administration and implementation. Several very lively group discussions and work sessions resulted in the production of a complete basic syllabus for the Bhilwara Project. Many fresh ideas for working with other district and block personnel were discussed, and most participants felt that they would be helped in their work by the course.

A questionnaire-survey at the end of the three days provided information on the success and weaknesses of the course which will enable future courses of this type to be even more useful. Generally, trainees were highly satisfied, especially with the sections of the programme that allowed individual and group participation.

A library of sample materials was provided by the University Department of Adult Education and by the National Fundamental Education Centre (Adult Education Department) of New Delhi. 19 copies of the Hindi translation of Roby Kidd's book "How Adults Learn" were purchased by eager Sub-Deputy Inspectors and bibliographies of the best materials available were distributed to all participants.

Instructional personnel were Sarvshri U.S. Gour, Bill Day and O.P. Shrivastava from the University of Rajasthan, Adult Education Department. Visiting Literacy experts were Shri N.R. Gupta and Shri B.R. Vyas from Delhi.

changed concept.

5. Teachers should be trained for teaching children as well as adults.
6. Schools should be equipped so that children and adults can use the facilities.
7. Literacy programme should be planned to be workbased and functional so that the adults will recognise that education will give them tools to be used in improving their skills, raising their standards of living and transforming their life.

Bombay' Varsity to Set up Department of Extension

THE University of Bombay has decided to establish a Department of Extension Studies. The proposal has now been submitted to the U.G.C. for approval. In the "Development Proposals for the fourth Plan period", it is stated :—

"Located as it is in a great metropolis like Bombay, this University during the next ten years would be called upon to meet a very large variety of needs of the local community. Some people may have missed the benefits of higher education but may want to be informed about one or the other field which directly impinges on the work they are doing or the process of decision making in which they are involved. Functional groups of different kinds may want to keep their knowledge up-to date so that their efficiency in their present positions might improve. There is need for initiating training programmes in labour management relations which could be taken up informally with a view to assisting the solutions of concrete problems of industrial relations, Ad hoc training programmes such as I.A.S. training classes for backward class students also arise from time to time. There is again a pressing need for introduction of correspondence courses of one kind or the other. It is in fact very difficult to foresee the educational requirements of the community around us. It may even be necessary to offer courses to different groups tailored to their specific needs. This type of activity conducted in a systematic manner is one of the legitimate functions of the modern university especially when it is located in a large metropolis like Bombay. It has been visualised even in the University Act by the provision to start extra-mural training or extension courses trainging programmes and to create a Board to look after them. It is, therefore, proposed that in the Fourth Five-Year Plan a regular Department of Extension Studies be started. Such a department will have a very limited staff on a full-time basis. In fact it is not proposed to create more than five posts, four Readers to look after four different sections of the activity, who will function under a common Director who will be in the grade of professor. The actual instruction could be offered by persons invited to do so from among the teachers in the colleges and in the university. The four sections that will be headed by Readers are (1) Labour Management Relations, (2) Extension courses, (3) Short term courses, summer schools, I.A.S. Training etc. and (4) degree programmes, if necessary. If correspondence courses are later sought to be introduced, additional posts and accommodation would be created for that purpose. The main requirements of this institution will be a suitable building and furniture. A sum of Rs. 10 lakhs is proposed to be provided for this

purpose. Once the proposal is accepted it would be possible to approach the Government or the Municipal authorities for a suitable plot of land in the area where location of such a department will serve its purpose to the maximum extent and, it is believed, that the request will receive sympathetic attention. No provision is proposed to be made for land in the scheme. A provision of Rs. 50,000/- apart from the salaries of the staff is being made for purposes of establishment and other expenditure."

How Adults Learn is now available in Hindi translation. This book, written by the world famous adult educator, Dr. J.R. Kidd, is considered to be the basic text book for any person who desires to understand adult learning and the adult student.

First published in North America, this book now has been translated and published by the Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi. The cost is Rs. 7.50 per copy and you should have one available for frequent study and reference. This is India's first text book on adult education.

Just out

The Implications of Continuous Learning

by

Roby Kidd

Price Rs 2.50 or \$1.00 abroad

Can be had from :

Indian Adult Education Association

17-B Indraprastha Marg, New Delhi (India)