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ASSOCIATION TO PROMOTE VARSITY ADULT EDUCATION

A Conference of vice-chancellors held in New Delhi on December 18 established an association to promote University Adult Education.

It will be known as University Adult Education Association. Universities, colleges and individuals interested in promoting adult education can become members of the Association.

Dr. D.S. Kothari, Chairman of the University Grants Commission, inaugurated the conference which was attended by vice-chancellors of Bombay, Delhi, Kerala, Punjab and other universities. Dr. Mohan Sinha Mehta, former vice-chancellor of the Rajasthan University and President, Indian Adult Education Association presided.

Among those who attended the Conference were Shri P.B. Gajendragadkar, Dr. C.D. Deshmukh, Dr. A.G. Pawar, Dr. S.S. Bhandarkar, Dr. B.R. Seth, Dr. Suraj Bhan, Dr. C. Narayan Pillai, Dr. V.S. Jha, Shri J.P. Naik, Dr. A.C. Joshi (Planning Commission), Shri N.D. Sundravadivelu, (Joint Educational Adviser), Dr. K.L. Joshi (U.G.C.), Dr. T.A. Koshy, Dr. Amrik Singh (Inter-University Board), Sarvshri Sohan Singh, Jagdish Singh, R.B. Mathur and S.C. Dutta.

Among other things, the Association will organize workshop and training programmes, and provide facilities for research and pilot projects in the field of adult education.

It will also undertake the publication of literature and bring out a journal dealing with university adult education.

The Association is expected to serve as a "clearing house" for exchange of ideas, information and experience of universities conducting adult education.

Inaugurating the conference, Dr. Kothari urged universities to offer correspondence courses and other facilities to adults who were not illiterate but who were most anxious to acquire or strengthen their

knowledge in science, technology, agriculture or other fields.

He said, some universities or secondary school boards should even come forward to provide matriculation course to the adults. This course need not be the same as the one offered to school students. It could be a different course which would be useful to adults.

Dr. Kothari wanted universities to come closer to the community. This would not only benefit the community, but also the universities which were at present "more or less a depository of Western culture," and added "sooner we correct this imbalance the better it is for the country."

Dr. Deshmukh, who also spoke, hoped that the University Grants Commission would provide adequate assistance to the universities for adult education programmes.

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Editorial Board

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EMPHASIS ON ADULT EDUCATION WILL YIELD BETTER RESULTS

SHRI N.D. Sundravadivelu, Joint Educational Adviser, Ministry of Education delivering the valedictory address at the conclusion of the training course for district officers, organised by the Department of Adult Education (N.I.E.) on December 9 in New Delhi said, the insight and inspiration acquired by the trainee—officers during the training course might help them in implementing the programmes of literacy and social education in a better way.

Referring to the attempts made in the five year plans to take up social/adult education work in a big way, he pointed out that the funds provided for this work were not as big as the situation demanded. What was worse, and which he regretted very much, was that even that small amount was not utilised and most of the states transferred adult education allocations to other purposes.

Analysing the factors responsible for making the country suffer in various fields, Shri Sundravadivelu said had we devoted attention during these plans as much on adult education as on child education, we would have had better results. It would have created the proper atmosphere; it would have helped child education by reducing stagnation, wastage etc. He said that it was a pity that State Governments did not realise that there was a close correlation between the education of the parents and the education of children. The better the education of parents, the better the performance, absorption, attentiveness and the seriousness of the school children and consequently better the results.

It was further pointed out by him that adult education was a new movement. As it grows some of the techniques already learnt become incapable of implementation and these may be discarded. The principle to be followed is that of adjustment to the needs of the time.

Shri Sundravadivelu remarked that achievements in the field of social/adult education have been insignificant in the first three plans. If we are to succeed by the end of the fourth plan we must start now. The start has to be made with a provision of literacy classes and continuation courses on part-time basis for those who left their education after class V. Besides, a network of libraries has to be started to supplement the efforts made in adult literacy classes.

In the end Shri Sundravadivelu expressed the hope that the trainees would be equally successful in their field work and the various State Governments would provide them opportunities to utilise their talents, enthusiasm and the training.

PROGRAMMED INSTRUCTION UNIT AT LITERACY HOUSE

A Programmed Instruction Unit has been set up at Literacy House, Lucknow in the Teacher Training Department. Dr. H.S. Bhola heads the Unit.

The objectives of this Unit are to study the possibilities of the use of self-instructional techniques in the area of adult education and literacy teaching. Preliminary work is now in hand for developing two programmed booklets: *Working with Numbers* and *Better Health Habits*.

These programmed booklets as well as the experience of developing them will be shared with other professionals in the field of instructional materials. Parts of these programmed booklets will be actually tried with new literate to study their effectiveness and adults' attitudinal responses to programmed texts.

DAVID WALKER

MR. DAVID M. WALKER, formerly of the Canadian Broadcasting Corporation, has been appointed Editor of Yale Reports, educational radio and television service of Yale University. Mr. Walker was until June, 1966, Supervisor of Information and Adult Education Programmes, Public Affairs Department, of C.B.C. in Toronto. He began his service with C.B.C. in 1951 as a radio and television producer. Later, as programme organizer, he was responsible for the development of science programming.

Some of the programmes for which he has been responsible were "Exploring Minds," "Two For Physics," "Science Review," "Critically Speaking," "Live and Learn," and conferences organized jointly with the Canadian Institute on Public Affairs.

His programmes have received awards from the Japan Broadcasting Corporation and the Edison Foundation.

In 1963 and 1965 he represented Canada at the Organization for Economic Co-operation and Development seminar on science and the mass media in Paris. In 1964 he was the Canadian representative at the Second International Conference on Instruction through Radio and Television in Tokyo, and in 1965 he was a member of the Jury of the Japan Prize for Scholastic Broadcasting in Tokyo.

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Shri J.P. Naik thanked Dr. Kothari and others who took part in the Conference.

The General Meeting of the Association will be held in May, when election of office-bearers will take place in accordance with the Constitution adopted by the Conference. Meanwhile the Organising Committee with Dr. Mehta as Chairman and Dr. Amrik Singh and Shri S.C. Dutta as Secretaries will enrol members and make arrangements for the Annual meeting in May. Other members of the Committee are Dr. C.D. Deshmukh, Dr. S.S. Bhandarkar, Shri H.M. Patel, Shri G.D. Parikh and Shri J.P. Naik.

CAMPAIGN AGAINST ILLITERACY*

By Dr. Jalal Abdoh, Ambassador of Iran in India

I propose to talk today on one of the experiments in which we have been engaged for a few years in the field of education; that is the campaign for the **Eradication of Illiteracy** which is one of the common problems of the developing countries. Illiteracy could be considered as the most important issue facing us because as long as we are unable to overcome it, it will stand in the way of progress, prosperity and freedom of our people. To fully realize the magnitude of this issue, it suffices to say that more than one billion adults and children in the world are not able to read and write, and the number of illiterates, far from diminishing, will be increasing further with the growth of population on our planet, taking an appalling proportion. Moreover, such an unfortunate situation is liable to affect the destiny of world peace with the progress of transportation and communication. In fact today with the shrinking of distances bringing nations closer together, the world cannot afford to have a large part of mankind afflicted by the scourge of ignorance.

How can we reconcile ourselves to the fact that, on the one hand, the Universal Declaration of Human Rights establishes the **right of every individual to have an education**, and on the other hand the unhappy situation that prevails in the world that the majority of its inhabitants remain illiterate. It is disturbing to note that this contradiction exists in a world that has made so many astonishing strides in the field of technology and science.

We are happy however to see

* Address delivered by His Excellency Dr. Jalal Abdoh, the Ambassador of Iran in India, on December 5, 1966, at 'India International Centre,' New Delhi.

that the world has become conscious of the danger of the gap existing between the developed and the under-developed countries and that efforts are being made both on the bilateral and multilateral levels for the development of less developed nations; although despite all these efforts, the gulf existing between the rich and the poor nations of the world is growing wider.

I don't intend here to deal with all the factors which have brought on this unhappy situation. There are indeed political, economic and social factors which hinder the developing nations on the path to progress. What I am trying to emphasize here, however, is that one of the most significant features of development to which adequate attention has not been directed is the **need for having the people educated as an infra-structure of any economic and social development**. It is indeed an undeniable fact that no progress can be achieved on a large scale if the individuals are unaware of the necessity to adapt themselves to the changing world, thus to abandon those traditions which constitute bottle-necks toward the path of modernization. They should realize the need to cooperate with governments in their endeavours.

Moreover, all development depends on the extent to which the potentialities of the human resources can be mobilized, and human resources cannot be thoroughly utilized unless progress is made in the field of literacy and a majority of the people become literate and conscious of their responsibilities. Thus **literacy constitutes a productive investment** indispensable for social, cultural and economic development.

Furthermore, literacy is a universal problem and it is only

through close cooperation of all governments and people that we may be able to find a solution for it. In fact the developing countries are becoming more and more aware of the necessity of launching a large campaign against illiteracy at home, but they have not been able to thoroughly cope with the problem because of the inadequate human and financial resources.

It was in this spirit that a World Congress of Ministers of Education on the Eradication of Illiteracy was held in September 1965 in Teheran at the invitation of His Majesty the Shahanshah of Iran. The conference was the first of its kind to be held at so high a level. It was the culmination of the efforts which had been made both by individual nations and those undertaken on the international level.

Prior to the Congress international activities had been undertaken, particularly among the U.N. Organizations, and resolutions had been adopted. A World Congress had been held in Rome in mid 1962 by the Italian Association for the eradication of illiteracy. Illiteracy problems were also discussed in their relation to economic and social problems by various organizations of the U.N. A large number of international non-governmental organizations also considered the possibility of taking part in this noble campaign. On November 19, 1964 the UNESCO General Conference adopted a declaration on the Eradication of Illiteracy, and in July 1965 an international conference on Public Education in Geneva considered the same problem.

We do not propose to study here the tremendous work done by the **Congress in Teheran**. However, several points deserve

special attention in order to better understand our achievements in the field of literacy. One of the most important conclusions of the Congress was that literacy is no longer a purely educational matter and teaching problem, but to an ever increasing extent, a social, economic and cultural imperative which must take its place in the life of the country gaining the support of the nation as a whole.

It was also made clear that there is no contradiction between the development of the school system on the one hand and the Illiteracy Campaign on the other. Schooling and the Illiteracy Campaign supplement and support each other; therefore, the Congress came to the conclusion that international education plans should include schooling for children and literacy training for adults as parallel elements.

Another point of interest was that literacy should not be considered as an end in itself, but it should be regarded as a way for preparing man for a social, civic and economic role. In other words, it is not enough to teach adults how to read and write. Literacy training should go beyond that, and should include some kind of training to show man how to improve his standard of living and increase his productivity, how to participate in civic life and how to understand his surroundings.

Another point which was brought up was that it is not enough to give education to the people without the opportunity to maintain it steadily, otherwise, the newly literate might easily revert to illiteracy.

It was also agreed that illiteracy could not be eradicated effectively by national efforts alone, but there must be still greater cooperation, bilateral, multilateral and international, in order to establish a common front in the struggle waged by the various nations to stamp it out.

One of the salient features of international cooperation should be the exchange of experiences and closer contacts between the countries concerned, particularly among the developing countries which are faced with a similar predicament.

Along this line I propose to brief you on the efforts that are being made in Iran and what has already been accomplished. I might point out that our achievements have been recognized as a successful experiment not only by the Teheran Congress but also by UNESCO and the U.N.

At this point, I would like to draw your attention to the programme of the "Literacy Corps," the main task of which is to teach the majority of our rural population how to read and write. It is estimated that more than 70% of the 26 million of Iran's total population live in approximately 55,000 isolated villages. These people produce more than 30% of the country's national income. However, their living conditions had been very low before we implemented our Agrarian Reform. With the implementation of Agrarian Reform, we realized that their standard of living was low not only because the peasants did not own the land they tilled, but also because they lacked knowledge about modern agricultural means and methods. Consequently, illiteracy was one of the reasons why our peasants were not able to produce enough to maintain a decent livelihood. In fact, while 84% of the children of the urban population had the privilege of attending school, only 24% of the children of the rural areas had been given this opportunity. To illustrate further the lack of schooling in rural areas, it suffices to say that only 24% of the total number of Iran's elementary school teachers served in villages, while 76% of them taught in urban areas. That is to say that less than one quarter of the teachers served 71% of the population,

while more than three-quarters of them served 29%. However, taking into account the inadequate number of teachers and the lack of adequate financial means, it was not possible for us to cope with this problem properly without devising new ways and means under which the education of the population of our rural areas could be promoted.

The need for education was being felt even more after the liquidation of the feudal system with the implementation of the agrarian reforms, as the villagers had to discharge new responsibilities entrusted to them under the new democratic system which they were not able to do without having the minimum of elementary education.

Moreover, with the emancipation of women and the recognition of their right to vote, women villagers had to be educated, enabling them to properly exercise their democratic rights, particularly because the number of literate women in villages was much less than men. Furthermore, the men who were totally ignorant could not realize how much they might gain from the cooperation of women in conducting their work, and such cooperation could not be realized unless women considered themselves as equals to men. It was obvious that illiterate women could not even visualize such equality.

May I add that with the establishment of the "Literacy Corps", we have been able to cope with another problem which is the unemployment of young high school graduates. As you may know, we have had compulsory military service for almost 48 years in our country. That is to say that every male citizen has to serve as a soldier in our Army, for at least two years. Before the formation of the "Literacy Corps," the Army used to recruit as many men as were needed and the rest would

wait until a later date. Thus many high school graduates were wasting their time until they could find suitable jobs. That is to say that a large number of them were not able to enroll in the universities nor were they able to find a job through which they could earn their living and usefully spend their energy. Our young men might have gone astray and caused unrest had we not been able to use them in some kind of civic service. All of these reasons induced our enlightened Sovereign to issue the order concerning the formation of the "Literacy Corps" on October 12, 1962 on Mehregan Day. (This day is one of our national 'festivities' which is also celebrated here in India by the Parsi Community.)

The main feature of the Order was to use the high school graduate conscripts for teaching the inhabitants of rural areas, both adults and children. With a view to enable these young high school graduates to discharge the task entrusted to them with competence and devotion, they have to be given some kind of training and so the young conscript undergo an intensive training for four months. Only after having taken training in teaching and community development along with some military education, they are sent to villages. Once in villages they start their main task of teaching. In the first grade children between six and twelve are admitted, and at the same time they teach adults in evening classes. They provide villages with a small library and reading material for those who become literate. They also organize recreational groups and boy-scout groups. These are some of the general duties of the "Literacy Corps," but they also have other functions to fulfil both in the economic and social spheres. Accordingly they help farmers to improve their sanitation by helping them drill wells for drinking water, construct shower baths; separate livestock from living

quarters and introduce better housing by using the available materials on the spot. They show them how to use insecticides, fertilizers, and agricultural machinery.

In those villages in which a specialist has not been assigned, they do a great deal towards raising the social standards of farmers, particularly girls and women who have not even been considered as members of their society for centuries. In the political field they also help the members of the isolated villages to become more integrated in the Iranian Community, and at the same time they show them how to elect the members of the Village Council or the equity judges who are taken from the most morally and intellectually qualified members of the community.

As to the expenditures of the Education Corps, there is thorough cooperation between the Ministry of Education and Iranian Army. The Army participates in the military training of the members of the "Literacy Corps," along with the provision of army facilities. Their educational training as well as their salary is being handled by the Ministry of Education. It is to be noted that most of the time the villagers provide living quarters for the "Literacy Corps" man and a classroom for schooling. In some classes where these facilities cannot be found easily, they use the open air or mosques or any other convenient premises available.

Let us now review the result and effect of the implementation of this scheme. As yet almost 30,000 young men have served or are serving as members of the Education Corps. Naturally those term of military service has come to an end are released to obtain other occupations or they may continue their studies at the universities. But a considerable number of them have chosen to stay at the villages where they have taught. Some of them get

married there, and a great number of them who like to teach and wish to become professional teachers are given special training to develop their skill and competence, but only those who have the ability and aptitude for further advancement are given such training and become professional teachers. Some of the best teachers are given the opportunity to go, with all expenses paid, to some of the best universities either in Europe or the U.S. for further studies. This incentive, as much as the sense of patriotism with which the Iranians have been inspired, has helped to create a spirit of pioneering in the younger generation. And it is gratifying to see that those young high school graduates in remote villages who had dreamed previously of becoming white collar civil servants are now performing their work in rural areas with diligence and a great sense of duty and dedication. To be more concrete, let us give you some figures. So far the "Literacy Corps" has taught 1,600,000 children and adults and assisted peasants in the construction or repair of more than 7,000 elementary schools, 2,500 mosques and 2,500 public baths. They have helped them with the construction of more than 20,000 kilometers of good roads as well as 7,000 bridges.

To illustrate what I have said, I would like to refer to the statement made by Mr. Kirpal, Secretary to the Ministry of Education, at a function sponsored by the Indo-Iran Society last year. He came to the conclusion that the example set by Iran should be followed by India. Mr. Baig, the former Ambassador of India in Teheran, in an article that appeared in the Hindustan Times on October 26, 1966, said, among other things, that the Literacy Corps would be an answer to some of the student unrest. Since India does not have a conscript system for military service, there are no conscripts to be utilized as members of the Literacy Corps. However, it has recently

been intimated in official circles of your country that some kind of compulsory civic service might be contemplated so that the energy of the young dynamic generation could be used profitably for the country's development.

From what I have said, you can see that Iran has tried to use both its human and financial resources, including its military facilities, for helping its former tenants, the present farmers, not only to be able to read and write, but also that the larger part of its inhabitants who live in rural areas might be able to enjoy a better life and gain more awareness of their civic responsibilities.

I also wish to point out that apart from the Literacy Corps we have two other corps. One is the "Health Corps Scheme" under which high school graduates who would like to serve as nurses and medical doctors become members of medical teams sent to rural areas to give farmers medical care. These teams are well provided with medical equipment and ambulances. Each team is composed of a general practitioner, surgeon, dentist, eye specialist and nurses for 30 to 40 villages within their jurisdiction, and they visit their respective areas regularly. Presently we have 450 health teams spread all over the country. It is noteworthy that medical doctors, who have been reluctant in the past to go to villages, show more and more interest in serving rural areas, and some of them actually choose to stay there. As one of the participants to the Conference on Medical Education, recently held in Delhi, was telling me, the results achieved are promising. Previously, the junior medical doctor chose to stay in the urban areas with some white collar occupation in the Ministry of Health or in hospitals where they were not getting the opportunity to see patients and gain experience, now they take it as a challenge to go to the rural areas and give medical care to those of

their compatriots who never before had the chance to receive medical care.

There is also a "Development Corps" composed of high school graduate conscripts who have been given special training for Community Development and they are also sent to rural areas to assist their fellow peasants in the development works.

In passing, may I say that we have just devised another scheme under which the university students during the three month vacation period are sent to rural areas to help peasants improve their way of living. This period is counted as part of their military service.

It is gratifying to note that the population of the rural areas having realized for themselves the remarkable results achieved through the activities of the Literacy Corps, are showing more and more interest in giving their full cooperation to implementation of the scheme. They show more and more awareness of the fact that they cannot discharge their responsibilities as heads of their families and as citizens without participating effectively and working shoulder to shoulder with members of the Literacy Corps.

Another step which has been taken towards the Eradication of Illiteracy is the establishment of a National Committee against Illiteracy under the auspices of the Shahanshah. This committee is being conducted under the guidance of Her Royal Highness Princess Ashraf, who shows a great interest both in the struggle against illiteracy and women's organizations. The National Literacy Committee's campaign is mainly directed towards adults. The Committee is working diligently in persuading adults to instruct themselves, to mobilize public opinion, to enlist private sources of finance and finally to make selective and intensive experiments in func-

tional literacy. It succeeded in raising considerable amount of money for this purpose by inducing all the citizens who can afford it, civil servants, army officers, businessmen, even labourers to donate one-day of their annual incomes to the special fund set up for combating illiteracy.

A pilot experiment is being carried out in one of our provinces, Kazvin, and the results achieved there are most encouraging.

There are, however, other possibilities for utilizing all our human resources which have not yet been fully explored until a few months ago when the Women's Organization initiate a new scheme. The main idea is that since only men are covered by our conscription law, members of the Literacy Corps could only be selected among them. There was no systematic arrangement for using female high school graduates for this pose or for similar purposes such as working in villages as social workers. Their services could be used particularly because heads of families in villages were reluctant to send their girls to the Literacy Corps classes which were run by male instructors. And generally they refused to take their wives to the night classes with them.

It was because of these difficulties that the Women's Organization is setting up with the cooperation of UNESCO scheme under which 50,000 female high school graduates will be sent to rural areas within a period of ten years after having been given one year of training. A training school for this purpose is being established in Karaj, a small agricultural town near Teheran, where the girl volunteers who serve as social workers will get a thorough training in community development, particularly first-aid, home economics, handicrafts and teaching. The social workers will teach only women

who are not able to attend regular classes held by the members of the Literacy Corps.

The Women's Organization intends to prepare 5,000 high school graduates for this purpose each year. Since this is the first time that such a scheme is going to be put into effect, they propose initially to set up pilot projects in the suburban areas of large cities before the project is expanded to the most remote areas where assigning girls by themselves might present some difficulties at least in the beginning.

Finally, the efforts of Iran toward the eradication of illiteracy have not been only confined to our own country. The Shahanshah of Iran has taken the initiative to help intensify efforts which are being made at the international level toward the eradication of illiteracy. Taking into account the fact that most of the nations which are still afflicted with illiteracy usually lack the necessary financial resources to remedy it, it is quite obvious that their struggle cannot succeed unless they are able to find human and particularly financial resources to effectively undertake the campaign. The Shahanshah stated in his inaugural address at the World Congress of the Ministers of Education last year, that the world military expenditure in 1962 was estimated at over 120 billion dollars. He went on to say that less than 1/30th of the annual military expenditure would suffice to rescue 700 million people from ignorance, and he urged the governments to devote each year a negligible portion of their military budgets to this great work of international solidarity.

He also expressed the readiness of Iran to extend their effort to the international level; and it was at the beginning of this year that Iran made available one day's expenditure under our military budget to the amount of

700 thousand dollars to a special UNESCO FUND aimed at financing the campaign to be undertaken towards the eradication of illiteracy. It was around a month ago that His Majesty sent a cheque of the same amount through his special representative Princess Ashraf to the General Conference of UNESCO held in Paris. A resolution, tabled by several countries including India, was adopted by the General Conference of UNESCO expressing world appreciation for this noble initiative. It is to be hoped that other countries will follow this example. Up to now, only the following countries expressed their desire to do likewise: TUNISIA, MALI and the IVORY COAST. It is highly desirable that the great powers do likewise, taking into account that the major part of the world military expenditures are carried out by them. A small part of this budget will go a long way toward the attainment of our goal.

I have tried to give an account of the experiments in our Campaign against Illiteracy as well as the initiative taken by my Government toward extending the struggle to the international level. I am convinced that the recent endeavours undertaken both by the developing countries themselves and the United Nations Organizations have succeeded in arousing everywhere a

solid determination to win the holy war against ignorance. The various aspects of the problem are being studied at the international level including, literacy planning programme methods and technique of literacy work.

Our National Committee is continuing its research on the various aspects of the problem, and it is highly desirable that all the developing countries promote cooperation among themselves and exchange services and information. Any exchange of experiences between our two countries will be most fruitful in the matter.

Let me conclude that it is only through the full utilization of our human resources that we can assure a steady social and economic progress of our people and this cannot be realized without freeing men and women from the darkness of ignorance and conquering for them the light of knowledge.

India and Iran can lead this sacred movement by helping mobilize every resource, thus serving as torch-bearers of a World Campaign Against Illiteracy. In doing so both nations will follow the traditional struggle that they have had throughout their entire history and that is the holy war against evil which will result, we hope, in the eradication of ignorance from the entire world.

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The Role of Mass Media of Communication in the Eradication of Illiteracy*

Jagdish Singh

Asstt. Educational Adviser, Ministry of Education

BEFORE we examine the possibilities of the modern media of mass communications for the eradication of illiteracy, let us review briefly the traditional mass media which have been in vogue in this country since ages past. As we are all aware, the spoken word of the saint and leader has been the means of communion with his disciples. This has been the one effective bond though the physical presence of the Prophet in itself exercised a much greater influence. Fully conversant as he was with the traditions of India, Mahatma Gandhi utilised this medium to a great advantage. Those of us who had the privilege of listening to him would, no doubt, bear testimony to the fact that in his post-prayer addresses he spoke a very simple language, expressed home-truths in his own chaste language. He was not physically a very impressive personality but his spoken word cast a spell on his audience. His ascetic life and simple home-truths could sway the masses.

Another of our great leaders whose spoken words stirred the souls of people was the late Pandit Jawaharlal Nehru. He could rise to great heights while speaking on the stage. He would just start thinking aloud on the platform and, at times, spoke incoherent sentences. His ideas would run faster than his words. But his magnetic personality would thrill his audience. Immediately after the sad demise of Pandit Jawaharlal Nehru, his successor, was able to carry his people with him during the Indo-Pakistan conflict last year. His spoken words became as effective during those times. The great ovation and the enthusiastic receptions that he received everywhere during and just at the conclusion of the Indo-Pakistan conflict give enough proof of the value that his spoken words had acquired.

When we listen to the recorded speeches of these three leaders, they do have some influence on us and bring vividly before our minds' eyes the context in which some of those speeches were made. But certainly they are no substitute for their "spoken words."

Let us now turn to another medium which has been utilised in the past for mass communication. These are the sayings of the great Prophets and their devotional songs. Besides anecdotes from the lives of the Prophets of all religions, written by their biographers, still captivate the masses. The devotional songs of Tulsi Das, Farid, Kabir, Guru Nanak, and other holy saints still thrill the masses if

sung by experienced singers with a sense of devotion and prayer. Readings from Ramayana and Mahabharata would get a good gathering around a person who can read these classics with a spirit of religious devotion.

The best visual presentation of a religious epic that I can think of is the annual festival of Ramlila followed by Dussehra celebrations. Since our childhood and for generations past, this story has been dramatised and has created an impact on the mind of each child. No epic of Hindu religion is as well-known to the masses as the life of Rama, Sita, Laxman and so-called demon Ravana. We can call this the first effective indigenous audio-visual presentation of a medium which has been used effectively for purposes of mass communication of a great epic.

Folk songs and, in a way, folk tales have also been used as a very successful medium of mass communication during the period when printing had not yet come into vogue. Even though the radio and newspaper have now come into prominence, the folk song still has its value as will be evident from the part it played, particularly in the rural areas, during the Indo-Pakistan conflict last year. What an inspiration the folk songs gave and the thrilling effect they had on the masses can be gauged only by those who had an opportunity of moving among the masses during this period. Quite a few of these folk songs were written by those people who were not very highly educated but they knew the mood of the nation. Their contribution in forging a sense of unity and infusing a spirit of nationalism cannot be belittled.

These are some of the traditional media of mass communication which still hold sway among the masses and are effective instruments which can be used, with advantage, for educational purposes. The possibilities of these media have not yet been explored to the full.

Let us now consider some of the most modern technical media of mass communication—the newspaper, the radio and television. Of the three the newspaper is an established institution and has great potentialities. Most of us are perhaps used to reading the English language newspaper. If we ever happen to glance through a cross-section of the daily newspapers in Indian languages, we shall notice the marked difference in approach and in coverage. It is the Indian language newspaper which circulates among the masses and exercises a healthy or unhealthy influence. We have not yet succeeded in utilising this medium much for educational purposes. During the Indo-Pakistan conflict, there was great hunger for news even among the rural masses as

* The paper presented at the Asian South Pacific Seminar on the Role of Educational Institutions in the Promotion of Literacy held in New Delhi in October 1966.

was the case in urban areas. The brief edited news broadcasts on the All India Radio could not satisfy the appetite of the masses. This was the time when we should have put into the hands of these people a small newspaper catering to their needs and thus satisfying their appetite for the latest news on the war-front, the heroic deeds of our Jawans, the sacrifices made by the valient soldiers and airmen of the Indian Army and Air Force. These inmemorable adventures have created a great impression on the entire nation. Even if a great majority of the rural population is illiterate, they are not ignorant nor are they cut off from the mainstream of the Indian community. It was a sight to see these people crowding around the solitary newspaper which may have reached a village, a bus stop or a tea stall. These people liked to hear the latest news on the radio but they also liked to supplement these news with what appears in the newspaper. Unfortunately the language of the daily newspaper is such that it is not easily intelligible to the illiterate or semi-literate rural population. Even the Hindi news broadcast by All India Radio are not so clearly understood by them. The high-flown literary language of the newspaper and the type of Hindi language being used on the All India Radio is not akin to their spoken language except in the rural broadcasts. The best way to do this would be to have a special two or four-paged supplement to the daily newspaper in a simple language and bold print. There can be no more effective instrument for sustaining the newly acquired literacy of adults. No book captures the attention of the people as quickly as the daily newspaper, hot with news both national and international. This supplement should contain latest news on current topics which interest the common people. It should reach the rural areas as speedily as the daily newspaper through their own means of transport like public buses, milk sellers etc. A daily newspaper becomes stale the next day so would a special newspaper for neo-literate adults. No Government department can produce a newspaper of this nature as quickly as is required. I would, therefore, suggest that if this medium of mass communication is to be made use of, the only successful way of doing this would be to subsidise selected Indian language newspapers and encourage them to produce two or four-paged supplements for neo-literate adults. They have an established machinery for news reporting, printing and the normal channels of quick circulation to the remotest parts of the country.

Another medium of mass communication to which I made a reference a short while ago is the common folk songs. It was interesting to watch how small pamphlets, containing folk songs relating to the heroic deeds of our Jawans were being sold at 25 paise or 50 paise each during the Indo-Pakistan war. A hawker would sing songs from these in the bazar, gather a crowd around him and succeed in selling quite a few copies during the day. We missed

utilising this opportunity for putting into the hands of neo-literate adults such leaflets and illustrated books relating to the heroic deeds of our brave soldiers and airmen on the battle front. Such publications must reach the masses within a couple of days otherwise they lose their value and become past history.

As an educational medium, radio can be very effective provided the educational broadcasts are properly integrated with the adult literacy programmes. Used as most people are to listening in mostly to light entertainment programmes on the air, we would like to watch the results. Can adult literacy instruction be imparted on the radio, particularly to the vast illiterate population of the rural area? We may have a few pilot projects in selected State. It is quite evident that such radio programmes can only supplement and not replace the individual instruction imparted by the teacher. During the next stage of functional literacy, however, radio can play a very useful role by way of broadcasting specific programmes in furtherance of improving their professional efficiency. An agriculturist, who has acquired rudimentary knowledge of reading and writing, may be able to avail of instructional programmes with regard to the use of improved seeds, fertilizers, better means of cultivation which may also be put into print in small illustrated booklets as a follow-up of the programmes on the radio. The talks and booklets will supplement each other thus resulting in an integration of audio-visual media.

The radio can also be instrumental in imparting training to social education workers of various categories. A successful social education worker in one region can recount his experiences for the benefit of workers in another region. The methods that he has found effective may serve as guide to his co-workers. Similarly, programme-oriented broadcasts for the benefit of adult education workers may be found to be quite useful. In order to derive the maximum advantage from such programmes, advance planning will have to be done so that field workers in different regions and states are aware of such programmes and can listen in at the specified hours. It would also be necessary to have such programmes in the regional and local languages.

The possibilities of the use of television as an educational medium for the eradication of illiteracy have still to be studied and explored in this country. School broadcasts have been tried, with a large measure of success. The number of television sets is, however, so small that the maximum benefit from such programmes has not yet been obtained. If and when television sets are available in the rural area, this audio-visual medium can be utilised to a great advantage. It will, however, take us some time before we can think in terms of this particular medium of mass communication.

WORKERS' EDUCATION IN PERSPECTIVE

By Dr. Abbas Ammar

Deputy Director General, ILO, Geneva

ANY institution, if it is to be effective, should be able to make the necessary adjustments to meet new needs and to cope with additional or different responsibilities. Trade unions are no exception to this rule: on the contrary, they have been confronted with this difficult challenge and have been called upon to reconsider their role in a rapidly changing society and to define their position in relation to other institutions which at present are helping to shape the future destiny of the world.

Developing countries in particular will have to give this question very serious attention and make every possible effort to approach it in the right way. There is a widespread feeling among the people of these countries that during the many years when they were under some sort of trusteeship a number of the changes they experienced were imposed with little initiative on their part, and that conflicting views were expressed and inconsistent policies followed in regard to the transformation of existing traditional institutions to more viable patterns which could make a real impact on their daily lives and help them to find effective solution to their difficult and complicated problems. Recent developments in many of the newly independent countries have shown that their faith in the validity of imported social institutions has been shaken, and a number of them have been trying seriously to find a way out of this dilemma. In this process they also realise that they cannot just resort to national traditional institutions, as they are fully aware that with the repercussions of technological advance and the interdependence which exists in the world at present a move in this direction would be catastrophic.

Whether one agrees with this

approach or not, it is a fact which cannot be ignored and which should help us to understand better the position of trade unions in many developing countries and some of the problems which they are facing, at both the national and international levels. Because they can be powerful forces of tremendous influence, and because they constitute one of the few organised groups in their respective countries, the unions have become either a target of attack or a focal point of attraction for various internal and external interests.

Unfortunately, for historical reasons and because of lack of clear understanding of the existing realities in many regions of the world, and also because of some reluctance in certain quarters to recognise the need for trade unions as dynamic institutions and for them to adopt to pressing social and economic changes, trade unions in developing countries have not yet been able to assume their full role, nor have they yet been altogether successful in making the contribution which could be expected from a force of this magnitude. They are running the risk that much of their time and effort will be wasted on questions which have little to do with basic national or international matters, with the word at large—including the workers themselves—paying dearly for this serious under-utilisation of the enormous potentialities of the working population.

These are important facts which have to be taken fully into account in framing a workers' education programme with special reference to developing countries. Serious attention has to be given not only to the contents of the programme and the modalities of its implementation but also to the philosophy which

much define the guiding principles of an activity of this nature and which should provide the real perspective of this kind of work. Education, in the proper sense of the word—and this is equally applicable to workers' education—must aim in the first instance at developing the ability of those concerned to think independently and objectively and to maintain their integrity when they need to pass a judgment or make a decision. Here it must be remembered that until very recent times most of the workers in developing countries had little opportunity even to enjoy their right to basic education and have therefore grown up seriously handicapped and poorly equipped to stand on an equal footing with those who have had educational facilities in their earlier years.

One of the basic objectives of a workers' education programme must therefore be to prepare trade unionists to manage their own affairs without interference from outside, and to train leaders from amongst the workers themselves who are capable of discharging such responsibility and exercising effective influence in matters of real concern to the workers. Unless and until this objective is achieved, it will be extremely difficult for the trade union movement to maintain its integrity or to resist pressure from outside.

But, as with other types of leadership, union leaders have to reflect honestly and fully the aspirations of their fellow workers, and to prevent abuse of the power entrusted to them by the rank and file of the trade union membership. The real safeguard for running any institution on a democratic basis is the continuing alertness of all concerned to the key issues involved, and their ability to elect their leaders freely,

and to take an active part in the work of the institution, and ensure that their chosen leaders adhere to their terms of reference and refer back to their colleagues all matters which they do not have clear authority to deal with. It is the only way for workers' organisations to reach the necessary level of maturity and avoid the risk of prejudicing the basic interests of the membership as a whole.

For proper management of any institution it is unavoidable to have an organisational hierarchy, but this needs to be envisaged as a means of harmonising all legitimate interests and of building bridges between sectors of the group whose strength depends on its understanding, solidarity and unity. From top to bottom, every member—through education—must be trained to accept this basic principle and—again through education—the gap between the so-called elite and the rank and file must be narrowed so that common understanding is promoted and harmony achieved. This is the way in which members of the same organisation develop their sense of “belonging” and begin to feel that they have something in common which is worth defending. Once this basis of action is attained, a trade union will be able to have a solid front capable of resisting any pressure and of standing firmly in support of its integrity and the interests of its membership and of the workers generally.”

I.L.O.'s Interest

But why is the ILO interested in the growth of a strong trade union movement capable of maintaining its integrity and independence? Have trade unions, in particular in developing countries, a role to play in shaping the future of their societies and a contribution to make to their social and economic development? Or are they exclusively concerned with defending the interests of their members and securing for them the maximum

rights and privileges? And, in regard to all these questions, can workers' education be of help? These are very real questions which deserve serious consideration and deep reflection on the part of trade unions all over the world, as it is not sufficient to accept preconceived dogmas, nor is it convincing to argue on the basis of traditional conceptions and historical formulae. Reference has already been made to the need for institutions, including trade unions, to be dynamic organs able to adjust to additional demands and to cope with new situations. The unions have always faced this test and there is at present an awareness in many developing countries of the need to re-examine the role of trade unions in these emerging new societies—an exercise to be carried out objectively and with respect for the fundamental principles emphasised in the ILO Constitution and the Declaration of Philadelphia, in the United Nations Charter of Human Rights, and further reflected in various international standards.

If these requirements are met, and if it is clearly understood that the trade unions themselves are fully competent to have the primary responsibility for a review of this kind, this initiative should be welcomed. It could prove to be a means of strengthening workers' movements and of giving trade unions more impetus. It should thus help to strengthen this very important institution just at a time when it is being called upon to undertake new functions, to play a more effective role in a rapidly changing world and to contribute its efforts to the struggle for social justice and better living conditions for people of different nationalities, race or creed.

Naturally, the main preoccupation of emerging nations at present is to develop their resources, to ensure equitable distribution of their wealth, to

mobilise fully human potentialities, to secure equal opportunities for their citizens and to maintain a balance between social and economic development. The workers, as an important and numerically very large sector of the population, have every justification for pressing their claims to secure a fair share of the national income, which should be compatible with their contributions to the social and economic development of their respective societies. At the same time, they might willingly accept to make sacrifices in the interest of their nations but they would certainly expect other sectors of the population to do the same. This is all the more true because the great majority of the workers in developing countries have suffered considerable injustice and are still suffering from very low wages, very poor conditions of work and life, and lack of security.

Nevertheless, new nations, for lack of adequate resources, can only cope with all justified demands gradually and therefore need full co-operation and great understanding from all sectors of the population. They know that every possible effort has to be made to raise the level of productivity and to accelerate economic and social development, thus maintaining a balance between rights and duties. In this perspective, the workers are an essential factor in the growth of the national economy and a decisive force in the success of any development plan. Objectively, it is difficult to question the need for accelerated development, and it may be equally difficult for the trade unions not to respond sympathetically to appeals for concerted action in this direction. This of course requires on their part adequate knowledge of many very complicated questions and deep insight into the broad social and economic problems involved. Workers' education must therefore give due attention to these wider issues and play an important role in

preparing the workers for this task and training them to discharge responsibilities which require understanding, courage and imagination. It has to be remembered that the workers will be dealing with questions of this nature together with other influential and rather privileged groups—governmental, employers and others—and unless they are fully prepared and adequately informed they might prejudice their position and fail to safeguard their own interests.

The tendency at present prevailing in many developing countries is to associate trade unions more closely with the work of all organs responsible for the future development of these countries and to recognise the important role they can play in economic and social fields. They are called upon to advise on income and wages policies, to participate in the formulation of

national plans, to be represented on management and training boards, to sit on parliamentary committees and elected assemblies. This is a big and exciting challenge which needs to be taken seriously if it is to serve a useful purpose and achieve real results. It is a golden opportunity for the workers to prove that they are really a solid force to be recognised, which is capable of making a real contribution, not only to the formulation of social and economic policies, but also towards effective implementation of these policies in the interest of the nation as a whole. Building up a nation is not an easy task. It cannot be achieved by wishful thinking and impressive slogans; it requires very hard work and serious thinking, and, above all, an objective approach and a scientific attitude. In the past this responsibility was left to a small minority which (without underestimating its achievement)

did not satisfy the aspirations of the workers or eradicate poverty and misery. Now it is very much to be hoped that with fuller participation of the workers themselves in shaping the future of their emerging nations, and through international co-operation, it will be possible to see the dawn of a new era and to realise a world society in which human beings can enjoy happiness, material and social security and peace.

All this seems to me very relevant to the whole evolution of workers' education programmes in developing countries—a question which cannot be discussed in vacuum or dealt with without a touch of guiding philosophy. Success in this field will therefore depend on how much serious thinking we are prepared to devote to these programmes and on the spirit in which we carry them out in practice.

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Asian-South Pacific Bureau of Adult Education

THE Asian South Pacific Bureau of Adult Education recently held a Regional Conference in New Delhi. Some members of the Indian Adult Education Association might like to know a little more about this organisation which was formed only two years ago. The following notes have been supplied by Arnold Hely, National Secretary of Adult Education in New Zealand, who is the Hon. Secretary of ASPBAE.

"One encouraging result of the Unesco World Conference on Adult Education held 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 the 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 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. Mr. S.C. Dutta of India was UNESCO Consultant at both the Seminars.

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 thirty-three 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 180, 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 south—in all twelve countries and two island territories.

Since its foundation, the Bureau has been closely associated with three major regional conferences and has organized (in association with the Philippine Adult educators) a fourth 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; then there was the conference in Manila attended by approximately fifty Philippine adult educators representing fourteen institutes and agencies concerned with adult education in the Philippines.

A third regional conference was held in 1966 in New Delhi in co-operation with the Indian Association of Adult Education. The theme of the 1966 conference was 'The Role of Educational Institutions in the promotion of Literacy'. This conference was proposed as early as 1964 at the Sydney Seminar, but in view of the recent World Conference of Minister of Education on the elimination of illiteracy held at Teheran this year, the 1966 conference of ASPBAF provided 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 programme and projects throughout the regional area and has published a quarterly journal on the eve of the New Delhi Seminar.

The building up of a fully effective Bureau is seen as developing in three stages:

The First Stage: The first stage is when the Bureau is enrolling members, is gaining recognition, is becoming a centre for regional information and co-operation and is creating close links with leading adult educators and adult education institutions throughout Asia. At this stage (the present stage) the work is being carried out on a voluntary basis with most in the regions, e.g., the Indian Adult Education Association, the University of Hong Kong, the Bureau of Public Schools in the Philippines, the National Council of Adult Education in New Zealand and the Australian Association of Adult Education with support from the Asia Foundation.

The Second Stage: At this stage, it is assumed the programmes of the Bureau would be well esta-

blished and membership would be widely representative of the leading adult educators in all the countries of Asia and the South Pacific. Programmes and work of the secretary's office would be becoming too heavy to be borne purely by the voluntary effort of the Honorary Secretary assisted by any clerical assistance which could be reasonably expected from a body such as the National Council of Adult Education. At this stage (which should be reached by the beginning of 1967) money must be obtained from outside sources to permit the appointment of an intelligent, highly qualified shorthand typist as assistant secretary, who could handle a great deal of the routine work of the Bureau under the direction of the Hon. Secretary.

The Third Stage : The final stage (which should be reached by 1970) is when Bureau membership is completely representative of adult education throughout Asia; when the influence of the Bureau is felt in a positive way in all aspects of regional co-operation in adult education and when the programmes of the Bureau represent an important feature of adult education throughout Asia.

At this stage, the Bureau should have its own full time secretary with supporting clerical staff and be equipped with its own headquarters (preferably in an Asian country) with offices and library. All this would involve an annual income of a substantial and assured nature. When this stage is reached, however, it should not be difficult to obtain such an assured income through a process of annual grants from the national governments in the area (a) because ASPBAE membership will include the influential

adult education leaders in each country; and (b) because the total annual cost of such a secretariat spread over eighteen countries would not evolve a heavy drain on any individual government.

Developments in adult education throughout the Asian-South Pacific area have received a marked fillip from the stimulation of the two world conferences held at Montreal and Teheran and through the regional conferences at Saigon, Sydney, Hong Kong, Manila and New Delhi. The favourable atmosphere now existing for rapid progress should not be allowed to dissipate.

The Asian-South Pacific Bureau of Adult Education can make a 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 sympathetic and interested bodies such as the Asia Foundation and of Unesco—whose efforts in the field of adult education in Asia have done so much to lay the foundation on which ASPBAE has been erected.

The annual membership fee is Rs. 5/-. Your support would be greatly appreciated. Because of the small amount of the subscription; you might consider taking out a subscription for two or three years. Membership subscriptions or renewals may kindly be forwarded to :

Mr. S.C. Dutta
Chairman
A.S.P.B.A.E.
Shafiq Memorial,
17-B, Indraprastha Marg,
New Delhi

ADULT EDUCATION FOR RURAL LEADERSHIP

The experience at the M.S. University of Baroda

SINCE its inception the M.S. University of Baroda has shown growing interest and sense of involvement in the developmental challenges of the country.

There has been a conscious attempt, however inadequate, at unifying the "town and the gown," without undermining the much cherished spirit of academic freedom.

Extension or adult education has been an inheritance from the erstwhile Baroda State which under the inspiration of its ruler Maharaja Sayajirao carried on many progressive educational programmes far ahead of his time. Maharaja Sayajirao appointed in 1920 a University Commission which recommended a full-fledged department of extension as one of the constituent units!

The various faculties of the University are in various ways, doing adult education work. For instance in the Faculty of Education and Psychology there is extension service for about 300 schools, which involves intensive school improvement programme through orientation and refresher courses,

workshops, seminar and symposia, implementation of science education, guidance of high school staff, and experimental projects, library facilities, publications, audio visual aids, exhibitions etc. and lately a comprehensive programme of rural education training programme, to develop community-centred school in collaboration with the University of Michigan.

In the Faculty of Home Science there are adult women education classes for teaching home-making, foods, nutrition. The Oriental Institute has a publication programme, "Prachya Vidya Vyakhanmala" a series of lectures to spread knowledge of ancient Indian culture and "Sayaji Gram Vikas Mala"—publications on the upliftment of villages. The Faculty of Social Work has mental Hygiene services for needy through its clinic and training of Urban Community Development workers and short term training for the social workers of voluntary welfare agencies. The Faculty of Commerce runs short courses for middle level supervisors of local industries.

The work at the V.T. Krishnamachari Institute of Rural Development has taken up the work of rural adult education in a more comprehensive manner.

Shri V.T. Krishnamachari Institute of Rural Development, a constituent unit of the University since its inception in 1955, has carried on a programme of rural development with reference to training adult rural workers and leaders—both official and non-official, in a more direct way and with special reference to needs of change and development in the villages.

The institution has trained two categories of people—(1) workers like social education organisers, family planning extension educators, public health nurses, who work with the rural people and get to learn and practise methods, programmes of adult education in their respective areas of work—and (2) the village people themselves—the Sarpanchas, Upsarpanchas, Panchas and village Women Leaders in leadership training. Both the kinds of training constitute leadership education. The focus of the former is on making the people accept change and of the latter on building up community leadership for planned change.

In the past several years the institution has developed considerable amount of experience in training various categories of persons.

Education for Planned Change

Education of the adults with their role as change agents, be they government workers or village leaders necessitated training on different lines than done traditionally.

The training programmes has four areas of work—(1) the trainee is given knowledge adequate to his role through lectures, discussion, films etc., (2) the trainees is helped to gain skill and experience in leadership through practice sessions through role play, organisational responsibility, case studies etc., (3) the trainee is motivated to change his behaviour through developing insight into his own behaviour through laboratory sessions, supervision etc. and (4) the trainee is provided with opportunities for motivated change through an enabling ethos and experimentation.

All the four areas of work are normally used in the larger courses, but in the shorter courses, this is done in a limited way. The common thread that runs through all the programmes is the use and appreciation of group processes that have relevance to adult learning. A particular experience, deliberately created or inadvertently faced is used as experience for learning. Some of these may be communicating experience, decision-making, conflict resolving, developing sensitivity to various social situations etc.

Extension Work in Villages

The institution from its inception has looked upon itself as having a stake in the life of the villages. The trainees and staff have worked in all about 20 villages, from time to time. The attempts at development of the villages has been based on educational methods. The work in the village has been both a laboratory for learning for staff and trainees and for serving the people.

From time to time in some of the villages adult literacy programmes have been carried on. But this has always been part of the larger educational effort to develop the village. All social education organisers are trained in methods of adult literacy. Alongwith development of institutions like Panchayats, Cooperative School, Mahila Mandals, running of literacy classes has received considerable attention.

Research with Reference to Plan Change

This programmes in some of the faculties have a clear focus on programme of development and change. The master's theses in the Faculties of Education and Psychology and that of Social Work are chosen often on the consideration of special inquiries or useful in tackling the developmental problems. This is also true to a certain extent in the Department of Sociology.

At the V.T. Krishnamachari Institute of Rural Development the programme of research is action-oriented. The study includes on rural with welfare or development bias, for instance with problem of family planning, community development, panchayati raj, community leadership from some of the areas of research investigation.

Education for Democracy

Shri V.T. Krishnamachari Institute of Rural Development has met with considerable success in training, research and extension, through essentially educational methods that have been experimented in an atmosphere of freedom made possible by the support and encouragement of the University and because of firm belief in democracy and its possibilities.

Leadership training for democracy cannot but be within the mainstream of educational endeavour in this country. This is what is being done at the institute and with considerable success.

J.C. Kavoori
Director
V.T.K. Institute of Rural
Development, SAMIALA,
BARODA.

RURAL YOUTH CLUB

S.R. PATHIK

PROGRAMMES for the development of rural youth in one form or the other is dealt with many ministries and departments. In order to develop the youth movement on sound lines and for evolving an integrated approach, the Indian Adult Education Association through its Committee on Rural Adult Education has decided to launch a rural youth club movement. Its main objective is to help the rural people to increase agricultural production and learn new ways of life. Experience gathered in the work concerning adult education, rural youth and increased farm production has shown that all these cannot be dealt with separately. There has to be an integrated approach, Agriculture is the main concern of the rural people and it dominates their mind. At the same time it is realised that the changes in agricultural practices is not possible without proper education. Efforts have been made by the State Governments to organise extension services to change the outlook and practices of the rural people, but it has not been possible to enthuse them in the programmes of agricultural production. It is felt, therefore, that a concentrated effort is necessary for energising the rural masses through the youth among them.

Indian youth has been charged with indiscipline several times in recent days. As a matter of fact it is not indiscipline but a manifestation of restlessness among the youth. They do not find adequate channels for releasing their energies. Before independence there was a dynamic and clear cut role for the youth to achieve freedom. No such role has been set before the youth after independence. As such they find today no programme where their energies could be channelised.

Through the present pilot project the Indian Adult Education Association proposes to tackle the problem of youths by organising them into youth clubs which would be charged with the responsibility of taking up agricultural production on modern lines and practice new ways of life.

The Association proposes to select 500 rural teachers and 500 rural youth through the cooperation of five colleges in rural areas of Uttar Pradesh. With the help of these 1000 leaders, who will be trained through correspondence courses, the Association aims at organising 100 youth clubs each having 20 to 30 members. All information on improved agricultural practices as contained in the correspondence courses would be passed on to the rural youth numbering about 25,000 at fortnightly meetings; and through them to the people at large.

The Correspondence courses to be given to the youth leaders will comprise fortnightly lessons. Keeping in view the principles of Adult Education, the lessons would be prepared by experts belonging to the Association in collaboration with the Gorakhpur University and local Zila parishads. These courses will provide information and skills on methods of increasing agricultural production and the art and science of Mass Education.

School teachers numbering 500 have been selected by the Association. They will be initiated in the programme through work-shops at the block level. Every teacher will be given a Gobar Gas (cow-dung) Plant. They will also be trained to make about 10 tons of concentrated manure (5%N 5%P), worth about Rs. 250 per ton. The teachers will use the Gobar Gas Plant to demonstrate alternative ways of creating fuel.

Students numbering 500 will be selected by five selected Rural Intermediate Colleges. Each of these colleges will be provided with a paddy processing unit. These processing unit will be used for the processing of paddy free of charge and for securing an additional seer of rice per maund of paddy. It is estimated that each of the five colleges will have a net annual income of about Rs. 40,000, which will be sufficient to meet the cost of additional establishment.

The Committee on Rural Adult Education has constituted two committees, one each in the districts of Gorakhpur and Deoria, with the Vice-Chancellor of Gorakhpur University as Chairman.

The project is estimated to cost over Rs. 8 lacs. The Indian Adult Education Association has already allocated Rs. 5,000 for preliminary work. The Zila Parishad, Gorakhpur, has also contributed Rs. 1,200. The Planning Commission has promised to give Rs 10,000. The All India Khadi & Village Industries Commission has agreed to provide 500 Gobar Gas Plants valued at Rs. 600 per plant (50% of the cost of these plants will be given by way of grants and the other 50% as loan repayable in 10 years).

This pilot project is an educational programme. Correspondence course, discussion group, and increased food production will be its main feature. It is expected that in about 4 years the youth club movement will take its roots and revolutionise agricultural production. It will also link education with economic development. Once the movement gathers momentum, there will not be any need for external assistance.

SEMINAR ON CONCEPT OF MAN

Saiyidain Stresses Many Facets of Man

Shri K.G. Saiyidain, Director, Asian Institute for Administrators and Planners inaugurated a four-day Seminar on Concept of Man at Aligarh on Feb. 5. Speaking on the occasion Shri Saiyidain said, "there have been many varied and often contradictory concepts of man, not only chronologically but also contemporaneously."

FOCUSsing attention on the basic controversy about the concept of man, he asked: "Is the essential nature of man's life material or spiritual? If one stresses the material aspect as important, one is accused of being materialistic and insensitive to higher values. If one stresses the spiritual, one is accused of running away from reality." He said that man cannot rest content with merely conquering the world of matter but must also wrestle with the world of the spirit and grow into wisdom, charity and a sense of beauty so that his whole personality may find its richness and fulfilment. "All the material riches man has acquired are not an end but the starting point of his great spiritual quest."

Shri Saiyidain envisaged many types of man and said that there were many facets of the human personality, such as the good, the bad, indifferent, cruel, compassionate, mechanical, creative, myopic, and the visionary. We cannot ignore any of these facets, he said.

Shri Saiyidain said that if men and nations could live without their actions being governed by a blind snatch-and-grab policy, one great cause of conflict would be removed and they could lead "more rational, peaceful and kindly lives."

Nawab Ali Yavar Jung, Vice-Chancellor of the University presided over the inaugural session of the seminar.

Earlier, explaining the purpose and scope of the Seminar, the convener Miss Sabira Zaidi, emphasized the need for a dialogue between different modes of inquiry into human nature. Over 50 prominent scholars participated in the Seminar.

Adult Educators Return

Three adult educators of India, who had gone to Canada on study and observation tour have returned. They are Sarvshri L.R. Shah of Jaipur, J.L. Sachdeva of Delhi and Shrimati C.K. Dandiya of Jaipur. The first to return was Shrimati Dandiya and last was Shri Sachdeva, who reached New Delhi on January 29, after a four-month study in Canada. He visited Ottawa, Toronto, Vancouver, Saskatoon and Syracuse. His visit was sponsored by UNESCO.

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Administration and Organization in Implementing the Adult Education Programmes*

By Shri N.D. Sundaravadivelu

Joint Educational Adviser, Ministry of Education

THE last Census in India revealed that as many as 335 millions of our own brothers and sisters are illiterate. If 24 per cent of our people are literate and the other 76 per cent are illiterate, should it not be a matter of deep concern for one and all? Can anyone with a social conscience be complacent about this dark situation?

To the adult illiterate man or woman, the inability to read and write, may or may not be a matter of shame. To that individual it may merely be a denial of one of those fundamental rights of which he may not even be aware. To perpetuate this denial of our brothers' right, simply because he is not aware of it, and does not aspire to wrench it from our unwilling hands, is not only a grave injustice against humanity but a neglect of a chronic disease that eats into the vitals of our society. Men of vision and mission all over the world have realised the value and importance of literacy and education, not only for individual benefit, but also for economic prosperity and social welfare of a nation. Repeatedly their voices have been raised against mass illiteracy that cripples the developing nations in their progress towards better economic and social standards of living. At periodical intervals they have pleaded with unflinching faith and confidence the cause of universal Adult Literacy. This Seminar is another such gathering of ladies and gentlemen, to plead for social justice and social welfare.

If we have listened to those few voices of wisdom and devoted a part of our attention to Adult Education and Social Education and spent some of our time, energy and funds on Mass literacy programmes during the last three Five Year Plans, the Nation would have progressed much more than it did, in various fields of our developmental activities. Serious implementation of Adult Literacy programmes would, not only have given the Nation, a few more millions of literate citizens, but also given millions of homes, literate parents, who could have been of some help, directly and indirectly, to their school-going sons and daughters. A child that sees its parents striving for literacy is likely to take to its own schooling more seriously than he would do, when the parents are content to be illiterate. **Rapid spread of Adult literacy would have helped us considerably in the creation of proper climate for Elementary and Secondary Education. Today 70%**

to 80% of our school-goers can get no help whatsoever from their homes, as the parents are illiterate. This failure to create the proper climate and the absence of guidance and help for home study, handicap a large majority of our pupils even at the elementary school level and contribute a great deal for the ineffectiveness of our education, as indicated by the twin evils, stagnation and wastage. Here is a situation where the furtherance of the interest of the individual also furthers the interest of the society in which he lives and helps that society to get better dividends for its investment in education. The better the education of the worker, the better will be his performance in the long run and greater the economic progress of the Nation. May we, therefore, plead for a better deal for and more effective support from all concerned for a mass campaign for Adult Education.

The problem of adult illiteracy is so vast and has been so neglected in the past that it requires the all-out efforts of hundreds of thousands of educated persons. In the nation-wide Movement for the eradication of illiteracy, we have to enlist the service of every educated man and woman, who volunteers. It has to depend mostly on such volunteers. Fortunately for us, thanks to our efforts to spread education to the rural areas, in many States in our country, we will find in every village at least a few men and women who would have completed middle school education. Even if all of them may not be in a position to give their service to the local literacy centre, it is quite possible to enlist a considerable percentage of them. Such educated persons of each locality should form the main corp. If we enlist all educated persons that volunteer and orient them to teaching adults, we will get a large army of part-time workers; their number may be sufficient for our immediate requirements.

To coordinate the activities of the volunteers we need in each locality one or two persons. The school teacher is, in my considered opinion, the key person in this campaign. It is a fact that even today the humble primary school teacher does count in the villages. By and large, none can play the role of a local catalytic agent more effectively than the school teacher. A large number of them can and will undertake this Adult Literacy work with a sense of responsibility and achieve results, if he is supported in this by the local community. I am aware of the fact that in many cases, the teacher is non-resident in the village in which he works. But what harm is there in allowing him to run an Adult

*Paper presented at the Seminar on Eradication of Illiteracy held at Hyderabad (Nov. 4-7, 1966)

Literacy Centre in the Village of his residence? Born out of my close association with the primary school teachers for over three decades, is my conviction that their capacity for good is many times more than what society has drawn out of them. Hence I submit that the teacher should run the Adult Literacy Centre with all the assistance and help of local volunteers—students and adults. He should be paid a lump sum annual allowance as honorarium and awarded a certificate while the other volunteers may be awarded the honour of public recognition at an annual function by the award of certificates.

The Panchayat Samitis or Zilla Parishads and the Municipalities that are now entrusted with Elementary Education should be the major agency for opening and maintaining these Adult Education centres. It is quite possible that a number of private agencies that now run schools may also like to open and maintain such centres. There should be no objection to such agencies being utilized, in addition to the former one. They should be given the same financial assistance as is given to the Zilla Parishads and other local Authorities.

The existing school buildings and furniture should be utilised for this purpose. Each student of these centres will have to be provided with a separate set of reading and writing materials. The Centre shall be provided with chalk, charts, lighting etc. While the Local Authority will have to provide the cost of honorarium to the teachers, in full, the cost of supply to students and the centre could come partly by way of local community contribution and partly from the local authority concerned. The Inspector of these centres and the Commissioner of the Panchayat Samiti will scrutinise the requirements of such centres and decide at the beginning of each year, the amount of funds to be provided for each centre and the Commissioner will sanction it, subject to review before the end of the year.

The cost should be incurred by the Local Authorities in the first instance and should be reimbursed fully by the State Government. The State Government may, in turn, get subsidies from the Government of India for the purpose.

As the teacher has to take up this responsibility of educating the adults, the organisation, administration and direction of this Movement should be vested in the Directorate of Public Instruction or Education of the State concerned. The Directorate and its officers, at all levels, including the Inspectors of the Primary schools, should take upon themselves, this responsibility as it is really a part of General Education. The Directorate and the Inspectorate at all levels may need strengthening. As conditions vary from State to State, we should leave it to the States to decide the extent of strengthening at different levels.

I have given careful consideration to the question of inspection of these Adult Literacy Centres. A separate cadre of inspectors for these may not be as effective as the same cadre of primary school inspectors looking after and guiding these centres. I want to emphasise in this connection that Adult Literacy Centres will have to depend more on local supervision and vigilance, than on sporadic surprise visits by an outsider. The Inspector who has to look after these centres, should function more as an inspirer, philosopher and guide than as a magistrate. The ordinary inspector of primary schools who is the educational leader of the local teacher, will be more effective in the new role expected of him than another whose contact is confined to literacy centres only. The balance of advantage is in favour of the primary school inspector, with reduced jurisdiction, being in charge of this variety of elementary education also.

While the actual organisation and direction of the movement may be entrusted to the Director of Public Institution, the State targets, plans and programmes from year to year should be laid down by a high-power Board of Adult Education at state level. The Education Minister may be the Chairman of the Committee. It should include State leaders of public life, a few educationists, the Director of Public Instruction, the Director of Rural Development, representatives of the State Departments of Finance, Agriculture, Industry, Labour, Harijan Welfare etc., and a few representatives of Local Library Authorities, where they exist. This Board will lay down the policy and the targets. The Officer-in-charge of Adult Education in the Directorate of Education may be the Secretary of this Board.

Similarly there may be a **District Board of Adult Education** for each Revenue District whose chairman may be a prominent non-official of the District. It may include, the D.E.Os, the Inspectors of Girls Schools, representatives of the Departments of Agriculture, Industry, Labour and Harijan Welfare. A few Principals of Colleges and Heads of Secondary Schools, a few Chairman of Panchayat Samitis and some social workers should be included in the Board. The District Educational Officer may be the Secretary of this Board.

At the level of the Panchayat Samiti, there should be an **Adult Education Board**, with the chairman of the Samiti as the chairman of the Board. The Commissioner, the Inspector of Primary Schools, the Extension Officer for Education, the Presidents of all the Panchayats in the Samities, a few Principals and Heads of Educational institutions, a few social workers and representatives of local interest, may constitute this Board. The Education Extension Officer will be Secretary of the Board.

At the village level, a Committee consisting of the President, Panchayat Board, the Heads of all local

(Continued on page 15)

Canadian Technical Schools and Their Programmes of Adult Education

By William L. Day,

Colombo Plan Project Adviser, Department of Adult Education, University of Rajasthan, Jaipur.

Background and Description of Schools

ALTHOUGH Canada has a vast land area (about the same as China), it has a small population numbering less than two crores. Because of thin settlement and an economy that depended mainly on farming, mining, and fishing, there were few technical schools until the recent past. This tendency to ignore technical education was possible because large numbers of skilled immigrants from the United Kingdom and Europe satisfied the national requirements for this type of worker.

World War II forced Canada to develop a highly industrialized economy, and immigration of skilled workers has been encouraged over the past twenty years. However, there has been a growing problem of unemployment among unskilled workers, and a very strong demand for skilled workers that immigration, has not been able to satisfy.

For these reasons, the Canadian Federal Government, with the help of Provincial Governments, has built a chain of vocational schools of three types across the country. These are :

- (a) *Vocational High Schools*—to which students intending to enter the trades may come for combined High School and pre-vocational and pre-apprenticeship training. These schools generally offer instruction from the 9th or 10th to the 12th year of school—high school graduation in most Canadian Provinces being at the 12th year.
- (b) *Vocational Schools*—similar

to the Indian Industrial Training Institutes. These schools accept students with 9 or 10 years of schooling or more and provide pre-apprenticeship training in what are referred to as the "designated trades" (carpentry, auto-mechanics, plumbing, and the like). Pre-apprenticeship courses are usually of two years duration, and apprentices return periodically to the school for classes later during their apprenticeship period. Also, these schools design and offer courses in other fields of employment, depending on the nature of current employment needs. These courses (Welding, Business Education, Stenographic Training, etc.) are often of shorter duration, lasting 6 months to a year.

- (c) *Institutes of Technology*—similar to the Indian Polytechnics. These schools accept students with good school records, who have taken Science and Mathematics in their Higher Secondary years. They offer two and three year diploma programmes in various fields of technology, such as Forestry and Forest Products, Communications, Data Processing, Mining and Construction.

Adult Education in Canadian Technical Schools :

Canadians tend to think of "Adult Education" in terms similar to their colleagues in the United States and in Europe—that is, as any education activity organized for the part-time student with adult responsibilities in the community, such as *family and work*. This, being an *operational* definition, is more practically useful than using the age

21 or 18 as the measure to decide whether education is "adult."

Canadian schools of all types, and especially technical institutions and universities, are now recognizing that they have a clear responsibility to provide education both to those who have completed full-time attendance at school, and to those who have never had the opportunity to attend. The need to provide refresher courses in the rapidly changing fields of technology and the trades is especially apparent because of Canada's previous lack of training institutions.

Courses of study offered to the part-time student belong to four main categories. Most examples are taken from the level of the Institute of Technology (Polytechnic). These are :

- (a) *Teacher Training and In-service Activities*—Teachers at Vocational Schools and Schools of Technology are highly trained in the trades and in engineering and production skills, but need two types of continuing education—continuous learning regarding changes in their field of knowledge, and training in teaching skills. Therefore, a variety of activities are sponsored—sometimes by the institutions themselves and sometimes in cooperation with other schools, the Universities and the Provincial and Federal Governments. Weekend workshops, one and two week concentrated courses, summer schools, and evening courses are all common, and teachers are expected to participate. In the case of teacher training courses in the summer and in evening classes, teachers

are expected to pay student fees, because they receive wage increases through earning higher level teaching certificates in the field of vocational and technical education. Many teachers pay fees to take subject-matter refresher and upgrading courses also.

(b) *Parallel Diploma Programmes.* Many technical institutions, offer evening programmes of study that lead to the same diplomas that are issued to full-time students. Practical work is made up through recognition of equivalent experience at work or through evening, weekend and concentrated short-term "Schools" held during holiday periods. These programmes may take up to twice the normal length of time to complete and usually are found in heavily populated industrial centres, because of the problem of finding a steady flow of students for such a demanding, long-term study schedule.

(c) *Certificate Programmes.* These are courses of study that are quite specialized. They are intended for people who are working in industry and who want to improve themselves in a concentrated field, such as Production Management, Personnel Management, Heavy Construction and other segments of the Trades, Engineering, and Management. These programmes of study are usually developed from the specialized courses of the second and third years of the regular diploma programmes, and "packed" to appeal to the man in industry or business. Many "certificate" programmes are available in correspondence form and are very effective and popular in a country of long distances and scattered population.

(d) *Special Courses.* These courses are offered in a large variety

and number, and are designed especially to satisfy needs of working adults. They have relatively short duration—ranging from one-evening seminars and 8-hour weekend courses through to courses requiring several evenings a week for 6 months or a year. Naturally, these courses are highly specialized, and often are offered only once every few years, as the need may be met by the organisation of only one class. These courses require careful planning (usually with the advice of some of the people who will be members of the class) and much coordination because of their unique nature. Therefore, there must be an adequate provision of administration time. Because people usually take these courses to satisfy personal ambitions or are sent by their employers for improvement, fees are levied. These fees often make the adult education programme of the institution largely self-sustaining.

In all of these programmes of Adult Education, experience has shown that techniques of organisation and instruction must be adopted to take into account the special characteristics of the adult learner. If this is not done, programmes that are started enthusiastically and hopefully, tend to wither away, leaving negative attitudes behind. If effort is made to follow certain principles, programmes can grow far beyond expectations. Many examples of both types exist in India and Canada today. Some of these ideas and principles relating to the instruction of adults are discussed in the following section of this paper.

Instruction of Adults in Part-time Programmes

There is now a growing body of research relating to adult learning as distinct from childhood and adolescent learning. A paper of this nature and length

can only indicate some very basic considerations that have been found to be useful in the types of programmes and schools which we are discussing. Excellent texts and manuals are available in India for reference by the adult educator with a serious interest in good instruction.

Adult physiology must be taken into account. The efficiency of the eye decreases rapidly after the age of 25 in most adults—with the average adult over the age of 35 being both long-sighted and short-sighted. Also, more brighter light is needed for clear vision, and the eye does not adjust easily to changes in light intensity. If blackboards are to be used, they should not be shiny, and the chalk should contrast as much as possible with the background. The low power and glaring filament of the light bulbs usually found in technical school classrooms in India are very poor for evening and night-time perception. A "Petromax" type of pressure lamp positioned at the side of the classroom would greatly assist the student who is straining to see a detailed chart or diagram. If the blackboard is not to be used and the light bulb is at the front of the class room where it glares into the eyes of the students, desks should be swung sideways so that light falls on the desks, the instructor, and his demonstration from a helpful angle.

Adult hearing also changes after the age of 30—men having increasing difficulty in hearing high frequency sounds, and women in hearing low frequencies. The concrete, stone, and lime plaster walls of Indian technical school and college classrooms create confusing echoes that cause strains in the adult student who is listening for more than a few minutes. If a class is large, echoes are reduced and sound quality improves, but a small class should be grouped in semi-circle near the instructor, where hearing is not a problem. Naturally, the instructor should

always face his class so that his mouth can be seen (a great assistance to many people with poor hearing), and speak in a clear, measured fashion.

The adult becomes increasingly sensitive to physical discomfort—especially after the age of 25. Cold, heat, humidity, and currents of air (draughts) can be intolerably distracting to an adult in a situation where a child or adolescent can work quite productively. Without central heating and air conditioning, some discomfort will always be present, but efforts to reduce discomfort can be made—for example, a small class can be grouped away from draughts and around a small charcoal burner in winter, and held outside in the evening in the summer. Unquestionably even a small effort to improve physical comfort will be rewarded by higher attendance and increased learning.

The adult is usually tired at the beginning of his class, because he has finished a day's or week's work before he arrives. This fatigue tends to slow his reactions and to make more necessary a review and "warm-up" period before the heavy work of the session is to take place. Half-hourly rest periods are also very valuable for this reason, in addition to the fact that learning research has shown these rests to be psychologically valuable for increasing learning "production".

Research into the quality, quantity and nature of adult learning has given information to us that can be very helpful. Often, it simply looks like "common-sense" and yet a critical look at actual situations shows that these "simple common-sense" ideas are ignored frequently with disastrous effects on the learning situation.

These findings can be summarized, for the purpose of this short presentation, by four statements.

(a) *Adults can learn anything they decide to learn.* Naturally some extremes of physical performance may be impossible, and adequate intelligence must be present. *The capacity to learn*, however, remains quite constant from adolescence through to senility—the main changes being in the rate of learning, which gradually slows, and in the ways in which learning takes place, which change.

(b) *The adult compared with the child, has much pride and concern with status in the eyes of others, with a correspondingly greater sense of shame and fear of failure.* The indication of this set of characteristics applied to teaching are clear. Harsh criticism, sarcasm, and deliberately "tricky" problems designed to make the student feel his ignorance are techniques of doubtful value when working with children. However, they have a deadly effect on the adult student, who is usually already sensitive to his shortcomings, and very anxious to improve. Methods of comparison with other students, grading systems, and teaching techniques must be modified accordingly. Students can cooperate to help each other, be measured in terms of *individual progress toward goals of excellence*, and be given work that is designed to ensure a *high frequency of success*. None of these statements imply a "slack" or "soft" attitude towards learning. They have been proved to result in measurably greater learning, interest and *transfer of learning to actual situations* than more traditional systems of instruction, when dealing with adult students.

(c) *The adult student learns best and most swiftly when he believes that the learning will help him to solve his own problems.* In the case of technical schools, of course, the problems are usually those found at work. Love of learning for its own sake is something that can be developed in adults but is not usually

characteristic of them. In order to attract the adult to a learning situation and hold him there over a long period of time, there usually must be a connection between his problems and the content and skills to be taught. This connection can be established and assured by using problems drawn from the experience of the students, having them search for practical applications of theory to their own work, and by having potential students assist in designing the course of studies. Practical activities such as field work, laboratory sessions, and shop practice are all very useful ways of helping the adult student to see the true meaning of his learning. On the other hand, teaching techniques such as the lecture should be used cautiously, because the subject matter is usually presented in a *logical* form instead of *problem-oriented* form. In other words, if a lecture is given with the aim of providing information, learning should be assured by providing an opportunity for the adults to manipulate the information and apply it to problems they see as real. Fortunately, good technical schools and instructors tend to use this approach to education with regular students, and adult students respond well to this style of instruction. In Canada, vocational and technical adult education classes generally show high rates of learning and retention, with low "dropout" rates.

(d) *Adults do not usually memorize meaningless material as quickly as children, nor do they remember it as long.* However, they show a greater ability to reason—both *inductively and deductively*. Once a meaningful and rational connection has been made between new information and skills and the past experience of the adult, learning tends to be swift and effective. In teaching adults, therefore, the teacher cannot rely on their ability to memorize large blocks of information, as he can with children. On the other hand, he can expect them to learn quickly if he pro-

vides a framework of logic that the adults see as meaningful. Under these conditions, the facts to be memorized tend to be remembered with relative ease. Again, if the adult is allowed to manipulate and use these facts, he will not only remember them better, but will struggle to integrate them with his past experience and into a theoretical framework. In short, the adult searches for *understanding*—certainly a desirable characteristic of any student !!

It could be argued that instruction carried out as suggested by our four statements would also be very effective in regular schools, and therefore simply

repeats what is accepted to be good teaching practice everywhere. This may be, but we believe that in fact the lack of this type of instruction is the root cause of the failure of many adult education programmes in India, as elsewhere. Therefore, the statements are not redundant at all, but need to be put into effect, through adequate training of teachers of adult classes—not only in technical schools, but from the level of the literacy class to the post graduate refresher course offered by the University.

The great problem posed by adult education classes, and the

great opportunity provided by them stem from the same characteristic. That is, that they are voluntary, part-time, and must compete with other problems, pressures, and pleasures of adult life. This implies a host of difficulties in instruction, but also forces us to think with extreme care of the needs, capacities and nature of our students. Failure to do so with children simply results in less effective or poor education. Failure to do with adults results in no class at all. This, the ultimate judgment of a poor learning situation, is one that forces the educator to face his inadequacies squarely, and change his practices accordingly.

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Liberal Education and the Villagers of Mysore

By John H. Shaw

Senior Producer, Division of Post-graduate & Extension Studies, University of New South Wales, Sydney

THROUGHOUT India many different types of educational institutions have been established, in the past decade, to meet the needs of the country's developing economy and expanding population. Among the newer institutions, a number are directly linked with, and form an integral part of the Community Development programme, such as the Gram Sevak Training Centres for village level workers, the Orientation and Study Centres for Government officials and local government personnel concerned with developmental activities, the Social Education Organisers' Training Centres for preparing professional workers in this field, and the Panchayati Raj Training Centres which provide background and training courses for representatives on local councils — to mention but a few. All these institutions have done a great deal to provide a cadre of liberally educated and broadly trained people to assist in India's Community Development programme.

But in the State of Mysore, in southern India, there is a group of educational institutions which, though not directly associated with the Community Development programme, are making a significant contribution to the life and learning of villagers in that State. These are the **Vidyapeeths**, a series of eight residential colleges for rural youth.

The name Vidyapeeth (sometimes spelt Vidyapeetha) means "seat of learning," and the colleges have been established under the aegis of the Mysore State Adult Education Council to provide courses of liberal and vocational education for young people from villages throughout Mysore.

India, like Asian countries generally, has a high proportion of village dwellers, most of whom depend directly or indirectly on agricultural pursuits for their livelihood. This rurally oriented demographic pattern has important educational implications, such as the provision of village schools, the place of teachers in small communities, the training of teachers, the nature of the curricula, the financial resources available, and the function of the schools as cultural centres. Educational planners in these countries have had to recognise, and attempt to cope with, the need of their peoples for educational programmes especially oriented towards small village communities. The Vidyapeeths of Mysore provide a striking example of one method of meeting these needs.

The Vidyapeeths had their origin in the early 1940's

at a time of great political and social movement in India. The struggle for independence was at its zenith and the atmosphere ripe for adult education. The need for increasing literacy was one of the elements of rising national aspirations.

During these wartime years, students of the University of Mysore Union made a singularly important move which was to have wide repercussions. They decided, of their own volition, to start teaching adults in Mysore to read and write.

Levels of Literacy in Mysore State were then, and still are, comparable to the general levels throughout India. Though low by western standards, they are not disproportionately low in relation to the national figures. However, in the district immediately surrounding the city of Mysore, literacy rates were somewhat below national or State averages. This fact, and a national crusading spirit, inspired the students to embark on their project of spreading literacy in nearby villages.

The students' adult literacy work soon attracted considerable attention, not only from University authorities but also from eminent people associated with Mysore Municipality and the State Government. As a result, the Mysore State Literacy Council was formed in 1940 to assist in promoting the work.

At this stage, the objective was solely to raise the levels of literacy, but many associated challenges soon arose. The first was the need for simple and suitable textbooks in the local language (the Mysore language is Kannada) and so the Council launched into the task of preparing, printing, and providing, free of cost to the students in literacy classes, suitable texts and readers. As with all languages, Kannada has its own peculiar problems, among which is an alphabet of fifty-two letters: this, in itself, poses difficulties for both teachers and learners. It was realised that the subject matter of textbooks, used in literacy teaching had to be about things with which the illiterate learners would be familiar—things from their real life. Furthermore, it was recognised that the teaching of literacy can provide important opportunities for civic and social education, and so the texts and readers were focused on matters of social and cultural importance. Indeed, even today, the first readers for neo-literates in Mysore have chapters with such titles, as "Our India," "Our Mysore," "Cauvery River," "Our Children," "Drinking Water," "Our Villages,"

“Mahatma Gandhi,” “Electricity,” and “News-papers.”

Another challenge in the early days of the Mysore State Literacy Council was that of follow-up work with new-literate for a reversion to illiteracy can rapidly occur if the student does not have ready access to attractive reading materials matched to his ability. In 1941 the first rural library was established to meet these needs and it is worthy of, note in passing, that by 1964 there were some 2630 of these libraries throughout the State of Mysore.

It was evident in the first half of the 1940's that the range of activities of the Literacy Council was spreading beyond the rigid limits of literacy work and, to reflect this changing scope the organisation was reconstituted as the Mysore State Adult Education Council—the name it still bears today.

It was also at this time that the thoughts of the movement's leaders turned to a new development. In ancient India, perhaps as long ago as 1500 B.C., there was a scheme of youth education called *Gurukula-Ashrama*. This scheme of educating young men was established by the ancient sages or priests; the youths lived in a secluded place in the forest with their *Guru*, who was entrusted with their education; they were schooled in ancient beliefs and customs and given a basis of preparation for their later life of worldly affairs.

It seemed to the educational leaders of Mysore in the mid-1940's that some of the concepts of *Gurukula-Ashrama* might well be revived, and the Mysore State Adult Education Council decided to establish a residential college for village youths, using some of the principles of ancient schooling.

Members of the Adult Education Council who were conversant with the Danish Folk High School Movement and the impact it had made in Scandinavia felt that it had features which could benefit the Mysore college. It was, then, out of these two roots—the *Gurukula-Ashrama* and the Danish Folk High School—that the inspiration for the Mysore Vidyapeeths came. From a distillation of two educational philosophies, out of which had grown two educational institutions, one ancient and one modern, the Vidyapeeth programme of residential adult education for the rural youth of Mysore State was developed.

In 1947, the first Vidyapeeth was started near Nanjangud, a town with a population of about 20,000, eighteen miles south of Mysore City. The site was on the south-western fringe of Nanjangud municipality in the midst of rice fields, banana trees, and coconut palm—a typical southern Indian rural landscape. That Vidyapeeth still flourishes, and the present day college includes a ten-acre farm and eighteen acres of land leased for growing rice and

bananas. Additional activities include poultry farming and bee-keeping, and there are facilities for teaching carpentry, mat weaving, tailoring, loom-weaving and smithing.

In the initial stages, some difficulty was experienced in finding students for the Vidyapeeth. Even though scholarships were provided to cover the cost of accommodation, and no college fees for tuition were charged, the problem of recruitment was not easy. This is not difficult to understand in view of the social, economic and cultural conditions in villages. Many village farmers would, perhaps, not consider formal education for their sons as very important. If one of his sons went to a residential college for several months, the farmer lost a member of his work force for this period of time; and since the college did not provide a vocational guarantee, such as entry into the civil service, or prepare the youth for a specific examination, the farmer had no obvious and tangible compensation for the economic loss of his son's labour. In addition, the joint family, which is characteristics of most Mysore villages, is close-knit and intimate, and the removal of a boy from its midst would create problems both for the family and the boy. Another matter which caused concern to many parents was diet. There are within India, and even within the borders of one State, marked differences in the types of food eaten and the manner of its preparation, so that many villagers were uncertain as to how their sons would cope with the food provided for them at the college.

It was therefore necessary to promote and publicise the Vidyapeeths among the villagers and to convince them that it would be advantageous for their sons to attend the college. Staff members visited villages to explain the idea to parents, answer their questions, and allay their doubts and fears. This, then, was one of the teething problems experienced in the pioneering stage; nowadays, a representative of the Mysore Adult Education Council in each Taluk Board (i.e., the district local government council) acts as publicity and recruiting agent for the Vidyapeeths.

When an educational idea is transported from one country to another and incorporated into a local pattern of education, there is always a danger that, in the process of migration and adaptation, some of the fundamentals of both may be lost or modified to such an extent that they become ineffective. It is a tribute to the architects of the Mysore Vidyapeeth scheme that they have been able to synthesise the various educational elements, while keeping their basic objectives clearly in sight, and to produce an amalgam which preserves some important educational principles.

The Vidyapeeths are residential colleges imparting a liberal education to selected young men from the villages and training them for rural leadership, laying

emphasis on "cultural, social and physical development with agriculture and handicrafts as a bias." They aim to provide the benefits and preserve the values of community living-and-learning.

The advantages of a residential system are very real in the Indian context, especially for youths whose horizons are limited, who perhaps have few contacts beyond their own village and who may, throughout their whole life, rarely travel far beyond their local district. Living in a residential college does much to widen the students outlook and remove some of his insularity.

The Vidyapeeths aim to provide for broadly based studies and an atmosphere of intellectual curiosity over a wide range of topics. They are thus liberal in both content and method. During a visit to one of the Vidyapeeths in 1964, I was questioned in a lively and spirited fashion about aspects of life in Australia. The students there indeed showed keen intellectual curiosity.

But there is little of the "ivory tower" about these institutions; they combine, with this liberal element, an emphasis on vocational training. Each student is taught skills in crafts and in farming which will help him in village life and make him a more effective member of the village society. In this way, he is introduced to the basic principles of learning by doing, of linking new experiences with those of the past, and of relating study to everyday life.

Social, civic and cultural education also has an important place in the Vidyapeeth pattern of studies. The curriculum includes such subjects as Indian history and political institutions, Kannada language and literature, Hindu and other major religions, world and regional geography, social organisation in India and in Mysore, and folk arts such as music, dancing and drama. Though it may be difficult in the space of a few months to pursue these wide-ranging subjects to any depth, students are introduced to them and given an appreciation of India's great heritage, as well as an understanding of present-day national issues and future challenges.

Leadership training is an essential part of the Vidyapeeth aims. It is expected that, as a result of college work, a youth will be equipped to play a prominent role in the life of his village. Indeed, one Indian educator has said that "these trained village youths may prove more effective than the overburdened village school teacher, in imparting education to the rural people."

When the first Vidyapeeth was set up at Nanjangud in 1947, the project was experimental and the future uncertain. The Mysore State Adult Education Council could not be certain that the idea would be acceptable to villagers and that the college would make the impact they anticipated. Rural communi-

ties are conservative, not only in India, but in most parts of the world. The people resist innovation strongly, and the problem of recruiting students in the early stages of Nanjangud was symptomatic of this sociological phenomenon. But, even so, the Vidyapeeth did gain acceptance. Its success reflected the sound educational basis on which it was founded and showed that the college concept met a real need in Mysore.

Five years later, in 1952, the Adult Education Council set up a second Vidyapeeth at Hassan, to the north-west of Mysore City. During the 1950's the Vidyapeeths began to attract attention, and tangible support made expansion possible. In 1955 the Ford Foundation of America made a grant of 1,100,000 rupees as the capital cost of establishing six additional Vidyapeeths and to meet running expenses for three years. The Shivaragudda Vidyapeeth, set up in 1957 in Mandya District, was the first established under this grant, and an additional five Vidyapeeths were subsequently opened in the State.

In 1958, a number of Danish visitors to Mysore studied the activities of the Adult Education Council and the Vidyapeeths. As a result of the visit, the Danish-Mysore Project was inaugurated, and now, through a Danish organisation, *Mellemfolkeligt Samvirke*, Danes regularly join the teaching staff of the Vidyapeeths. The first of them arrived at Shivaragudda in 1960 and there has since been a regular flow of Danish experts in various fields, such as agronomy and livestock husbandry, who live at the colleges, take part in the teaching, and help in the development of the Vidyapeeth programme by gifts of equipment and tools. Indicative of the close co-operation between Denmark and Mysore was the visit of Princess Margareth, of the Danish Royal family, to Shivaragudda in November 1963.

Unesco has provided assistance to the Mysore Vidyapeeths through the Gift Coupon Scheme. Up to the end of 1964, 87,000 rupees had been received from this source and expended on teaching equipment, library books, and publications. Recognition of the value of the Vidyapeeths has also come from the Mysore State Government, which provides the stipends for student and meets the cost of staff salaries.

The Vidyapeeths offer two five-month residential courses each year. The curriculum is as follows: India's political and cultural history (fifty hours); study of social institutions in India (fifteen hours); religion and philosophy (sixty hours); a brief history of the Kananda language and literature (ten hours); biographies (thirty hours); general geography (fifteen hours); rural economics (thirty hours); building construction (fifteen hours); constitution and citizenship (fifty hours); health and hygiene (fifteen hours); agriculture (eight hours); and optional subjects—

(Continued on page 15)

Cooperative Member Education—Its Content*

By D. Vir

Deputy Director, International Cooperative Alliance, Education Centre, New Delhi.

Need

THE system of Cooperation was imported from abroad and planted in the soil of India. In many cases, the system could not gain ground for want of popular support. After India achieved her political independence she thought of achieving economic independence as well, mainly with the help of cooperative movement. Therefore, a large-scale expansion has been taking place in the Cooperative sector of this developing country. Lately, it has been realised that a socio-economic movement cannot go on without popular support, and it was therefore considered necessary to attract local people towards the cooperative movement and prepare them to participate actively in the affairs of the cooperative societies. Local people, specially members of cooperative societies must identify themselves with the purpose of Cooperation and take leading roles in running and controlling their cooperative societies. A well planned member education programme is the only answer in such conditions where ignorance, illiteracy and prejudices are predominant in the minds of local people. In this way, the need of cooperative education was realised by the government concerned as well as by the cooperative movement in the country.

It was not a discovery; the Rochdale Pioneers had intensively educated themselves for a considerable period before formulating cooperative principles and organising the famous Rochdale Consumer Cooperative Society in the last century. They had first followed the principle of education and had later, included

education for development in their basic principles of Cooperation. Slowly, it became customary to enlist education of members as the last principle of cooperation. Somehow member education was taken in the developing countries as the last and least important part of the principles. Now the time has come when member education should be practiced as one of essential principle of Cooperation as was already practised by the Rochdale Pioneers. If this is done the cooperative movement particularly in the developing countries will be able to maintain its real character and expand in face of competition with other sorts of enterprises.

It is a matter of satisfaction to note that International Organisations like the International Cooperative Alliance, International Labour Organisation have been giving increasing emphasis on the role of member education in cooperative development. During 23rd International Cooperative Congress very recently held at Vienna the applicability of the Cooperative Principles to modern situations was discussed and education has been accepted as one of the basic principles of Cooperation.

Formulation of Educational Programmes

Although somewhat late, the authorities concerned with cooperative development in India realised the importance of systematic education and started developing member education programmes. Ultimately, Cooperative Unions were assigned the task of conducting the programmes. It is difficult to go into the details of the member education programmes being conducted in different parts of the country, nor it will be possible for the author to assess the effectiveness of such programmes.

However, we would like to place before the readers some basic considerations which are to be kept in mind while developing a member education programme. These are as follows :

1. Member education activities should prepare people to develop a strong self-reliant and democratically managed movement.

2. Many members and prospective members of cooperative societies are illiterate, ignorant and apathetic towards any social change or economic development programme. To overcome their apathy, the contents of an educational programme should be involving and interesting.

3. The members encounter many problems related to their cooperative societies. Therefore, a good programme should help in solving such problems. The members active involvement should also be encouraged in solving problems of their societies and ultimately of the Cooperative Movement as a whole.

4. The members generally do not have much spare-time. Programmes should, therefore, be planned on the basis of their spare time.

5. The local leaders should help to implement the educational programme. The members should also be given an opportunity to participate actively in the programme formation. This will help in developing leadership qualities.

6. Programmes might be organised in small face-to-face groups, preferably under the guidance of leadership originating in the groups themselves.

7. The methods and tech-

* The views expressed by the author, are his own and do not necessarily represent the views of the I.C.A.

niques of member education should be varied and combined with suitable teaching aids, e.g., discussion material, charts etc.

8. Adult members possess useful experiences which they should share among themselves and draw lessons from. Suitable experiences should be communicated to higher level organisations for their use and wider dissemination. To achieve this end, there should be channels of communication between members and their educators.

9. As Cooperative Movements in the developing countries are short of funds, the programmes should be inexpensive.

10. Some continuity and harmony should be maintained in various adult education programmes for members.

It has been mentioned above that the member education programme has to be geared to the needs of members as well as to the needs of their cooperatives. It means that the contents of any educational programme should mainly be based on interests and varied educational needs of members. As it will be very expensive to conduct educational programme to cater to the total educational needs of individual members, it will be worthwhile to organise them into small interest groups. For example, members interested in learning about cooperative farming societies may be organised in a group and then some educational programme may be conducted for them. However, it is necessary to conduct publicity programmes to inform members on various types of educational programmes and to create interest among them to learn more and more. Then the details of the programmes should be left to member education workers who will plan and conduct them with the active help of local interest groups. It would be most practical to conduct the necessary educational programmes for potential

members before a cooperative society is formed. However, the society must continue its member education programmes even after its formation and registration. The above discussion suggests that the contents of any educational programme will mainly be determined by their interests and educational needs.

Categories of Members

Soon after a cooperative is formed, its members assume different sets of roles and responsibilities, and accordingly they can be classified in the following categories:

1. Prospective members
2. Ordinary members
3. Active or elite members
4. Members of managing committees and office bearers.

The contents of member education will vary according to the nature of categories, objectives to be achieved and resources available.

Contents of Education

Prospective Members: Many members of Cooperative societies generally get set attitudes which are not conducive to healthy development of social organisations like cooperatives. One way of overcoming this difficulty is to infuse new blood in the veins of local cooperatives. In order to achieve this aim there should be a continuous publicity and education programmes for the prospective members. This category of members can be put in various groups such as adult men and women, youth and children. Various professional groups mainly comprising of adult population, for example, teachers, farmers, workers, writers, doctors, lawyers etc, are also areas from where membership can be drawn for the existing cooperative societies.

The groups of adult men and woman are first to be convinced about the services which can be

provided to them through an existing Cooperative. The conviction among members can come only after they are shown the efficient services being provided. To arrange for such a demonstration of services the management of the cooperative and member educators have to coordinate their efforts. At the initial stage the main contents of member education may be restricted to knowledge and understanding of the locally available services.

Youth

This group is supposed to be full of vigour and susceptible to new ideas. It also seeks to achieve independence from parents but cannot do so because of economic wants. Member education programmes are, therefore, to be geared not only to bring economy in the expenses incurred by young people but to create opportunities for achieving self-reliance. It means young people should be prepared in running their thrift and credit societies, Consumer Cooperative Societies as well as other self-help programmes. In addition, some useful services to young people should be provided by the existing cooperative societies. Some of the advanced cooperatives arrange special educational programmes for young couples. In Japan, agricultural cooperatives go to the extent of providing facilities for 'cooperative marriages' and thus indirectly educate people in the value of thrift and savings.

Children

School going children, of course, needs some basic information on cooperatives and their aims. Therefore, efforts are made to incorporate cooperative contents in their text books and supplementary books. Such efforts sometimes lead to unfavourable results. Because, many children try to master the subjects simply to pass in the examinations. Under pressure of school work they develop unfavourable attitudes towards the teaching

subjects including Cooperation. Moreover, at the formative stage children need to acquire cooperative attitudes in general and basic skills in getting along in their groups. In absence of this psychological base imparting of cooperative knowledge in children, even in adults, leads the educational programme to nowhere. Therefore, concentrated efforts are needed to prepare the psychological base first and then cooperative knowledge may be given to learners. Short stories and group games emphasizing the need of cooperation can help in developing favourable attitudes.

Syllabus

Some syllabi have been developed for various categories of members. A syllabus for any adult education programme should be an indicator only, and the syllabus should be adapted, from time to time, to local conditions. Besides the prescribed syllabus, topics of common interest and local problems being faced by members must be discussed in the member education classes. All possible assistance specially in the shape of supply of knowledge and inculcation of skills must be provided by the cooperative educators to local educational groups. However, the main emphasis in education should be laid on "self-help and mutual-help." If this value is inculcated in the participants, half the purpose of member education will be served, because further cooperative effort and continuation of member education can then be left in local hands.

Education at different levels

All secondary and apex level organisations draw their strength from their constituent members and ultimately from the primary units. The member organisations send their representatives to the higher level organisations. Some of the representatives are elected as office bearers in higher organisations. In this way, they acquire new sets of duties and

rights. Quite often, it is seen that the elected representatives are not in a position to grasp the overall purpose of the higher level organisation and its policies. Many of them become members of local factions formed on the basis of self-seeking interest and ultimately get involved in the petty politics of societies. It is, therefore, imperative that some sort of member education programme should be planned for elected members working at various levels in the cooperative organisations. This programme should be more of an informal type and may be run with the help of ex-office bearers or senior members. Employees of the cooperative organisations concerned and the government officers from cooperative and other development departments should be invited to attend such programmes.

In some parts of the country, education at various levels is being conducted through discussion groups, cooperative study forums, lecture series, seminars, sibir (training camps) etc. However, it will be more practical to develop basic syllabuses, for newly elected members at different levels. Suitable study material and visual aids on items of the syllabus, should be developed. Somehow, it must be ensured that the newly elected members get necessary knowledge and understandings about their responsibilities, which will equip them better for solving problems.

Scope of member education

Considering the varied educational needs of different groups it is difficult to define the scope of member education. Actually member education like adult education tends to be as wide as human life itself. In this context, if we examine the course contents of member education programmes being run in different parts of the world we find in them practically all sorts of contents ranging from 'Qualities of bread and butter' to 'principles of cooperation.'

However, some emphasis on business aspects should be placed in the overall objectives and contents of member education, as the educational programme has to be part of the services provided by a Cooperative society to its members for mutual benefit. Its contents are to be determined keeping in view the general aims of cooperatives and educational requirements of members. Nevertheless, the ultimate aim of education i.e. overall development of human personality cannot be under-estimated in a member education programme. The Cooperative Movement cannot treat members merely as customers on the one hand or owners on the other. They must take the life of the member as a whole and try to provide member not only education on cooperative matters but also recreational and cultural activities which will enrich his environment. The cultural activities of developed movements take a variety of forms, such as physical gymnastics, production and distribution of family journals, the organisation of performances and study groups for fine arts. Through these activities members may also feel greater attachment to their societies.

Finally, member education programme has to be democratic in content and form. It has to be the programme of the members, for the members and by the members. Without going into detail, it will be sufficient to say here that leadership development which involves knowledge of and experience with parliamentary procedures, skills of communication with various types of groups has to be included in a member education programme. It may not be possible for cooperative educators to show immediately phenomenon results in terms of quantity but they will be able to improve the quality of some potential leaders and thus will bring a healthy effect on the affairs of cooperatives. It will be more advantageous to form a nucleus of self-development in a cooperative than to hurriedly

cover large membership to achieve some quantitative results.

Some Suggestions for Considerations

Can illiterate members participate effectively in educational programmes and in the affairs of their societies? This question was discussed in the National Seminar of Cooperative Education Officers recently organised by the National Cooperative Union of India at New Delhi. Illiteracy and prejudices of people particularly in rural areas were considered as serious handicaps in the way of cooperative member education and other development programmes. In order to make our efforts to bear fruits, it is necessary to link member education with teaching of 3 Rs. to illiterate and semi-literate members. However, the question of organising member literacy programmes by the cooperatives themselves, can be answered only after some experimentation. The second question which needs careful examination is :

Can there be a syllabus for education of ordinary members ?

If we over-emphasise the problems solving approach, then the answer may be 'No', as problems in local societies are considered to be unique. If we examine these problems, many of them will either be common or will be having the common origin—ignorance of members about the affairs of their societies and principles and practices governing them. Education to understand and solve such common problems can form the core syllabus of member education to be supplemented by solution of local problems. It is sometimes argued that the idea of core syllabus emerges from the so-called academic approach in which members do not show any interest. This question points atleast to one direction. The formulation of syllabus in terms of some information is not enough. A comprehensive curri-

culum indicating various approaches and methods to be used in educating members, will have to be conceived for each category of members. The curriculum should include necessary information and understanding to be given, skills and attitudes to be imparted and interests and values to be created in the minds of participants. Some sort of educational research should be continuously carried out by the planners, administrators and teachers in the field of member education. It is hardly to be over-emphasised that members should be consulted in finalising an educational programmes meant for them.

In conclusion, it can be said that at the time of formulating

any plan for establishing a co-operative enterprise it must be ensured that adequate provisions for education of its probable members are made. In fact, members should be involved even at the planning stage of any co-operative enterprise. **Co-operation has to be taken as a process of adult education through economic activity. Co-operative education has to be treated as the most important principles of co-operation.** Right knowledge through right methods must be given to members *at the right time*. Nothing short of this will work. It is too much to expect any tangible results from member educators, after the situation in a co-operative society has deteriorated beyond recovery.

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by

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Indian Adult Education Association

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LIBERAL EDUCATION AND THE VILLAGERS OF MYSORE

(Continued from page 10)

tailoring, mat-making, weaving, carpentry and smithing (a hundred and sixty hours).

The liberal nature of these studies is shown, for example, in the "biographies" which include names such as Buddha, Jesus, Confucius, Newton, Galileo, Louis Pasteur and Faraday, as well as those of outstanding Indians.

The students' daily programme may appear arduous, for they rise at 5 a.m. and the lights-out call comes at 10 p.m. with three half-hour breaks for meals and a one-hour period of leisure in the middle of the day. This intensive schedule is followed for six days a week, with Friday as a holiday.

Students between eighteen and thirty years of age are admitted to the Vidyapeeths; they must be literate and residents of a village within Mysore State, should be engaged in the traditional occupation of the family, either on their own or their parents' land, and are expected to return to their village after training. The value of the scholarship provided for each student is forty rupees a month, which covers boarding expenses.

The language of instruction at the Vidyapeeths is Kannada. When teaching, the Danes are provided with interpreters, and foreign visitors who wish to meet the students or are invited to talk to them also use interpreter.

Three of the eight vidyapeeths have established their own co-operatives and it is planned to set up similar co-operatives in the remainder. These cooperative organisations market the farm produce and craft goods produced at the Vidyapeeth and purchase, for re-sale to members, a range of consumer goods. The Shivaragudda co-operative, for example, has 260 members, a share capital of 2,300 rupees and a credit capacity with the District Co-operative Bank up to a limit of ten times its share capital. Its members include villagers from nearby former students of the college, farm labourers at the Vidyapeeth, and members of the teaching staff.

In addition to the two five-month residential courses conducted each year, the Vidyapeeths conduct a number of short courses on specific rural subjects. These are held during the one-month period between two major courses. For example, in 1964 at Shivaragudda Vidyapeeth, there were a three-day course in poultry farming, a seven-day home science course for women, a four-day course on fruit and vegetable cultivation, and other courses of similar length in dairy farming and craft work.

Within two decades the Vidyapeeth scheme in Mysore has thus grown into an educational venture of significant proportions. Over this time, about fifteen hundred students have been trained at the colleges. The Adult Education Council has plans for additional Vidyapeeths so that there will be one in each of the nineteen districts of Mysore.

The words of one visiting educator, Dr. P. Manniche, former Principal of the International

ADMINISTRATION AND ORGANIZATION.....

(Continued from page 3)

schools—primary and secondary—and a few leading members of the village may be constituted.

Now turning to the National level, it is necessary to have a National Board of Adult Education, with the Minister for Education as the Chairman and the Planning Commission Member in charge of Education, as Deputy Chairman. It should include a few Members of Parliament, representatives of the Ministries of Education, Labour, Industry, Food and Agriculture. It should include some prominent educationists and representatives of the Indian Adult Education Association, Women's Education Council, the Central Social Welfare Board etc.

The responsibility for this campaign should devolve on the State Departments of Education and it is these paid employees that should answer to their State Governments and through them to the National Governments as in the case of other sectors of Education, for achievement of the targets, timely fulfilment of the programmes, and proper accounting of the public money. The non-official agencies should not be burdened with these. They should be free from these irksome details, so that they can effectively create the climate, lay down policies, plan out programmes and evaluate them periodically. It may also be necessary to have regional committees of the National Board of Adult Education to review and coordinate work at Regional level.

I am conscious of the fact that what is attempted by Government Departments run the risk of being bogged by various procedural formalities especially with regard to sanction of funds. Such a situation has to be avoided. But it is not necessary for that purpose to create an autonomous non-official organization and hand over the entire responsibility.

Adult Education is a new field and is also a vast field. In a vast country like ours, conditions and set-ups are likely to vary from State to State. What may work smoothly in one State may not work in another. Hence we should be prepared to allow a good deal of flexibility in working these programmes. Let not arguments about the content or the mode of operation delay the campaign any longer. Let us go about Adult Education work with a sense of emergency, create a whirlwind of awareness of its urgency, enlist every possible offer of cooperation and forge ahead, realising that perfection in the performance of any job is realised only in the process of performance.

People's College at Elsinore, Denmark, perhaps provide a signpost to the future role of these institutions: "The Vidyapeeth movement is one of the most realistic attempts to realise the People's College idea in India. It imparts residential education to the rank and file of the peasantry and may form a basis for an Adult Education Teachers' College as well."

—Hemisphere, Nov. 1966

New Life Members

IN response to the request of the Hony. General Secretary Shri S. C. Dutta, the following members have become life member of the Indian Adult Education Association:—

Shri R.R. Diwakar, M.P. President, Gandhi Smarak Nidhi.

Smt. Sulochana Modi, President, Bombay City Social Education Committee.

Dr. V.S. Jha, Member, Education Commission,

Shri G.L. Shukla, Director, Social Welfare and Panchayats of Madhya Pradesh.

Shri D.P. Nayyar, Specialist, Education Division, Planning Commission

Shri M.C. Nanavatty, Director, Social Education, Deptt. of Community Development, Panchayats and Cooperation

Dr. Amrik Singh, Secretary, Inter-University Board, New Delhi.

Dr. P.L. Pareekh, Director, SEOTC, Vidya Bhawan, Udaipur.

Shri K.N. Srivastava, Director, Literacy House, Lucknow.

Kumari Katheryan Kiracofe, Convenor, Adult Education Committee, National Christian Council, Nagpur.

Smt. C.K. Dandiya, Asstt. Director, Deptt. of Adult Education, University of Rajasthan, Jaipur.

Shri K.S. Muniswamy, Deputy Director, Literacy House, Lucknow.

Shri N.A. Ansari, Asstt. Director, Deptt. of Adult Education, N.C.E.R.T. New Delhi.

Shri A.R. Siddique, Head Deptt. of Field Work, Literacy House, Lucknow.

Indian Library Association

The All India Library Conference was held recently at Chandigarh. Shri Sohan Singh was elected President of the Indian Library Association.

Dr. Liveright in Delhi

Dr. A.A. Liveright, Director, Centre for the Study of Liberal Education for Adults, Boston University is arriving in New Delhi on February 13. During his three day stay in Delhi, Dr. Liveright will meet Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University, Shri J.P. Naik, Adviser, Ministry of Education; Dr. K.L. Joshi, Secretary, University Grants Commission, Dr. M.C. Shukla, Director, Correspondence Courses and Continuing Education, University of Delhi, Dr. T.A. Koshy, Director, Deptt. of Adult Education, NCERT and Dr. Amrik Singh, Secretary Inter-University Board, and the University Adult Education Association.

Dr. Liveright will also have discussions with the General Secretary of the Association Shri S.C. Dutta. He will also have talk with Shri J.C. Mathur, Additional Secretary, Deptt. of Agriculture and member of UNESCO's Committee for Advancement of Adult Education.

Dr. Liveright will also address a Seminar at Delhi University and another at Department of Adult Education (NCERT).

On the 16th morning, Dr. Liveright will leave for Jaipur where he will visit the University of Rajasthan and meet the Vice-Chancellor, Prof. Mathur and the Director of Adult Education, Shri U.S. Gaur.

Dr. Liveright will also make a trip to Udaipur to meet the President of IAEA, Dr. Mohan Sinha Mehta.

Dr. Welthey Fisher

Dr. Welthey Fisher, founder of Literacy House and President World Education, New York, is convalescing in New Delhi.

On January 29, Mrs Fisher fell from the stairs of the Indian Adult Education Association and fractured her left arm. She was removed to Safdarjung Hospital and was attended to by Dr. Doraiswami.

Mrs Fisher came to Delhi to attend the Executive Committee meeting of the India Literacy Board which runs the Literacy House at Lucknow.

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JAGDISH MATHUR INAUGURATES WRITERS' WORKSHOP

Inaugurating a writers' workshop in New Delhi, the well-known leader of adult education movement Shri J.C. Mathur said that production of literature for neo-literate should be a team-work wherein the writer, the technical expert and the leader should all put their heads together and produce literature which would give correct and relevant subject-matter in a language understood by neo-literates and in a style liked by them.

THE writers' workshop which began on February 28 will go up to March 25, and has been organised by the Department of Adult Education of the National Council of Educational Research and Training, with the objective of producing books and other reading materials for neo-literate farmers to help them in increasing agricultural production.

Shri Mathur, a distinguished administrator and a well-known Hindi writer, is a member of UNESCO's International Committee for the Advancement of Adult Education and a member of the Executive Committee of the Indian Adult Education Association.

Shri Mathur said that it was essential for the writers to keep constantly in view the readers and their interests and needs. The writers should not be satisfied merely with the opportunity they get for their self-expression but should also strive to achieve the utilitarian objective of giving knowledge and information to their readers which would enable them to acquire skills necessary for increasing productivity. In addition to books, efforts should be made to encourage publication of periodicals for the use of neo-literates and for inclusion of special columns in the newspapers.

Shri Mathur said that there was a real challenge for Adult Education Workers to demonstrate how adult literacy could be made functional. It was to be experimented how teaching, reading and writing can go along with imparting of knowledge about increasing agricultural production which was the need of the hour. He expressed the hope that the participants under the guidance of experts would be able to produce really good materials for neo-literates.

Earlier, Dr. T.A. Koshy, Head of the Adult Education Department welcomed Shri Mathur and outlined the functions of the newly-established unit for the production and promotion of literature for neo-literates. He said, the unit apart from producing model literature for neo-literates, will conduct research on reading habits and interests of neo-literates and take up studies and pilot projects for book promotion and distribution.

The meeting was attended among others by Sarvshri S.C. Dutta, S.R. Pathik, N.R. Gupta and B.R. Vyas.

With the cooperation of the Farm Information Unit of the Ministry of Food, Agriculture, Community Development and Cooperation, an exhibition of materials produced by them was also set up.

Editorial Board

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Role of Universities in Eradication of Illiteracy

By S.N. Ranade, Director, Delhi School of Social Work

AN illiterate population constitutes a serious threat to development and democracy and our efforts to wipe out illiteracy have so far been very feeble. Despite the unprecedented expansion of primary education during the three plan periods, the number of illiterate persons has registered an increase. In 1966 there are 20 million more illiterates than there were in 1961, due to the enormous growth of population which has more than neutralized all developmental effort. Illiteracy has undoubtedly impeded efforts to check population growth.

Literacy is important, though probably not altogether indispensable for education. But education in the contemporary society has acquired a new significance. It is not restricted to formal programmes offered in traditional institutions and it is not confined to a limited period of time in a person's life. It has become a life-long necessity. Lack of educational opportunities which illiteracy implies means nothing less than absence of freedom. An illiterate person has a very limited scope for the development of his personality. He can contribute little to the growth of the community and is a drag on its resources. Thus from the points of view of the individual and the community illiteracy presents a grave threat and a formidable challenge. If we are to depend entirely on the expansion of primary education for the solution of this problem we may have to wait well-beyond this century. It is for these reasons that the Education Commission, in their report, have pleaded for a massive, unorthodox national effort, for the eradication of illiteracy within a period of twenty years.

If this is not to remain a pious wish, a tremendous orga-

nizational effort will be needed which will involve every section of the community. The Commission have suggested a two-fold strategy based on (a) the selective approach (b) the mass approach, but have put a greater reliance on the mass approach which will involve "determined mobilization of all available men and women in the country to constitute a force to combat illiteracy." The main responsibility in this mass campaigns will have to be shouldered by students and teachers.

What have the Universities to offer in the gigantic effort for the successful demolition of the most formidable barrier to development? They have with them manpower, youthful and dynamic and as yet uncommitted. If their idealism could be rekindled through purposeful activity there is hope that we may be able to accomplish some of our cherished goals that appear unreachable today. Eradication of illiteracy is one such goal.

It must be recognized, that involvement of University students and teachers in a movement for the eradication of illiteracy is not something that will be of benefit only to the illiterates. The wide gap between the educated few and the illiterate many is hardly conducive to the accomplishment of egalitarian goals. There is little communication between those who have the privileges of education and those who have been denied these. Contact with illiterates seems essential for the education of the literates in a developing country like ours. There is no doubt that such a contact will provide meaning and depth to education. More than that it might inculcate a sense of realism and responsibility among the youth by bringing home to them the profound gap that exists between what is

and what ought to be. Though in recent years the Universities have become far less secluded than they were in the past there does not yet seem to be an adequate appreciation on their part of the wider social responsibilities which they can shirk only at their peril.

In a University the programme for the eradication of illiteracy should form a part of a broader programme of Adult Education which itself should be an important constituent of a multifacet programme of national service. Eradication of illiteracy is important but education of illiterates can not and need not wait till literacy is achieved. The Education Commission have rightly pointed out that Adult Education should precede, accompany and follow "the programmes of literacy." The interest of the adults can be stimulated and sustained and relapse into illiteracy prevented only if literacy teaching is closely linked with adult education.

There are two fronts on which the Universities can wage the battle for literacy—one within and the other outside the University community. Within each University community there are a large number of illiterates. Last year the Delhi University became painfully aware that a large number of its class IV employees were illiterate. The Vice-Chancellor appointed a committee to go into this problem and suggest measures for the liquidation of illiteracy in the University campus. A quick survey revealed that over 45% of these employees were illiterate. In addition most of their adult dependents specially women, were also illiterate. The University Council of Social Service Leagues took up the challenge and called for student volunteers. The response was

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Training of Literacy Teachers and Supervisors

By Harbans Singh Bhola*

LITERACY is undoubtedly essential for building a meaningful democracy. Literate communities are more likely to sustain democratic institutions at local, regional and national levels. People able to read and write can participate effectively in taking decisions that concern them, their homes and fields, and their communities.

There are various things that need to be done for the eradication of illiteracy which in India has depressing proportions. For example, adult schools must be opened and a minimum of equipment must be put in those schools. Special literature that neo-literates can read and which they will enjoy reading must be produced and put in libraries established in villages and work places. But most important of all a well-trained adult teacher must be put in each adult class. Professional and competent supervisors and administrators of literacy programmes must be created to organize literacy programmes and keep them running. Effective training programmes for preparing needed literacy personnel thus assume considerable importance.

Institutions for Training Literacy Workers

While literacy clearly belongs to the tradition of education, in India it had, in recent years, become a part of the community development programmes of the country. Opening of adult literacy centres, establishment of reading rooms and libraries and training of block level officers for social education programmes were and are mostly looked after by the Community Development Department of the Government of India and state development

departments. Most training programmes in such institutions as Social Education Organizer's Training Centres, Mukhya Sevika Training Centres, and Gram Sevika Training Centres are supposed to pay some attention to literacy. However, these institutions seldom have special personnel to look after the literacy component of their training programmes. With the increased emphasis on food production and Panchayati Raj, the literacy component of the over-all training programmes has been diluted and in some cases has completely disappeared from the curriculum.

Which such specialized training programmes as the Khadi Gram Udyog Vidyalayas, Small Industries Training Centres, and Panchayati Raj Training Centres, with their respective specific emphases have sprung up all over India, special programmes for literacy training are few if any. Literacy House is one of the few institutions that has committed all its resources to research, training and action in the field of literacy.

Literacy House Training Programme in Perspective

Literacy House training programmes for adult teachers and supervisors have a history of almost fourteen years. Courses have been organised at the Literacy House campus or at the campuses of other institutions by training terms sent from Literacy House. In the years 1965 and 1966 twenty-five courses for over 600 literacy teacher and supervisors were organized.

The programme of literacy training at Literacy House has, over the years, been a pragmatic one. It was designed to meet literacy workers where they were; to accept them as they were and fulfill the needs that they felt. The Teacher Training

Department which looks after these training programmes at Literacy House is not a wing of formal education and understandably could not structure training too strictly nor lay down the prerequisite qualifications and experiences of prospective trainees. The duration and content of courses had also to be flexible. For example, requests for training have, in the past, varied in duration from 2 days to 30 days. In terms of content, requests have been equally varied. Some courses, therefore, emphasised only literacy methods and materials. Others also included audiovisual techniques. When trainees were interested in the preparation and manipulation of puppets, a highly popular folk medium of this region, training activities were so structured as to enable trainees to acquire these skills.

One Step Ahead

Early in 1966 it was felt by those responsible for literacy training that its programmes should be put in a more tangible format without sacrificing flexibility of approach. The need was to clarify training objectives and develop a rationale for including or excluding particular content. The idea was to be able to offer to prospective trainee groups suitable alternatives among properly designed instructional units. It was also intended to have a clearly defined format that would enable a continuous evaluation of instructional units and training methods.

This involved *standardization* on the one hand and *diversification* on the other. Through standardization of content it was intended to develop some well-rounded instructional units. The subject matter *content* of these units as well as the *level* at which it was to be dealt with were clearly laid down. By establishing

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the units of time required for coping with particular content, it was possible to get a fairly good idea of what could be done in how much time. An institution or a group requesting one week's training time can now be helped to decide how the training time at its disposal can best be spent in terms of its needs and interests.

Many different and diversified roles exist in the area of literacy. In the field are adult teachers who hold night classes in villages and urban centres for farmers and workers. Supervisors working for voluntary organizations or development block help teachers on class organizations drop-outs, community support, materials and facilities, and many other problems. People in government offices and education departments fill administrative roles in relation to planning and organization of literacy programmes. Lastly, lecturers in universities and teacher training colleges now teach full or half papers in adult education and need the stimulation of workshops and seminars. Naturally, a single training course with roughly the same content is not good for everyone. Some diversification of instructional content is necessary.

What follows is the description of a plan for the training of *literacy workers*, both teachers and supervisors. Training and orientation programmes for *adult education workers* are also being developed but are not reported here.

"Unit by Level" Plan for Literacy Personnel

A training design for literacy workers must deal with at least four different problems: (a) varied literacy-related roles for which people have to be prepared; (b) varied competences and educational backgrounds of people applying for such training; (c) different interests of trainee groups in terms of subject matter content; and (d) varying durations of time they can invest in such training. The training

design offered here seeks to meet most of these requirements and is based on a "Unit by Level" plan.

Description of Levels

On the basis of previous experience prospective participants in training courses were divided into two main categories:

(1) Junior High and High School Group, and (2) Graduate and Post-Graduate Group. Those who have passed junior high or high school generally work as V.L.W's and as literacy teachers while those who are graduates or even post-graduates are most often employed as supervisors and instructors. These two levels thus cover most people likely to undergo such training.

Description of Units

Literacy workers must do certain kinds of jobs while working in the field. For doing those jobs they must have a body of knowledge and skills with which to invent solutions to problems they face in their work. An inventory of such knowledge and skills was prepared and divided into six units around specific themes. Descriptions of these units follow :

Literacy—Its Needs and Purpose (Unit 1, 2½ days)

This unit, extending over 2½ days is designed to give the trainees an understanding of the illiteracy problem in India, to define the historical and philosophic bases of literacy for democratic societies, and to clarify the relation of literacy to economic and social development.

Working with Adults (Unit 2, 3 days)

This unit, extending over 3 days, seeks to distinguish between children and adults as learners. It provides understanding of adult's learning abilities and motivations for learning. It also discusses the characteristics of social structures in which an

Indian adult typically lives, acts, and makes decisions. This unit thus identifies the characteristics of an adult and provides the trainees useful insights for responding effectively to these characteristics.

Teaching of Reading and Writing (Unit 3, 5½ days)

This large one-week unit introduces the essential requirements for primers and readers written for adults. Attention is also given to teaching writing and numerical skills to adult learners. Uses of periodical and non-periodical supplementary literature to establish the reading habit among adult readers are discussed. Some commonly used textual materials for teaching literacy to adults are analysed with emphasis on teaching literacy with the Naya Savera set of texts.

Supplementary Techniques : Audio-Visual Materials (Unit 4, 2½ days)

This unit, extending over 2½ days, seeks to provide the trainees with an awareness of the audio-visual materials available to literacy teachers. The emphasis is on the utilization of audio-visual materials. Simpler aids such as charts, flashcards, and khaddargraphs are given particular attention because of their special relevance to Indian conditions.

Supplementary Techniques : Puppet-Making and Manipulation (Unit 5, 3 days)

This 3-day unit is designed to give the trainees rudimentary skills in moulding, painting and manipulating glove-puppets, a popular folk medium in some parts of India.

Administration and Evaluation (Unit 6, 2½ days)

This 2½ day unit is designed to introduce simple principles of
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A SCHEME FOR MEASUREMENT OF SUCCESS OF LITERACY PROJECTS

By B.B. Srivastava*

THE importance of literacy for a developing economy and rapidly changing society cannot be over-emphasised. Galbraith¹ mentions a literate population having a highly literate minority as one of the four other things a developing country should aspire to produce along with capital and technicians. The other three things mentioned by him are: a substantial measure of social justice, a reliable apparatus of Government and public administration, and a clear and purposeful view of what development involves. There is a strong relationship between literacy and social change, especially industrialization and economic development. The U.N. Economic and Social Council observes:

"It cannot be emphasised too strongly that the enormous reservoir of adult illiteracy presents the greatest threat to the success of the Development Decade and to hopes and plans for raising standards of living throughout the world."²

Developing countries are much anxious to wipe out the bulk of illiteracy from their soil to make the soil grow more. The task is huge and the countries are short of resources, yet the barrier is to be thrown away as soon as possible. Methods for teaching literacy are devised, literacy pro-

jects are planned and experimentations are done. All claim to lead to the same destination but through different approaches and all claim that they have succeeded. There must be some device to judge their claims and to measure the degree of their success on a common, comparable scale. Such a device is necessary to help the national planners and other agencies in the field to make an unerring profitable choice—the selection of a literacy project which satisfies the requirements and conditions of a country which can be adopted on a large scale to wipe out illiteracy. A measurement device, which is objective and based on empirical facts; which employs criteria which are widely recognised and are in accordance with the needs and aspirations of a country; which is elastic enough so that adjustments can be easily made; and which is simple and less costly, is needed. Both planners and evaluators of literacy projects need such a device. This paper is an attempt in this direction.

A. The Goal: Functional Literacy

Goal of an activity is the first and foremost criterion to judge the success of that activity. Success of a literacy project must be measured against the goal it sets before itself. The desirability and value of the goal itself should also be reviewed in terms of the needs and aspirations of the society. An attempt is made in the following pages to review the needs and aspirations of India in regard to literacy.

The goal of literacy projects is, conspicuously, attainment of literacy by large number of illiterate adults. This is the prime motive behind the organisation of any literacy project. But, what is not very clear and not universally agreed upon is the concept

of literacy. Shri Raj Narain has collected a good number of concepts of literacy in his book "Education for Literacy."³ and has arrived at the conclusion that only a "relativistic definition of literacy" can be provided,⁴ by which he certainly means a definition which is related to the needs and aspirations of the society.⁵

The concept of "functional literacy" has gained a wide recognition in India as well as in other developing countries in the world. The aim of functional literacy as defined by UNESCO's Conference of Literacy Experts is more akin to the needs and aspirations of India today. According to this Conference:

"A person is literate when he has acquired the essential knowledge and skills which enable him to engage himself in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development and for active participation in the life of his country."

To be an objective criterion for measurement, it must be defined in quantitative terms—in terms of numbers of school years and/or in terms of amount of vocabulary. The Experts Committee is also of similar opinion and continues—

"In quantitative terms, the standard of attainment in func-

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1. Galbraith, J.K., "A Positive Approach to Foreign Aid," *Foreign Affairs*, Vol. 39, No. 3.

2. United Nations Economic and Social Council, *World Campaign for Universal Literacy*, Document No. E/3771, 15 May 1963, pp. 36-37.

3. Raj Narain, *Education for Literacy—Its Functions and Dynamics*, Allahabad: Garg Bros. 1958.

4. *Ibid.*, p.17.

5. *Ibid.*, p.17.

tional literacy may be equated to the skills of reading, writing and arithmetic achieved after a set number of years of primary or elementary schooling."

Mushtaq Ahmed has suggested the completion of 4 or 5 years of schooling as equivalent to the standard achieved in functional literacy.⁶ He bases his suggestions on the recommendations made by Sir Philip Hortog in 1928 and by the Census of India, 1931, for 4 years of schooling for permanent literacy. William Gray had also suggested the same grade of primary education as equivalent to functional literacy. Thus, it may be agreed that a standard equivalent to 4 years of schooling at present in India, that is primary standard, should be the desired standard to be achieved by a literacy project.

A still more objective and quantitative definition can be provided in terms of vocabulary. The N.F.E.C (now Department of Adult Education, N.I.E) Seminar on Adult Literacy in 1962 approved a vocabulary of 3,000 words of high frequency and Mushtaq Ahmed has suggested it to be of 2,000 words. However, much work are to be done in this regard for empirical findings of such number and for preparation of the list of such basic vocabulary in Hindi and other Indian languages.

Besides, being in accordance with the present day needs and aspirations of India, the standard of functional literacy is desirable also because it gives permanency to the literacy learnt and does not disappear which is a most anguishing problem for literacy projects.

The path of functional literacy can be divided in a number of stages. Mushtaq Ahmed has sug-

gested 5 stages. Three stages corresponding to different years of schooling seem to me to be more appropriate division. Dr. Irwin Lorge has also suggested 3 stages.⁷ The 1st stage may be equated with Grade II of primary schooling, the 2nd stage with Grade III and the 3rd stage with Grade IV of primary schooling. Likewise, the total vocabulary for functional literacy can also be divided into these 3 stages. Mushtaq Ahmed has detailed out the skills to be acquired at each stage. His list can be well adjusted to the schemes of 3 stages as proposed here: that is, his 1st and 2nd stages may correspond to the stage 1, his 3rd stage to the stage 2, and his 4th and 5th stages to the stage 3. The details in regard to number of words and time can be adopted after necessary modifications.

Literacy Test

For the purpose of measurement, it is most desired that there should be a common standardized test for functional literacy in each Indian language. Preferably, there should be a graded test which can measure literacy at any of the three stages. However, in the lack of such a standardized test and norms, a pro-

fixed and only that adult who has obtained marks above the cut-off point, should be declared to have attained the decided standard. Fairness in administration of the test should generally be presumed by the evaluator. However, in case of doubt, the cut-off point may be increased accordingly.

The Scale

The scale proposed in this paper for the measurement of success of literacy projects on this criterion of "goal," is a continuous one. The 3 stages leading to functional literacy are three points at equal distance. The test whose standard is decided by the evaluator beforehand, places the project within the range of that stage with which the test has been equated. Within the specified stage the 'level of attainment' (that is, quality of literacy achieved by adults) may vary. That is, a number of projects may administer tests of similar standard but their achievement may not be the same. Hence, each stage may be divided into 3 points which will indicate 'low', 'average', and 'high' 'level of attainment' of literacy by a project. To measure the 'level of attainment' within the specified stage of literacy, the following formula should be used:

Total marks obtained by adults who have been declared literate

Level of Attainment

Total number of adults who have been declared literate.

per procedure of scoring the 'answers' can be developed to overcome the difficulty. If a certain test is administered in a literacy project, the standard in terms of functional literacy must first be decided by the evaluator. After deciding the standard, a proper cut-off point should be

which is nothing but the average marks obtained by adults declared literate in the project. Then, to decide whether it is low, average, or high level of attainment, divide the distance between cut-off point and maximum marks into three. That is, suppose the cut-off point is 40%, then 40% to 54% marks may be 'low', 55% to 84% as 'average', and 85% to 100% as 'high' level of attainment. Thus, the scale becomes a

6. Ahmed, Mushtaq, *Teaching Adults to Read and Write—A Guidebook for Literacy Teachers*, New Delhi: Jamia Millia Islamia, 1959, p.19.

7. Quoted in "The Definition and Measurement of Literacy" *Fundamental and Adult Education*, IX, 1957, No. 1, p.8.

9-point scale as follows:

0	1	2	3	4	5	6	7	8	9	Functional
	low	avr.	high	low	avr.	high	low	avr.	high	Literacy
			STAGE			STAGE			STAGE	
			1			2			3	

Hence, to formulate, the nearer the point obtained to the point of functional literacy, the more successful a project is.

B. The Conditions: Time and Cost

A developing country, having a large number of illiterates, aspiring for such an ambitious goal of wiping out illiteracy and attainment of functional literacy, is, at the same time, subjected to certain conditions. A successful literacy project should not only achieve the goal as best as possible but it should also satisfy to the maximum extent the conditions placed by the country. Since literacy is so significantly related with social and economic development that a developing country wishes to accomplish it in a short period so that the developmental pace can be accelerated. Developing countries are short of material resources and cannot afford to spend luxuriously and so always try to explore a less costly means for attainment of their goals. Thus there are two conditions before literacy projects: one, the time and second, the cost.

B. I.—Time

There are normally two aspects of time involved in acquiring literacy by adults. Firstly, what is commonly known as the time of instruction which, in almost all the literacy projects, is the number of hours spent in the literacy classes. The other is the time spent by adult learners outside the class. The first is most regular and does not vary with individuals, while the second is not common for all adult learners and hardly a few adults put in such an extra effort for learning literacy. However, there may be certain projects where such an extra effort outside the class is compulsorily and regularly demanded, e.g. homework.

In calculation of time that a project took in achieving the

desired goal, the time of instruction alone should be considered as project time. In case an extra effort is compulsorily and regularly demanded, a mention must be made of it and some proportion of it should be added with the time of instruction.

There are two measurement units of time which can be used for the purpose of evaluation. These are (a) hour, and (b) weeks or months. The unit of hour provides a more exact measure than weeks or months. For the measurement of success the unit of hour should be used, at the same time the spread of these hours over period, that is unit of weeks or months, should also be taken into consideration.

Thus, other things being equal, the lesser the number of hours of instruction and the shorter the period of a project, the more successful it is.

It is not definitely known how much time is normally required by an adult to gain the literacy of the standard of Grade IV i.e. functional literacy. It is true that he will not require four years as is the case with a child. Though quite a few estimates are available but no empirical evidence is available for these estimates. Mushtaq Ahmed reports of one experiment conducted by the Jamia Millia and he concludes "...an average adult cannot attain the primary 4th grade level in less than 24 months or 1,000 hours of systematic teaching. This level of achievement may be called functional literacy."⁸ In another study in Lucknow and Kanpur, Shri Ahmed has found that on an average an adult took 3 months and 12 days to complete the first

primer (Naya Savera).⁹ In the scheme of functional literacy developed by Shri Ahmed,¹⁰ this can be located at Stage 2 which lasts for 4 months. Thus, on the basis of this finding also, the total period comes to 24 months.

The Indian Adult Education Association has suggested a period of 9 months¹¹. In another paper published in the Indian Journal of Adult Education,¹² it has been opined that functional literacy can be achieved in two stages of 5 months each by holding classes on five days of a week for 1½ hours per day. These estimates do not mention the functional literacy in terms of school years or number of vocabulary.

On these meagre data we cannot generalize the time for an average project and hence cannot provide a standard for measurement of more successful or less successful literacy projects. In the absence of standard, only a relative statement can be made while comparing two or more projects.

B. II.—Cost of Literacy

The U.N. Economic and Social Council in its report¹³ states "Cost is the number of units of currency (e.g. dollar) that must be spent in order to obtain a unit of output and should normally be based on the least expensive of the various

9. Ahmed, Mushtaq, "What Literacy does to People?" *Indian Journal of Adult Education*, XXVI, 1965, 10, p. 10.

10. Ahmed, Mushtaq, "Teaching Adults to Read and Write," p.p. 22-27.

11. Indian Adult Education Association, "Pilot Project on Literacy", *Indian Journal of Adult Education* XXVI, 1965, 3, p. 3.

12. "Plan for Adult Education in India," *Indian Journal of Adult Education*, XXVI, 1966, 6, p. 3.

13. U.N. Economic and social Council, Op. Cit. p. 55.

8. Ahmed, Mushtaq, "A Scheme for Adult Literacy," *Indian Journal of Adult Education*, XXVI, 1965, 1, p. 3.

technically possible methods of production." Two crucial points which arise in consideration of cost of literacy are: (a) what expenditures of literacy project should be included in calculation of per unit cost?; and; (b) what should be the unit of output in a literacy project for calculation of per unit cost?

(1) Components of Cost :

There are, broadly, two kinds of costs involved in a literacy project: (a) Capital Cost; and (b) Recurrent Cost.

(a) *Capital Cost* : Capital cost is an expenditure which is not wholly consumed in one project but serves many such projects. Capital cost in a literacy project in India is mainly cost of equipments. Capital cost, like expenditure on building, is not a cost for literacy projects in India, for, in almost all the projects, places for holding classes are generously allotted, free of charge, by the local communities. In case they are taken on rent, the cost will be included in recurrent head.

Equipments like blackboard, charts and other durable materials of teaching and petromax, mats furniture and such other durable articles purchased or received in donation, are components of capital cost. Furniture received temporarily from local communities should not be made part of the capital cost, because it is not owned by the project. Thus, only those items received in donation should be included in the capital cost, over which the project has full authority of ownership.

Teacher training is another important component of capital cost. In India it is, so far, not a very organized or a high expenditure. It is in many cases only like an orientation course of short duration in the field of adult literacy. This period can well be included in the duration of teaching and

salary paid to the teacher will be accounted in the recurrent cost. However, in cases where it is a major cost item, a suitable formulae for calculation of the share of a project should be devised.

A simple procedure to calculate the share of capital cost of a project is suggested here: make a list of all such items, note the cost of the item and its expected life in units of projects, divide the cost of the item by its expected life and the resultant will be the share of a project for that item,* add up all these resultants and the total will be the capital cost of a project.

(b) *Recurrent Cost* : Recurrent cost is an expenditure which is wholly consumed in a single project. Recurrent cost in a literacy project includes salaries and allowances to instructors, supervisors and other personnel employed in the project. If in some projects unpaid volunteers are employed to teach literacy, no cost should be estimated of them nor added to the cost of the project. Obviously, it will decrease the per unit cost of literacy, which is a creditable achievement of the project that it has gained such public co-operation. Secondly, the unpaid volunteers certainly in many respects differ from paid instructors which very likely affect their achievement in terms of their teaching. In other words, the standard and level of attainment of literacy is likely to be affected which will be reflected in the attainment of the goal.

Recurrent cost also includes expenditure on materials supplied

* Technically, though it will not be a very exact and justified share of the cost because the quality of the service of an item for later projects will not be same as for first project, nevertheless, it gives fairly good approximation on the basis of equal distribution and entails least complication in calculation.

—primers, readers, paper, slates,** pencils, oil, mantle or electricity, transport, rent of building, if any, and such other consumable items. Even if the cost of some of these items is borne by committees and adult learners, it should be included in the cost of the project.

Thus, adding together the capital cost of a project and the recurrent cost, we get the total cost of a project for the achievement of the goal of literacy.

(2) Unit of Output

In the above section we have worked out the calculation of cost of a literacy project. But a project is not a standard comparable unit, because there are small and big projects and cost in terms of total project does not indicate the extent of success on this criterion. Moreover, a project is not an unit of output. Since our objective is assessment of the achievement of a project, the cost should be calculated in terms of that unit which the project has produced.

A literacy project aims at production of literate adults, hence adults made literate should be used as unit of output. A literate adult is one who has passed the literacy test administered in the project. Thus to find out per unit cost of literacy in a project, divide the cost of the project by the number of adults made literate.

The drop-outs and failures are waste products and they, though have a little value, should be ignored. A high rate of drop-out and failures are a high amount of wastage and the more the wastage the less successful a project is. In other terms, a high amount of wastage will

** In some literacy projects in India a slate is not permanently given to the adults, and they are taken back from the adults after the project finishes. In such situations, it should be treated under capital cost of equipment and cost for one project should be calculated in the same manner as of other items under capital cost.

enhance the per unit cost of literacy and a costly literacy project cannot be said to be a more successful project.

The cost of literacy is linked with the standard of literacy aimed and the time taken for achieving the same. We are definite about the standard of literacy, that is, we want a standard of functional literacy, but how much time will be normally needed by a project is not known; therefore, we cannot, at this juncture, prescribe a scale of cost with average cost to declare, in absolute terms, a project successful or unsuccessful. Such a statement can only be made in relative terms while comparing two or more projects.

However, it will be useful if we look at some of the estimates of cost of literacy. In a study of per capita cost of literacy in India, it has been found that the per capita cost of adults made literate between 1947 to 1951 was Rs. 12.55 which arose to Rs. 14.44 in 1951-52.¹⁴ On this basis, allowing a 50 per cent rise due to rise in prices, the authors estimated Rs. 20 as adequate cost for per capita literacy.¹⁵ But this calculation and estimate is for the first stage of literacy.

The Indian Adult Education Association¹⁶ has estimated Rs. 7,500 for making a village literate where 250 adults are expected to be made literate, thus per capita cost comes to Rs. 30. This estimate is based on number of adults enrolled. The standard to be achieved is not mentioned.

In 1965, Mushtaq Ahmed made an estimate of per capita cost of adults made "func-

tionally" literate.¹⁷ His calculations were based on the experiment of Adult School conducted by Jamia Millia, New Delhi. He calculated the per capita cost as Rs. 50.50.

C. Popularity : Attendance and Drop-out

The above three criteria of standard, time and cost stem from the aspirations and conditions of the society and thus judge the extent of fulfilment of these. A project, besides satisfying these criteria, should also be one which is liked and appreciated by the people for whom it is meant. It is a most recognised fact that unless the people like and accept a project, it cannot be successful. In case of literacy projects this problem is more acute, because literacy to them does not bring any direct immediate gain. Though they realize the value of being literate, they do not realize the urgent need for it. Their little interest in literacy is subdued by many other urgent economic and social problems. As a result, we find a scanty enrolment and thin attendance in the literacy classes and high rate of dropout. Thus, in India and in other developing countries as well, there is need of such literacy projects which can arouse strong feeling of need among people for literacy and motivate them to acquire it. It means that it should have certain qualities which attract people and retain people for the whole project period. In other words, a successful project should be popular among people and in a sense, it is a judgement by the people of its success.

Magnitude of enrolment, size of attendance and of dropout evince the degree of popularity of a literacy project, hence these can be accepted as valid indexes of popularity. Of these, enrolment does not provide an absolute measure because it depends

on the size of project and thus it cannot be comparable. Therefore, it can be left out of consideration and size of attendance and dropout only should be used for the purpose of measurement of success.

For size of attendance and dropout, percentages can be calculated which are comparable and present a clear picture of the project's popularity. The percentages of attendance and dropout can be calculated from the attendance register in the following manner :

(All the calculations should be done monthwise, as it is most common breakup of period for keeping attendance and other records).

- A. Note the number of adults on roll each month;
- B. Find the number of days a class was held each month;
- C. Multiply A and B of each month and thus find the *maximum attendance*;
- D. Count all the cells marked present in each month and this will be the *actual attendance*;
- E. Divide D by C and multiply by 100 and the percentage of attendance in each month will be found;
- F. Find the average percentage of attendance for the whole project either by averaging the monthly percentages or, to be more accurate, by adding all the entries in Columns C & D separately and dividing total of D by total of C and multiplying it by 100.

The size of dropout can be found from Column A in the above procedure. Compare the number of adults on roll in first month with that in last month and find out the difference in terms of percentage in relation to enrolment in first month.

Thus, to formulate, higher the percentage of attendance and lower the percentage of dropout,

14. Ansari, N.A., and K.B. Rege, "Per Capita Cost of Literacy in India," *Indian Journal of Adult Education*, XXV, 1964, 9, p. 6.

15. *Ibid.*, p. 6.

16. "Pilot Project on Literacy", *Indian Journal of Adult Education*, XXVI, 1965, 3, p. 3.

17. Ahmed, Mushtaq, "A Scheme for Adult Literacy", *Indian Journal of Adult Education*, XXVI, 1965, 1, p. 3.

the more popular and thus more successful a project is.

How to Use the Scheme : Assignment of Weightage

The four criteria, discussed in this paper, are proposed to be used as bases for measurement of success of literacy projects. The above discussion presents each criterion separately but they are suggested to be used together as a multi-dimensional scale. In fact, all these criteria are closely related to each other and measure success at different dimensions, all of which are important and significant, though may vary in different countries.

The criterion on standard of literacy measures a project on one of the most vital dimensions, that is, the goal of literacy projects. The other two criteria of time and cost are to measure success on two other dimensions. It is not only the end, realization of which is important, but the costs at which it has been realized are also important. Here the costs are time and money spent. The criterion of popularity fixes its eyes on the fourth dimension. A project in a democratic society should be one which is liked and accepted by the people. There may be some more dimensions of success but these four are most commonly accepted and thus non-controversial. These are more closely linked with the needs, aspirations and conditions of developing countries.

A problem in the use of this scheme of measurement arises, that is, how to combine the results obtained from these four tests into one single value. And this involves the problem of weightage. The four criteria, though independent, are closely related and proposed to be used together. Assigning weightage is an answer to it. These four criteria should be assigned different values out of a total value according to their importance in a particular country and according to the evaluators. The scheme is very flexible and any value can

be assigned. It is at the discretion of the evaluators and the evaluators should be guided by situations in their countries.

Since, different evaluators, due to ideological differences may not agree to a uniform value, it should, ideally, be decided by empirical procedures. That is, a group of persons of high standing in the field may be appointed to act as judges. They should be asked to arrange these in a hierarchy and should assign values to each of these individually without consulting each other. Then the mean value of the values assigned to each criterion should be calculated, which should be taken as weightage assigned to a criterion.

It will facilitate the computational work if the weightages are assigned out of a total value of 100. Once the total value is divided into these four criteria, the share of each should be divided into several points (3, 5 or 7 points) on a common scale. Then a project under evaluation should be put on appropriate points on these scales and values thus obtained on the four scales be added. This will give a single value out of 100, which will indicate the extent of success of a project. The higher the value the more a project is successful.

The above is a simplified procedure of combination of results obtained on four different dimensions. It may not be mathematically very exact measurement of success, but it

serves our purpose of placing different literacy projects in the relative positions on a continuous scale of successfulness.

Limitations

The proposed scheme for measurement of success of literacy projects has certain limitations as well. It attempts to measure success of literacy projects in its totality and does not provide to measure separately or does not separately account for the share of the various ingredients of a literacy project. Here I want to refer to one major ingredient and that is literacy *method*. A difference has been maintained between the two. A literacy project is a total whole which includes the method of teaching, the organization and execution of the plan and all that are under organizers' control and which are used for achievement of the goal of literacy, while a literacy method is only the mechanism of teaching reading, writing and arithmetic and thus is only one ingredient of a literacy project. This scheme will not be helpful in knowing the share of various ingredients in making a project successful or failure. Only a suitable experimental design can do this job. The scheme at this stage, as pointed out in individual sections also, does not provide absolute measures. It is mainly due to lack of standard tools like literacy tests and also due to lack of sufficient information about costs and time spent in literacy projects launched so far.

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Training Adult Educationists in Hungary

By Soos Pal

Debreceni Teacher Training College

DURING the last twenty years adult education has made great progress in Hungary. Recently, the promulgation of the Guiding Principles of Cultural Policy of the Hungarian Socialist Workers' Party and the national conference of adult education in Debrecen, 1965, have opened up new prospects.

The growing social acceptance of the principle of continuing education and the development of the systematic organisation of adult education has demanded more and more well-trained professional workers capable of coming up to modern requirements in theory and practice. Some years ago, with this end in view, our cultural government authorities established professional instruction at two universities—Budapest and Debrecen—and at two teachers' training-schools in Debrecen and Szombathely.

This short account deals only with the adult education work of the teacher's training-schools. Hungarian, teachers' training-schools give three years' (six terms) instruction for their students who come here after finishing the secondary school at the age of eighteen.

The new adult education branch was established at the teachers' training-school of Szombathely four years ago, and at our school in Debrecen three years ago. As both schools are training teachers, too, they are institutes of two professions. According to our experience until now, apart from some little disagreements, the marriage of the two professions has proved fortunate. The adult education branch has a deputy head and two independent departments (chairs) for adult education (with a personnel of five), and for librarianship (with a personnel of three). There are 120 adult education students in all (one year consists of forty students), and their teachers come from the practical field of adult education (The teachers training branch has between ninety and one hundred students). All the students are aged between eighteen and twenty-four.

The chief and most difficult question faced by the new training branch was the shaping of the programme of studies. The first version of our curriculum arranged by outside experts, was too theoretical. It comprised too many subjects, with inadequate logical connection, and it did not give the students any time for practice.

The second version, revised by the teachers of training themselves, was we think much better, though that is also not absolutely faultless. The present curriculum tries to bring the subjects into harmony, and in its framework the theoretical instruction is already combined with a systematic, permanent and gradual practical training during the six terms.

Our students must register for the following main theoretical subjects; marxist philosophy and social science—dialectical materialism historical materialism and sociology, political economy, scientific socialism, history of religion and atheism; science of culture—history, theory, policy and organisation of culture, planning of adult education work; aesthetics, education for artistic taste and the amateur artistic movement—general literary, theatre, film music, fine arts, dancing, library sciences—general, bibliography, centralised cataloguing; psychology—general and adult; pedagogy—general and adult; and fundamentals of natural science,— industrial and agricultural knowledge. The first four subjects are taught throughout five semesters, the last three through two. Besides these subjects the students have to learn one or two foreign languages, knowledge of mother language, handling of audio-visual instruments, typewriting and some sport. Our present curriculum devotes a considerable range and time to practical training, though it is the most unsettled section of our whole training work.

At present the following opportunities are provided for our students; in the first two terms they visit different cultural institutions and adult educational programmes. These visits are in groups of ten with a teacher or tutor. These practice visits are preceded and succeeded by group preparation and analysis. In the third term the students have to demonstrate their own practice programme in the school, in the presence of their tutor and fellow-students. In the next two terms they do the same in the extra-mural field. Preparation, analysis and marking are important parts of these further practices too.

Practical training runs parallel with the theoretical instruction. In the last term the students do not have any theoretical instruction at all. For two months they work as apprentices at different country, district or village cultural institutions (community centre, village hall, club, etc.), and they spend the other two months in public libraries. These standard practising institutions, selected from different parts of our country, are in close connection with our school. In this 'semester of probation' every student has to demonstrate a model programme evaluated and marked both by his intra-mural and extra-mural tutor.

In addition to these compulsory studies our students take part in different field trips, in collections of sociological data, and they organise various programmes by themselves in the school and in the country. At the end of the three years the students of adult education have to pass a state
(Continued on page 13)

EXTRA-MURAL BOARD OF POONA 'VARSITY

THE Poona University Board of Extra Mural Studies was established in 1949. In 1950-51 a scheme of Extra-Mural Work was launched consisting of (i) Series of popular lectures and short courses of lectures by University Teachers for the benefit of the general public in Poona as well as in a few selected towns (ii) A summer school in Poona for the benefit of the Primary and Secondary school teachers. The scheme proved to be successful and it was decided to extend it as widely as possible. Thus the Board decided to set-up local centres for extra-mural work in all the district towns and in other selected towns within the territorial limits of the University.

In 1955, the activities of the Board were reviewed, and a conference of the secretaries and representatives of Extra-Mural Centres was held to discuss the various aspects of the Extra-Mural scheme and its implementation with a view to explore ways and means to enhance further its usefulness and progress. A conference of Extra-Mural lecturers was also held in 1957. As a result of these conference several changes and innovations were made both in the scheme and method of its implementation. At present the Board is offering the following programmes:

1. *Series of short courses of 3 to 6 lectures in Extra-Mural centres spread over the year* : In each Extra-Mural centre upto five short courses on five subjects selected from at least three different branches of knowledge are arranged in a year.

During the last fifteen years as many as 155 extra-mural centres have been opened by the Board. In 1962, the Shivaji University was established at Kolhapur and the southern portion of the Poona University area was transferred to that University. Consequently, 41 extra-mural centres within these districts has to be discontinued.

2. *Summer and Winter Schools* : Summer and Winter Schools are organised each year in April-June and November-January respectively in a few selected Extra-Mural centres. These Schools are open to teachers—both Primary and Secondary—and to other selected persons with similar educational qualifications. The courses offered in these schools are non-pedagogical and non-professional and concern with the wider cultural and informational aspects of the subjects that the teachers teach and aspects of life they are likely to influence. Each school lasts for a period of 10 to 15 days and about 10 short courses of 3 to 6 lectures are arranged. During the last 15 years, 82 schools in 51 different Extra-Mural centres have been organised and 7242 adult persons have taken advantage of these schools as regular registered students.

Extra-Mural Camps offer residential adult education facilities and are organised each year at

two or three selected places within the University area. The camps are designed to offer to Primary teachers and other interested adults, opportunities for short periods of intensive study and reading, writing and discussion under the guidance of University Teachers and other experts. Each camp lasts 10 to 12 days and both teachers and students stay and study together in the camp.

Admission in each camp is limited to 40 persons. So far nine camps have been organised and 284 Primary Teachers and 45 other adults have taken advantage of the scheme.

University Weeks are organised to meet the need of the rural people. In each week about 15 lectures are arranged by experts on the subject that are directly useful to the farming and other rural classes and also on such subjects as would enable them to cultivate proper understanding of the problems of rural life and citizenship. The lectures are supplemented as far as possible with practical demonstration.

Publications of Popular Books and Pamphlets : So far 17 books and 31 pamphlets have been published which serve as text-books or supplementary reading matter to the courses of studies dealt with in Extra-Mural Lectures.

Residential courses for Primary Teachers: Before his death Dr. N. V. Gadgil, Vice-Chancellor of University of Poona had proposed a scheme of Residential Education Centres for Primary Teachers within the Poona University area. Under this scheme each of the seven districts of the area will have about four such centres. In each centre provision will be made of two-week course for education of Primary Teachers in citizenship and in public questions both national and inter-national. There will also be courses designed to tackle problems of permanent human interest implicit in such subjects as literature, history, philosophy, the natural sciences, economics and the arts. Each centre will have a permanent staff of 4 or 5 fulltime Extra Mural tutors, assisted by some part time tutors according to the need. One of the full time tutors will be the warden of the centre. In a month two batches of primary teachers—each of about 60 at a time—will be provided educational experience in the centre and the work of the centre will go continuously for ten months in a year. The scheme will be implemented in collaboration with the Zila Parishads and the State Governments.

The scheme has been designed on the assumption that the primary teachers, who are the only educated people in the country side having contacts with the rural population and can make a very effective contribution to the programmes designed to promote democratic citizenship, national outlook and emotional integration among the people.

DR. LIVERIGHT VISITS INDIA

THE Secretary of the International Congress of University Adult Education Dr. A.A. Liveright spent a week in Delhi meeting leading educators including Dr. C.D. Deshmukh, Dr. B.N. Ganguli and Shri J.P. Naik. He also addressed two meetings in Delhi University, one at the Department of Adult Education of NCERT and another at ICFTU Asian Trade Union College. In the University Dr. Liveright spoke to the teachers of the Central Institute of Education and later spoke to the staff of the Directorate of Correspondence Courses and Continuing Education.

Dr. Liveright had discussions with Shri N.D. Sundravadivelu, Joint Educational Adviser, Dr. K.L. Joshi, Secretary, University Grants Commission and Dr. Amrik Singh, Secretary, Inter-University Board and the University Adult Education Association.

He also met Shri J.C. Mathur, I.C.S., Shri Sohan Singh, Dr. T.A. Koshy and Shri S.C. Dutta.

In an interview with a correspondent of a leading newspaper, Dr. Liveright, who is on a study tour on Asian and South Pacific region on funds granted by the Carnegie Foundation, said, that in the drive for literacy by nations all over the world, adult education plays a vital role. This is only as it should be, for, "in order to interest children in education, it is imperative that their parents be educated."

Adult education did not now mean only teaching the elderly how to read and write. It included vocational training and even courses for professional men like doctors and engineers. "This kind of training for adults is of course, less prevalent in developing countries."

He feels it would be a good idea for those engaged in adult education in India to pay attention to training those who carry on panchayat work in villages. In the U.S.A. some universities ran courses in Government and legislation for newly-elected members of the House of Representatives. A similar

(Continued from page 11)

examination that includes the defence of a diploma thesis. Students taking our training-school diploma can work in adult education or librarianship.

What kind of problems now have to be solved? We are already over the pioneer stage; our actual main task is to shape the standard material of subjects and the accurate demarcation of them, and to provide adequate lecture notes and text-books. We must also raise the level of the practical training, intra-murally and extra-murally.

Our school also has a correspondence course, enabling field workers and librarians to obtain a diploma equivalent to the regular students' one. For the correspondence students we organise four consultations in a year. At present between 100 and 120 students are studying adult education by correspondence. Correspondent students tend to be more mature people than the residential student with some experience in the field.

—Adult Education (U.K.) Vol. 39 No 4

course for MPs in India ("run by some Indian university, naturally") would be very useful too.

What was most important to ensure the success of the adult education programme in India was financial support from the Ministry of Education and the University Grants Commission. The most successful of such programmes, ran by co-operatives and trade unions in many Scandinavian countries for their members, were financed by their respective Governments.

In India there were enough dedicated people in this field, which accounted for the "phenomenal" progress made in adult education in the past few years. He was certain that if the recommendation to establish a national board for adult education (put forth by the Education Commission) was implemented, it would take India ahead much faster in the field.

Educators' Role in Spreading Idea of Loyalty to State

Professor M. Mujeeb, Vice-Chancellor of Jamia Millia, emphasized the role of educators in infusing in the people's mind the idea of primary and absolute loyalty to the State. This concept of loyalty had to be clear and effective and "without it the results will be disastrous" he added.

DELIVERING the A.N. Basu memorial lecture on the "Meaning of Indian history" at the Central Institute of Education Delhi, he said the concept of loyalty had been confused because of religious teachings. But now was the time to start thinking Indians as an integrated people whose first loyalty should be towards the State and not to their respective religions. In this direction educators could play an important role "as they deal with individuals and concrete human being and not abstractions."

He said the overriding spiritual influence taken as a symbol of unity in diversity was nothing but an "allegiance of a myth." The fact was that the term Indian could not be used for the people "except in the Constitution." There were in effect regional and cultural loyalties in the country and the answer to the question—what is to be an Indian—could not be found. Religion was one diversifying factor; a similar factor was language, he added.

Unity of Religions

Professor Mujeeb also spoke about what is often described as the essential unity of religions projected to signify the oneness of the Indian people. But he did not agree with this projection as there was "appalling ignorance of religion among the people."

The first two A.N. Basu memorial lectures were delivered by Dr. K.G. Saiyidain and Shri Humayun Kabir.

Earlier, speakers, who included members of the staff of the Central Institute of Education, paid a tribute to the memory of Dr. A.N. Basu, who was the first principal of the CIE and an outstanding adult educator of India.

Training of Literacy Teachers and . . .

(Continued from page 4)

class management, administration and supervision, emphasising skills in keeping classroom records and testing of adult achievement.

The total programme thus takes 3½ weeks of training time but trainee groups may select programmes consisting of one unit or more at any of the levels. Institutions requesting training are now asked to plan their training programmes in terms of the instructional units described above. An institutional may be interested only in learning to teach reading and writing to neo-literates. In that cases, 5½ days' time for training may be sufficient. Another group may be interested also in learning the techniques of working with adults and it may, therefore, select two units of instruction at the level appropriate to its group. When isolated units are picked up, they are preceded by orientation lectures to put them in proper perspective.

The material presented at the junior high and high school level is primarily *descriptive*. It is in the form of simple suggestions and much of it is presented in the form of do's and don'ts. The instructional objectives are to make these do's and don'ts meaningful in terms of the actual experience of trainees. The language used is Hindi with much emphasis on conversational vocabulary.

At the graduate and post-graduate level the material presented is partly conceptualized. The emphasis is on clarifying the relationship between the numerous variables of adult education and literacy education. The group is encouraged to work toward higher-level generalizations on the one hand and better discriminations on the other.

Such distinctions are likely to

be lost unless articulated by specially prepared teaching materials in the form of discussion notes, handbooks and supplementary aids. The development of such materials in an important part of the plan described here and is now being undertaken by the instructors in the Teacher Training Department.

Teaching Techniques

The "Unit by Level" plan can not by itself cope with the problem of heterogenous groups. Mixed groups of teachers and supervisors will be coming for training, as they have in the past, and there will be a variety of competences in the same group. This problem will be solved

through large-group-small-group instructional techniques. While some material may be presented to a whole group of varied competences, it may be later divided into small discussion groups and dealt with separately to make learning meaningful for each group.

Lecture method is used minimally and the well-tryed adult education techniques of group discussions, panels, and forums are used whenever they suit instructional objectives.

All the needed experience for working out this programme has not yet been collected but the little experience thus far available has been reassuring. More work with this instructional plan will reveal more and the training programmes will certainly improve.

Role of Universities in Eradication . . .

(Continued from page 2)

very encouraging and classes for men and women were set up immediately after the first group of volunteers had completed their training in literacy teaching. The programme has undoubtedly caught the imagination of students.

The least that a University can do is to ensure that no one connected with it remains illiterate. But this is not enough. It must continuously strive to bring enlightenment to as large a number of people as possible.

The Minister of Education has suggested the adoption, by Universities and Colleges of villages for developmental work through students. The Education Commission have recommended that each college student should be required to put in a minimum of sixty days in programmes of national service. It may be possible for each University to develop a National Service Corps as an alternative to the N.C.C.

One of the important functions of the N.S.C. should be to wipe out illiteracy from adopted villages and to establish a programme of continuous education which will continue to stimulate and sustain the efforts of the people towards self-improvement.

In addition to directly undertaking programmes of literacy teaching and adult education on a large scale through students and teachers, the Universities can make a distinctive contribution to the adult education movement by developing new methods of teaching adults, evaluating programmes and helping in the preparation of suitable reading material. These functions can best be performed by Universities. While far-reaching developments have occurred in the field of education of the young as a consequence of experimentation and research conducted in the Universities, the education of the adult has received very little attention.

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Pilot Literacy Project in Bihar

By Shri M.R.N. Sharma, Deputy Secretary, Education Department, Bihar

220 villages with a total population of 82,000 were selected in the contiguous Blocks of Nabinagar and Kutumba in the district of Gaya for implementation of the Pilot Project on literacy. The selection of the villages was made from the point of availability of an educational institution (Primary or Secondary School) near them and their accessibility and means of communication. The Sarpanch and Mukhias of concerned Gram Panchayats were intimately associated with the selection of villages.

The Project was started on January 1, 1966 and officially closed on March 31, 1966: But prior to it a survey of adult literacy among the age-group 14-45 years of the people of the area was conducted which indicated that out of a population of 82,000, 25,409 persons (11,184 men and 14,225 women) of the age-group 14-45 years were illiterate.

The Chairman of the State Adult Education Board (Shri Pashupati Singh Prabal M.L.C.) undertook extensive tours in the Project area, camped there periodically, held mass meetings and made intimate contacts with the Mukhias and members of the Gram Panchayats and other important individuals of the locality. Thus an atmosphere of mass movement for adult literacy was built up, although the area is economically very backward.

The area was divided into five Zones and one short training course for workers for one week was organised in each Zone. Local students of Middle and High/Higher Secondary Schools and non-student educated youths living in the villages were enrolled as Voluntary Workers without any remuneration and given preliminary training. 250 trained workers and an equal number of untrained workers were available for literacy work in the project.

Home Classes for individual illiterates in their own homes as also Night Classes for groups of illiterates at selected centres were also organised in the Project area. Slates, pencils, primers, charts, kerosene oil etc. were supplied to the Home-Classes and Night Classes, apart from supply of follow-up neo-literate literature and books and equipments for libraries out of other fund by the Governments.

Students of Middle, High and Higher Secondary Schools and literate members of the community were of great help in imparting literacy. School teachers of the area were also entrusted with the work but they lacked in enthusiasm for this work. Students took very active interest in the programme.

No special officer was appointed for the Project. The Directorate of Social and Youth Welfare under the Education Department was in over-all charge of the Project. The State Adult Education Board with its non-official Chairman and an official Secretary was responsible for the implementation of the Project and the District Social and Youth Welfare Officer was responsible for supervision of the working of the Project. Instructors of the Janata Colleges were

deputed and made incharge of training of workers and organisation of Home Classes and Night Classes in their respective Zones. No remuneration was given to any worker. Only in the short training course, rupee one per trainee per day was paid to them for their fooding. District Education Officer was put in over-all charge at the district level by the Director of Public Instruction. Administrative Officers like the Commissioner of the Division, District Magistrate, Sub-divisional Officer and B.D.Os. concerned also took interest the Project.

Word and Picture method (direct method of teaching) supported by literacy charts and Primers published by the State Adult Education Board was adopted for imparting literacy.

The Project worked for three months only (from 1.1.66 to 31.3.66) after which it was found that 16,491 persons out of 25,409 illiterates were made literate, the standard of literacy varying from writing their names and address to reading and writing of a simple letter and reading of Primer Part I.

The average cost of making an illiterate adult literate worked out to Rs. 4/- per head which includes cost of training of workers, cost of kerosene oil, slates, pencils, primers, charts and other contingent expenditure. No contribution was available from Gram Panchayats. The total amount spent out of the Project fund was Rs. 60,751.59.

11500 Primers (Part I), 3500 Primers (Part II) and 2500 charts published by the Adult Education Board, were distributed to the readers besides supply of 140 follow-up books to each of the fifty libraries set up for adults in the Project area.

There is adequate popular enthusiasm for this programme but it requires follow up which is essential lest the adults made literate may relapse into illiteracy.

To expand follow-up programme and make it a success, it is essential that funds which are to be provided by the Ministry should be in the form of grants earmarked as Centrally Sponsored Schemes. A declaration of national policy about the eradication of illiteracy should also be made to impart a new impetus to the programme.

Never too Late to Learn

At the age of approximately 109, Sara Bridges of Steelton in Pennsylvania, has decided that it is time she learnt to read and write.

"I've been here such a long time, and if I learn to read and write, I'm going to thank the Lord," she said.

"I'm tired of depending on people to write letters for me. I see a child reading a paper and I wonder what's that child reading about."

Mrs. Bridges, who has been attending reading and writing classes, said her parents were slaves and that she came to Steelton 63 years ago.

STATE ADULT EDUCATION OFFICERS URGE LITERACY WORK TO BE CENTRAL SCHEME

FUNCTIONAL LITERACY TO BE ITS OBJECTIVE

A conference of the State Adult Education Officers was held in Vigyan Bhawan, New Delhi on March 3 and 4. Shri N.D. Sundravadivelu, Joint Educational Adviser, Ministry of Education presided.

The Conference discussed the experiences of the various State Governments in implementing the Pilot Projects on Literacy. From the accounts furnished by the State representatives, it was evident that the pattern of work varied from State, and there was flexibility in approach and methods.

The general feeling at the conference was that adult literacy work would make good and rapid progress only if it was taken up as a Central scheme with the collaboration of the State Governments.

It was emphasised that the objective to be aimed at should be functional Literacy and nothing short of it. To achieve this objective, adequate financial support specially for supervision, supply of required reading and writing material and literature of various grades should be ensured. There should be no time lag between the first stage and the beginning of the second stage; otherwise as in the past, over 50% neo-literate adults would relapse into illiteracy.

On the basis of the experience gained in the Pilot Projects, it was stated that a minimum period of 5 months is required for enabling the adults to read and write. A further period of 4-5 months was necessary for making the neo-literate adults functionally literate. It was also emphasised that if the programme of adult literacy is to take root and is to spread out, constant guidance, encouragement and inspiration from educational authorities and others is necessary. This means strengthening of the inspectorate staff at the field level for constant support and guidance.

It was further emphasised by the State Govern-

ment representatives that a solemn declaration by all States and a national policy for the eradication of illiteracy is necessary with a view to creating the proper atmosphere and tempo for such a programme. If a proper impact is to be made, the programme should not stop at Pilot Projects but should be a continuous process.

Another aspect of the work, which was emphasised by the State Officers, was the need for training of teachers and workers. The production of suitable primers and other reading material should be ensured. In many cases, due to shortage or lack of suitable material the follow-up programme had not been effective. Besides a network of rural libraries should be organised. In this connection, the State Officers welcomed the provision of a substantial amount in the Fourth Plan for the production and distribution of literature specially prepared for neo-literates.

In his opening remarks, Shri Sundravadivelu referred to the gigantic problem of adult illiteracy in India as a chronic problem. He wished greater attention had been paid to this problem which

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would have created a more favourable atmosphere for the education of children and would have even reduced the drop outs at the primary stage considerably. Shri Sundravadivelu emphasised the need for utilising all possible media of publicity like radio, television, newspapers etc. The services of political and public workers at all levels should be availed of for creating a favourable climate for wiping out adult illiteracy in the quickest possible time. He pointed out that illiteracy was a great handicap in all development programme. It was necessary, therefore, to concentrate all efforts to get rid of this menace.

In conclusion, the Chairman expressed the view that if literacy was to survive and developed into functional literacy adequate provision for follow-up should be made which may be in the form of post literacy classes for another period of 4-5 months. The programme should be planned for a minimum period of 200 hours of teaching work. A regular primary school test to be conducted under the guidance of the inspectorate staff and due recognition in the form of certificates etc. need not be tabooed if local conditions demand them. Facilities should also be provided for adult schools to enable these adults to take middle school and other equivalent examinations.

Among those who attended the Conference were Shri P. Gangulee, Dy. Secretary, Union Ministry of Education, Shri D.P. Nayar and Dr. S.N. Saraf, of Planning Commission, Dr. T.A. Koshy, Sarvshri Jagdish Singh, N.K. Gaur of Bihar, A.K. Sen of West Bengal, S.N. Mehrotra of U.P. S.M.L. Srivastava of Rajasthan, N. R. Gupta, of Delhi, T.V. Thimme Gowda of Mysore, G.K. Mohanty of Orissa, K.L. Zakir of Haryana, S.P. Nigam of Madhya Pradesh, Mrs. S. Madhok of Punjab, Miss Achila Imlong of Nagaland.

Shri S.C. Dutta represented the Indian Adult Education Association.

WELTHY FISHER TRUST

At a recent annual meeting of the India Literacy Board, held in New Delhi under the chairmanship of Dr. Mohan Sinha Mehta, it was decided to form an educational trust in the name of Dr (Mrs) Welthy Fisher, in recognition of her outstanding contribution to the promotion of adult literacy and adult education in India.

Dr. Mohan Sinha Mehta will be the chairman of the trust and Shri Prem Tandon (Lucknow) will be the Secretary-Treasurer. The other trustee will be Srimati Sulochana Modi, President, Bombay City Social Education Committee.

The Board decided to select a block around Literacy House, Lucknow and take up intensive literacy work linked up with agricultural production in that block. It also decided to set-up a Workers' Institute in Kanpur to carry out adult literacy and adult education work among industrial workers. The Board approved proposals to expand the Young Farmers' Institute set-up last year out of the funds donated by Mrs Fisher from her Magsaysay Award money.

The Board elected Mrs Fisher as its Chairman, and Shri J.C. Mathur as its Vice-Chairman. The four-member Executive Committee consists of Dr. M.S. Mehta, Shri S.C. Dutta, Dr. T.A. Koshy and Dr. V.C. Vora.

It is with great regret that we announce the sad death of Shri Prem Tandon in Lucknow on March 25. He died of heart failure.

The Literacy House has announced the following Summer courses to be held in Lucknow this year:—

1. **Writers' Workshop** : May 1 to July 31. Imparts skills in writing for neo-literates. Graduates preferred.
2. **Institute for Adult Education Instructors** : May 29 to June 24. For teacher-trainers teaching social education courses.
3. **Course for Literacy Teachers** : June 12 to July 5. Imparts skills in literacy methods. Qualification : Matriculation.
4. **Course in Literacy and Adult Education for University Students** : June 2 to June 10. Orients University students to needs and methods of work among underprivileged communities.
5. **Training Course in Audio-Visual Education** : May 15 to June 10. Provides experience in production and use of A.V. materials for schools and field work.
6. **Course in Puppet Making, Manipulation and Dramatization** : June 12 to July 8. Imparts to teachers and field staff skills in using glove-puppets as medium of communication.

Courses are open to both men and women. Selected trainees for Nos. 1 and 2 are eligible for stipends of Rs. 100 per month with free board and lodging and third class railway fare as contribution towards travel. Others are eligible for stipends at Rs. 30 per month with free board and lodging.

WRITERS WORKSHOP AT LITERACY HOUSE

A Writers' Workshop for writers of materials for new-literates concluded at Literacy House, Lucknow on March 14. Shri Amrit Lal Nagar, a famous Hindi novelist, presided over the concluding session.

The 3-month workshop was attended by 13 participants, two each from Kerala and West Bengal, one each from Punjab and Mysore, and seven from Uttar Pradesh.

Manuscripts were developed on a variety of subjects including tailoring, child care, school and community, problems of rural youth, use of leisure, settlement of minor disputes in villages, and co-operatives. Almost half of the manuscripts were written in story form, while one was written in the form of letters and another as a travelogue. One book in Bengali was written in poetry.

THE RAJASTHAN PROJECT: CATALYST FOR UNIVERSITY ADULT EDUCATION

By Bruce Kidd

Department of Education, Ontario

ADULT education in India has a long and important history. Educationists the world over have received inspiration and ideas from many successful Indian experiments, from Vivekananda's Ramakrishnan Bhavan and the welfare movements of Calcutta and Bombay to the rural education programmes and Gandhi Khadi movement. Indian industries, both public and private, labour unions, agricultural collectives, religious organizations and even public jails offer a wide variety of educational programmes to their members. But one logical member of the adult education vanguard has been absent: the Indian university still confines its efforts to the small, youthful section of the population enrolled as full-time students in its colleges and faculties.

Any difference between adult education in the west and adult education in the developing world is merely one of emphasis. While a continuous process of education is essential for North Americans to help us keep functionally and spiritually abreast of rapid technological change, it is equally essential for Indians to help them embrace that technology. The western university has come to play an important role in adult education. The eastern university must also accept a responsibility for the education of adults.

The Canada-India Colombo Plan project at the University of Rajasthan was established precisely to convince the Indian university to expand its influence. From its inception, it has operated on two familiar assumptions: (1) education must be for everyone, regardless of age, occupation or previous level of learning; (2) the university must provide the nucleus for all forms of adult education.

Guided by these assumptions, the newly created Department of Adult Education at the University of Rajasthan has laid the foundations for far-reaching changes in the economic, social and political life of Rajasthan's 20 millions people. But it has unleashed much more! In the process, it has persuaded the University to accept the assumptions as its own. Every activity of the Department, from field trip to multi-discipline correspondence institute, has altered, or will alter, substantially the character of the university by broadening its base.

The Department of Adult Education acted as a catalyst from the start. The process of assessing the educational needs of Rajasthan adults brought a host of new demands upon the University. Military and police personnel wanted to study; labour welfare

administrators requested a short course to give them a better understanding of legislation under which they must work; businessman demanded more up-to-date instruction for their accountants, and so on. By introducing the campus to the community, the process of assessment established an important two-way communication link. We listened to businessmen in industrialized Kotah, for example, complain about having to give commerce graduates a year's training before they could be allowed to handle company accounts. The businessmen had never approached the local commerce college to attempt to correct the inadequate course. It had never occurred to them.

A logical outgrowth of the field trips was a series of seminars and refresher courses conducted by the Department. For example, a number of structural engineers from private industry and such varied government departments as irrigation and railways complained that much of their knowledge was out of date. A refresher course was conducted in co-operation with a nearby engineering college. During a typical seminar, the two-way link was strengthened, as both University and community group discovered how they could help each other. As more university departments became involved—five departments participated in one seminar—the community's need for continuous education was realized.

The project's next major step followed the familiar pattern of university extension. On an afternoon last November, the Syndicate of the University voted to establish an institute for correspondence study, evening colleges, and a centre for continuing education.

The institute of correspondence study will mail both credit and non-credit courses to students in Rajasthan and surrounding states, while evening colleges will be opened in at least eight cities in the state. The evening colleges will offer both undergraduate and graduate courses in arts and sciences, professional and pre-professional courses, and courses for government employees and office workers. Individual colleges will develop to serve the special needs of their respective communities. The colleges will also serve as contact and information centres for the correspondence students, providing regular guest lectures, discussions, and audio-visual programmes. Both correspondence and evening courses are expected to begin within the year, and they will be coordinated, so a student could earn a degree with courses from both programmes.

Adult education has already gained a foothold in some of the state's 60 affiliated colleges. After a November conference, 25 colleges appointed extension directors and inaugurated programmes. The results are heartening; one college started a series of weekly discussion groups, another began to prepare degree courses for military personnel based in its city; and another started post-literacy classes for clerks in its district. Each of the newly appointed extension directors must carry his own regular load of college teaching—usually 21 hours a week—in addition to his extension duties. In many cases, he has recruited several colleagues to assist. As a result, the extension programme is not an isolated activity of the college, but involves a cross-section of its staff.

Equally significant has been the impact of the project upon other universities in India. When M.S. Mehta, President of the Indian Adult Education Association and Vice-Chancellor of the University of Rajasthan and S.C. Dutta, IAEA General Secretary, pressed for the creation of a Department of Adult Education, at the University of Rajasthan, they hoped it would set the example for universities throughout India. Other universities have come to recognise that they must broaden their outlook.

The best example of this recognition was the Conference on University Adult Education convened a year ago by the University of the Rajasthan and the IAEA. Many Vice-Chancellors and several members of the University Grants Commission participated in the four days of speeches and discussions. The Statement of the Conference makes the first wide-scale Indian recognition of the university's responsibility for continuing education :

"The 20th century has brought out the significance of knowledge as the vital element to sustain, nourish, and enforce the civilization of man. It has also put into relief the fact that an individual's capacity for knowledge lasts as long as his health and vigour last. In the first quarter of the century we learnt that learning can be life-long. In the second quarter we realized that it must be life-long. In this third quarter we see that our very survival depends upon making learning life-long.

"The realization 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 Indian universities to acknowledge this with enthusiasm.....

"We see knowledge not as the esoteric possession of the scholar. We see it equally in the skill of the workers, in the competence of the manager, in the dream of the dreamer. And it is this knowledge in the fullness of its dimensions that modern universities have to purvey to men and women occupying various stations in life."

The Conference also established an Indian University Adult Education Association to carry out its recommendation that all Indian universities create departments of Adult Education. It is expected that six universities will form such departments this year.

The Rajasthan project has not confined its activities to the University, and its own enthusiasm has spawned several important programmes. In the desert city of Bikaner, for example, a year-old Adult Education Association operates a flourishing programme : a mobile library regularly tours the city; illiterate housewives are taught sewing, family planning, hygiene, reading and cultural traditions every afternoon in 16 city centres; a regular programme of arts and drama is being conducted; and refresher courses for high school teachers are being prepared.

In less than two years the Rajasthan project has revolutionized adult education in the state, and has instituted a number of beneficial and far-reaching changes. It has undertaken a major study of the continuing education needs of the state; has brought the University and important groups in the community together in a series of seminars; has stimulated discussions and programmes in adult education by a number of conferences; and it has thrown the university open to the community by an ambitious extension programme.

Few of these goals will be achieved overnight and it may take some time for even the present gains to be consolidated. Teachers and administrators have to be found, budgets raised, and courses prepared. But recognition has come that these goals are important and their challenge must be met. The university in India has begun to accept leadership for all the educational needs of society.

—Courtesy "Continuous Learning"

Toronto, Canada.

ADULT EDUCATION IN CANADA: Some Impressions

By J.L. Sachdeva*

ON the 25th of September last year, I left India for a four months tour of Canada to study adult education programmes under UNESCO grant. In India we are trying to develop adult education programmes and the main purpose behind my visit was to study those significant adult education programmes which can be successfully implemented in our country with necessary modifications according to our conditions. During this period I met a number of people engaged in adult education work, visited a number of institutions and attended a few seminars and workshops.

Frontier College

The institution which has impressed me most and which has done a remarkable work to wipe out illiteracy from that country is Frontier College. This is a unique experiment in teaching illiterate adults. The college invites applications from young people to work as a labourer-teacher. The labourer-teacher will do manual work along with the workers for the whole day and in the night conduct classes to teach them three Rs and citizenship education.

The college is one illustration of an adaptation to the geographical dimensions of Canada and the rapid economic change in the country. Canada is a country of unlimited horizons and of wilderness. Here and there, away from bustling civilization are found the camps of lumberjacks, miners and other outdoor and underground workers. More than half a million men and an increasing number of families are scattered about in these camps, far from theatres, libraries, universities and the concert halls. To many of these

people education and the arts are associated with the only "university" that they know the Frontier college.

Actually Frontier college is not a college at all. Its headquarter is a three-story brick building on a quiet Toronto side street. It grants no degrees. It invites applications from young people to work as a labourer-teacher. Cheerfully these young men from Canadian and a few from United States Universities give a few months of their career to this teaching service on the economic frontiers of that country. There has never been a shortage of young men willing to undertake this arduous task. The salary scale for teachers is the lowest ever offered to an educator in that country yet it receives three applications for every available post, for it provides opportunity to be of service to the people and experience which stands in good stead in life.

When the Frontier College could produce light in the darkest mine and the deepest forest in Canada why not an agency in India should undertake this type of work? It has been proved that a labourer-teacher is more effective in teaching three Rs and citizenship education than an ordinary teacher. A leading voluntary organisation with the support of government and industries can undertake this type of work. It will not be very difficult to find some educated young people to work as labourer-teacher in industries existing in remote corners of this country, where it is difficult to send an ordinary teacher. The support from the government is necessary in inducing educated young people to work as a labourer-teacher. The people who have worked as labourer-teacher for a certain period should get preference in government employment. This type of inducement is necessary in India to attract

people for this arduous work. The help of the industries is also needed in recruiting educated people to work with the labourers and in providing all other facilities for conducting classes. An attempt in this direction will be worthwhile for the speedy eradication of illiteracy from India.

Programme 5

The other programme that can be adopted by our country is Programme 5. In Ontario, under this programme training is designed to provide the unemployed with new skills, or to upgrade education and to meet job need of workers displaced by automation and technological change. The classes are open only to adults registered as unemployed with the National Employment Service and out of schools for 12 months.

All adults attending these classes under Programmes 5 are entitled to financial support while attending classes. The amount ranges from minimum of \$ 7 per day to a maximum of \$ 15 according to the number of dependents. Elementary school work is covered in accelerated programmes which cover the work of one grade in 3 months. Academic upgrading courses continue through to the end of Grade 10. Adults who have never learned to read and write register in special literacy classes.

After the academic upgrading the students are provided either commercial or vocational training. This enables them to find gainful employment. The classes under this programme were seen in operation in three different places Ottawa, Toronto and Elliot Lake. In many cases people even at the age of 40 or more were found attending classes.

In our country where mass unemployment prevails, programmes of this nature should also be started. The State Governments with the financial assist-

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ance from the Central government should start Adult Training Centres, on the lines similar to Programme 5. The students registered as unemployed with the Employment Exchanges for a long time and whose educational qualification stands as a barrier in finding employment should be registered for such type of training. The persons undergoing training should be paid a nominal amount as pocket allowance during the period of training to maintain their interest in the course. Their progress should be evaluated periodically and those showing lack of interest in the training should be asked to quit. An attempt in this direction will be very useful and can produce good results.

Professional Adult Education

A number of universities in Canada are offering comprehensive programmes for the development of professional adult education. The planning, administration and teaching of a system of continuing education demands quite different skills than those appropriate for the formal system. Our 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.

At present no university in India is offering any course in adult education. The University of Rajasthan which has a full-fledged department of Adult Education may start one very shortly but I feel that many universities in India should start adult education courses leading to a diploma or a degree. To start with, few prominent adult educators from Canada or United States should be invited for this purpose.

University Adult Education

University extension is another agency which can be a very vital force in the development of adult education work in our country. In Canada, a number of universities are contributing substantially and in various ways

to continuing education. Through courses conducted in the evenings and in summer and by correspondence they give a large number of adults the opportunity of obtaining academic degrees and certificates. Even more numerous and varied are non-credit courses and activities. These rather than the more formal courses can accurately be termed continuing education. They deal with subject and disciplines of particular interest to adults engaged in active life and they lead either to increased professional or technical competence, improved social participation or personal development. Most universities offer courses of both kinds either on their own campus or some other location most accessible to the students.

The extension Division of the University of Saskatchewan is unique in Canada because most of the activities centre round agriculture and rural life and all the programmes offered are non-credit that is its programme does not lead to a university degree. The Extension Department of the University of British Columbia provides a wide range of courses for credit or otherwise over a considerable geographical area. For every field they have appointed a specialist who goes out and advise local leaders or arrange classes in various parts of the province.

There are many individuals in India who have the intellectual competence to benefit from university work in adult education. Our universities should not only impart knowledge to those who come to its doors but also take knowledge to those who could not come to its doors. Every university in India should have an Extension Department adequately staff and financed. The Department should work in close collaboration with the other departments of the university. The fees for various courses should also be nominal to encourage our people in the low income groups to take advantage of the facilities offered by the university. For the establishment

of a democratic and socialist society our universities must play a positive role in the field of adult education. It is hoped that newly set-up University Adult Education Association under the leadership of Dr. Mohan Sinha Mehta will initiate universities to start work in this direction.

Public School Adult Education

The other programme which we could take up is the public school adult education. Almost all School Boards in Canada are placing their teaching staff and classrooms at the disposal of the adult students. The programmes offered in the night differ in subject matter as well as in presentation from the regular day time classes. The city of Vancouver perhaps illustrates best the public school adult education programmes carried out in Canada. Over 38,000 adults were enrolled in 1473 classes during 1965-66. The courses and activities are numbered in hundreds in a broad range of art and general education programmes.

The Departments of Education of the State governments in India should not merely be satisfied by organising literacy and post-literacy classes. 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. These includes vocational roles as well as voluntary and citizenship roles. The Department of Education in each state should offer a wide variety of programmes designed to meet the special needs of the adults. The secondary schools should be utilised in the night for conducting classes for adults.

In Canada, many voluntary organisations are in existence in all fields of Social Welfare. Most voluntary national organisations concern themselves with the continuing education of members, some even specialise in it. The leading voluntary organisation is

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LIBERAL EDUCATION FOR ADULTS*

By Dr. A.A. Liveright, Director, Centre for Liberal Education of Adults, Boston

I have been trying to think since last evening how I can talk about liberal education of adults in a way that might be of some meaning and make some sense to the kinds of problems that you in India are dealing with. So this is an attempt to see if I can relate, some of the things that I believe and think to some of your problems here.

I think the first thing I should try to do is to define what I mean by liberal education of adults. And this is very difficult and although in terms of the long objectives, I think, what we mean by liberal education for adults in the United States is exactly what you mean here. And by you I mean people like Dr. Koshy and Mr. Dutta who might talk to you and Dr. Mehta whose material I have read and some of the other people. On the other hand, there are, I think, some differences, for example, in the United States today we can afford certain kinds of liberal education for adults which you may not find necessary nor can you afford. In other words, we have a society which has been fortunate in some ways in being industrialised for years, which has been able to gather a lot of accumulated wealth which makes possible adequate social security. It is a country where skilled workers and the union of skilled workers have been able to persuade their employers, (persuade, I think, is not good word), to grant the members of the skilled workers' union a 13 weeks vacation with pay, after working five years. Thus after every five years, the workers have 13 weeks or quarter of a year off. And it is open to them to do any kind of continuing education or normal education as they want so that the challenge to us is to provide them with a stimulating opportunity in liberal education.

Also, you know, through social security it is possible in the States to retire at 60 or 65 and probably to continue for 10 or 15 years and have an opportunity to go on with continuing liberal education. Thus there are some differences in methods and techniques or audiences for the traditional liberal adult education in the United States and part of the developing countries. Although I should emphasize that there are many parts in the United States which are as much in need of development as in any other developing country I have visited. Not everyone in the United States is affluent. We have real problems of poverty and illiteracy.

About liberal education of adults, I would like to read one definition which, I think, embodies sort of a dream or one of the dreams that we have in mind and I am quoting from a statement by Mr. Henry David Furrow. In his book called "Warden" Furrow said this : "We have a comparatively decent

system of common schools, schools for infants only, but no school for adults. It is now time that we have uncommon schools that we did not re work for education when we begin to be men and women. It is the time when villages were universities and their older inhabitants the Fellows of the Universities so that in their leisure they could pursue liberal studies throughout the rest of their lives." Here he had this dream which he could not accomplish during his life time, it was that every village will be an uncommon college in which people will continue their education all through their lives.

Now I am talking a little freely about what we mean by liberal education for adults. It seems to me that liberal education for adults is education which is concerned mainly about education for man as man rather than or in addition to education for man as worker. In other words it is concerned with man's humanity, with his philosophical interest, with his intellectual and his spiritual development as well as his job, his politics and family. Dr. Behari said that this reminded him of an old Sanskrit proverb which in English is as follows :

'That is true education which leads to the liberation of the mind, all else is craftsmanship.'

To me, liberal education of adults is primarily education for man as man, and we do not think of it exclusively in terms of a particular subject matter. It need not be just philosophy or literature but it is primarily education which frees man through realisation and fulfils his greatest potential.

Let me move on to more broader definition of liberal education of adults. And then talk for a few minutes about what it seems to me some of the essential elements or the ingredients of a programme of liberal education for adults. The first one is that the emphasis and implication of liberal education for adults must really vary greatly from one country to another; otherwise what we teach in liberal education of adults in India may be at this moment very different from what it involves in liberal education for adults in the United States. And also, the contents may differ very much from one generation to another but in spite of difference in methods or contents I think the final objective of liberal education for adults is the same in any country or in any generation, it is the freeing of the potential in man. Let me try to illustrate this point further. I think in the United States one of our greatest problem and need in liberal education of adults at the present moment is concerned with trying to broaden the understanding and concept of specialists. Otherwise, as a result of highly industrialised society we now train people who are such specialists who know, as somebody said, more and more about less and less.

In every field, engineering, medicine, philosophy,

* Excerpts from a talk delivered at the Staff Study Circle of the Deptt. of Adult Education, NCERT, New Delhi.

mathematics, etc., there is so much specialisation that the urgent need in the United States is liberal education of adults, if we are going to free man's mind and soul. That is, to provide men with general education so that a chemist can talk to another chemist to make him talk to a mathematician and hopefully they can talk to the writers and artists. So this is the real need and one of the major tasks. I think probably in a developing country at the present moment this is not a great problem.

In some ways, in your developing country if you are going to try for enough food, enough clothing and enough shelter and enough job opportunities, everybody to be employed, I am afraid for the next 10 or 20 to 30 years, there will probably be more specialisation. So, thinking of the alternative objective of freeing people to achieve their potential, probably you will have to continue specialised education here to make it possible eventually to move on to other kinds of liberal education.

In a developing country specialised education, vocational education and occupational education or fundamental literacy education is in itself an essential part of liberal education for adults, because unless people are able to read and write and communicate, unless they are able to work efficiently on job and unless they become specialist enough to do a job effectively, they are not in the final analysis going to meet some of the needs which will make it possible for them to go on to some of the other liberal education activities.

What I am saying is that a programme of liberal education for adults or for that matter any kind of adult education, has to be based on a very sound understanding of psychology and anthropology. I like to suggest one theory developed by an able psychologist in the United States, by the name of Dr. William Marlborough. I do not know whether he is known here or any of you have heard of him. I think he is a good psychologist; I guess for two good reasons, because I am able to understand him and because I agree with him.

Dr. Marlborough has developed his concept of what he calls the need analysis which he believes is true of all adults and he suggests there are six different needs. He suggests that these are various needs which exist in a hierarchy from the bottom to the top and in fact, unless you meet the bottom need you are not really going to deal with the top need. He suggests that the first need is for safety. It is just for existence and need No. 2 is for food, clothing, shelter, just having enough to be able to keep alive. The third need, he suggested was one for belonging. To be safe, to have enough to eat, place to live, and place to earn depend much on individual enterprise. Once you meet these needs you then move into the need for belonging or feeling that you relate other people and have some understanding and rapport and dependence on man. And that is why various kinds of societal forms develop. Then he suggested that the next need was the need for some kind of recognition. It was this that anthropologically led

into the kind of social structure in which certain people were leaders and followers and secretaries and so on in various groups so that they can get recognition for various jobs. The next need suggested is the need of achievement—achievement in terms of your own satisfaction, being a skilled workman or craftsman, an excellent teacher, or whatever their profession is. And finally he suggests is the need for self-realisation. Otherwise a need does not depend on eating or safety or what your colleagues think about you or your husband or your wife or being successful even on a particular task, for the need for achieving self-realisation vary in terms of studies, in terms of understanding, in terms of achievement and so on. Here what I am trying to underline is this that probably when somebody is not sure that he can continue living or eating it is going to be a little difficult to get into a kind of educational activity which is concerned primarily with self-realisation. In planning our adult education system we do have to understand the needs, and have to build on those needs. This is, one reason why I should not talk about India.

In United States, a lot of our attempt in teaching literacy programmes in the poor areas of big cities just have not worked. The reason being that people's need for safety, security and belonging have not been met. Unless the people can see that the literacy programme and learning to read and write, have some direct relationship to the everyday need of security and belonging, and unless we are able to fulfil their need at that moment, it is probably not going to work. Again, we find there are lot of people and communities in the United States who cannot read or write at all, but, somehow have been marvellously successful in living their life. And they do not want to come to literacy class and meet their friends who cannot read or write. But, if we can realise their need for recognition and somehow provide a tutor who will go to that person's home, and work with that person on individual basis so that he does not have to admit publically that he cannot read or write, then he is delighted to participate in literacy programmes. I think we could spend a day on this whole concept of Marlborough and these hierarchy of needs and how these relate to all kind of adult education, and liberal adult education.

Let me mention few others very briefly. Unless we have an understanding of sociology, the kinds of groups to which people belong, who are their natural leaders, what their sociological background are, we are not going to be effective in developing adult education programme. I think, a sociologist must realise that the only way to develop some organisations of the people, is to try to work on a common problem against the common enemy in an area where they can get an immediate result. As a next step in improving the neighbourhood area, he has to emphasise more on education and see what difference does it make to them. As far as the cultural or anthropological differences, I think immediately of the system that you have in India where for

years the leaders or gurus were older people. Probably this has some implications for the ways in which you might develop adult education programmes. In the United States this probably will not be the factor because the family system is different and, therefore, we do not look up to the older people much.

I would like to give another idea and this is the major question I am asked by the people with whom I talked in India in the last few days. How can we talk about the hierarchy of needs and face meeting the need for safety, security and belonging, and so on, and also talk about the liberal education of adults? If you are consistent you will have to first spend all your time and money on literacy then on vocational education or other than college degree and lastly you can avail of the luxury of liberal education. My first reaction, is this: that all of these kinds of education we have been talking about—literacy, vocational education, college degree, high school leaving certificate and finally liberal education in a country which is developing, can be part of liberating education. The other is literacy education as the foundation and you have to start there but you can't spend all your money and all your time in building the foundation. You must so plan your foundation, that you are left with some of your resources for the construction of other parts of the building. As we work at each level, we also have to put some money, some efforts in planning for education at the higher level. We can't worry only about the foundations, we have also to worry about the higher stories.

Another thing I like in India are the nice open inner courtyards without roofs which suggests may be what we mean by continuing education or liberal education is the building with no roof on it, so that we can continually go up and increase and expand adult education.

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Honour Roll of Amateurs

IN 'Continuous Learning', the official organ of the Canadian Association for Adult Education, references have been made to two of our colleagues in an article entitled 'Ensemble' by Dr. J. Roby Kidd, Chairman of the International Committee for the Advancement of Adult Education.

The relevant portion is entitled 'Honour Roll of Amateurs'. It reads :

"On several occasions and in several countries there has been a rather footling debate about the values and virtues of leadership in adult education offered respectively by "professionals" and by "amateurs."

No field of work can ever advance very far unless some individuals devote systematic time, effort and imagination to it; unless threads are tied, letters are answered, meetings are called, money is collected. In practice this means that able men and women who will work full time are required.

Yet this is a field that always has, and one hopes, always will, attract the man or woman who wants not to be paid, but who still gives himself and his time unstintingly. There are examples in most countries; there are several fine examples in India, two in particular.

One of these men is hardly known in Canada. He is Satyen Maitra of Calcutta, son of a great Indian leader in social welfare. Mr. Maitra has two careers: in the morning he works at his own business from which he draws a salary and in the afternoon and evening he directs an extraordinary programme of classes and educational activities. Maitra's work in enlisting the interests of young university students in the literacy campaign, both in Calcutta and out in the villages, has been outstanding; so are his day-to-day efforts for the under-educated in teeming Calcutta.

The other man is S.C. Dutta, who for many years has been General Secretary of the Indian Adult Education Association, one of the significant adult educationists in the world. So long has Dutta been associated with the IA EA and with adult education in India and in the whole region that people are surprised to learn that he has never drawn a salary for this work. All these years when he has given form and idea to Indian adult education, he has been earning a living as a news-caster or in some government office. This is service without price, in several senses."

Maitra is an Associate Secretary of the Association and General Secretary of the Bengal Social Service League.

Role of the University in Adult Education

By A.V. Naik

Secretary, Board of Extra-Mural Studies, Poona University, Poona

THE University of Poona was established in 1949. It was created with a definite regional bias to meet the educational needs of the Marathi speaking area of the then Bombay State as well as to relieve the University of Bombay of its burden. Consequently, it was given direct jurisdiction over the Marathi-speaking districts of the Bombay State. The area of jurisdiction of the University has been much reduced after the establishment in 1963 of the Shivaji University at Kolhapur. At present the jurisdiction of the Poona University extends over the north-western part of the Maharashtra State comprising the seven districts from Dhulia to Kolaba.

The history and constitution of the Poona University are deeply entwined with the region in which it is set. In the history of its creation local pressure, the clamour from local leaders and educationists for a University which would give adequate attention to the educational and cultural aspirations of Maharashtra have played a momentous role. The University is conscious of this and of its belongingness to its town, its neighbouring towns and its surrounding districts which are the soil in which it has grown and in which it lives. It acknowledges to its region a profound debt and gives to it due loyalty. Therefore, it could not but be deeply concerned in the work of adult education in its part of the country.

The Poona University believes that a regional university to be alive and virile must be closely linked with the life of the region. It must, therefore, have direct contact with the wide area whose needs it is expected to serve. Close contact with the people of the University region could be

effectively secured and maintained by organising centres of extra-mural activities to diffuse widely the benefits of University education among all classes and communities. The essential activity of Universities, it is true, is the discovery of new knowledge, the training of young scholars to continue the work of research, and the teaching of undergraduates—men and women destined for the learned professions. But it would be highly detrimental to their own interests if the Universities left it at that; if they did not provide or help to provide to adults, who may or may not have been in earlier years to a University, facilities for obtaining or continuing a liberal education. The Universities are peculiarly fitted to do this.

The idea of the diffusion of learning amongst mature men and women of all classes and communities outside the walls of the University and the establishment of a special Board of Extra-Mural Studies for the purpose are in fact written into the constitution of the Poona University; and, indeed, the University attaches very great importance to this work as one which would bring it more than any other means into intimate contact with the varied aspects of life over a wide area. Therefore, the Poona University has from its very inception established a Board of Extra-Mural Studies, under the provisions of Section 26 of the Poona University Act, for the specific purpose of disseminating knowledge among the adult population residing within the Poona University area. The Board of Extra-Mural Studies of the University of Poona has for the last fifteen years or so been performing this task through its various schemes.

It is necessary to mention in

this connection that the Poona University holds that the extra-mural activities of the University need not cover the whole field of Adult Education but should be confined to that part of the movement of adult education which the University, by reason of its special equipment in men and resources, was in the best position to undertake. For example, the University would not directly participate in the campaign against illiteracy or contribute much to the recreational activities connected with adult education. The sphere of its work would be chiefly the development of facilities for acquiring education in cultural and scientific subjects for those who already possess a minimum of educational equipment. Even in this sphere the University could do a very great deal and could utilise all the methods that have been developed in other countries. It could reach all classes, a substantial proportion of which is in a position to profit from extra-mural activities.

The University of Poona considers that in connection with the larger work of spreading these facilities in the rural areas, seasonal classes and courses on the lines of the University Weeks, Summer School etc., of some Western Universities are particularly important. These could have a cultural, a scientific and what might be termed a vocational side, so that vital and current problems in these spheres could be discussed at these in such a way as to stimulate interest in their systematic study. In this work the Poona University would pay special attention to the class of Primary Teachers who constitute the most important educational agency in the country side. The Poona University believes that if it is able to provide for the needs of primary teachers

and attract them within the fold of its extra-mural activities it will have gone a long way in extending its influence effectively over the whole area.

India is a developing country. One of the most outstanding characteristics of the developing country is the crucial need for education at all levels and in all age groups. In a country suffering from tremendous shortage of trained persons in every walk of life, universities cannot be dedicated solely to the service of the youthful elite. There is no possibility of the Universities in a developing country successfully maintaining a traditional ivory tower position while serving the significant needs of society. Any attempt to do so will result in complete failure and loss of influence. Therefore, they must relate themselves as closely as

possible to the needs of numerous people from late adolescence to early senescence. Adult education must occupy a strategic position as an integral part of the University. The universities must serve adult educational needs on a wide basis. They must reach beyond the usual campus limits and expand in new geographical areas as well as in unique programmes offered.

Since the achievement of independence, India has become responsible for its own destiny and has been striving in the face of difficulties, to create a democratic state on the Western model. At the same time in no part of the world is the vicious circle of ignorance and low economic standards more clearly illustrated. Acceptance of the principle of universal adult franchise has

given about 200 million Indians the right to vote for the election of Parliament, State legislatures and local self governing institutions. More than three quarters of them can only do so by affixing their marks opposite a symbol, since they are unable to read and write. In India, therefore, the problem of educating the adult people for the duties and responsibilities of democratic citizenship is of very vital importance which concerns the whole future fate of Indian democracy. Therefore, the need for adult education largely devoted to this task is very imperative. The universities in India have a special responsibility in this work. It should be the function of the universities to make available to all those who desire it the light which knowledge and research can throw on the problems of life, society and the State.



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Learn and Progress

By Anibal Buitron*

JIFUNZE na Uendeleo is the Swahili translation of *Learn and Progress*. This is the title we selected for our two page spread for new literates, which has been appearing since March 3, 1966, in the Nairobi Swahili daily newspaper, "Taifaleo".

Learn and Progress appears every Thursday, and every Friday the main articles from the previous week's issue are read in English and Swahili over the *Voice of Kenya* radio station.

The articles are short, 250 to 300 words each, easy to read, and deal with subjects of interest to adults such as information on public services available to the people in the fields of education, health and agriculture, the practical value of learning to read and write, women's education, proper diet, vaccination to prevent terrible diseases such as polio, improved farming methods, the co-operative movement, etc. In addition to these articles, *Learn and Progress* publishes every week a Swahili lesson and a selection of the most important news of the week. All articles are published in both English and Swahili with the exception of the Swahili lesson, and the news of the week which appears only in Swahili.

Learn and Progress started with two aims: to provide simple and interesting reading material for new literates and to help those learning English and Swahili. We thought that making these pages for new literates part of a well-established local newspaper would eventually lead the people to read the other sections of the newspaper, helping in this way to create a habit of reading.

After a few weeks we began to get a most favourable and encouraging reaction from the public. The Thursday issues of "Taifaleo" were disappearing quickly from the newstands. Letters to the Editor began arriving with very favourable comments and useful suggestions. We were told that many people were buying the Thursday "Taifaleo" because it helped them to learn English, and because it contained useful information, including the most important news of the week.

Maendeleo ya Wanawake, the Women's National Organization, with more than 50,000 members, placed an order for 2,000 copies that are distributed among all its clubs throughout the country. At

* Anibal Buitron is an Ecuadorian anthropologist and educator who is at present Unesco's Chief Adviser on Adult Education in Kenya. He is a former Deputy Director of CREFAL, the Regional Fundamental Education Centre for Community Development in Patzcuaro, Mexico.

present each women's club receives only one copy of the paper, but as soon as the financial situation permits *Maendeleo ya Wanawake* plans to increase its order to 20,000 copies, which will double the present Thursday circulation of "Taifaleo". Employers of domestic help, agricultural and factory workers, etc. are beginning to buy the paper and pass it on to their employees. The future of the project seems excellent, not only as a public service, but also as a business enterprise that may lead other newspaper publishers in Kenya and neighbouring countries to follow suit. We already have reports that Tanzania and Malawi are getting ready to start similar schemes.

Filling the Need for Follow-up Reading

The project began at a cocktail party where the writer first met Mr. Michael H. Curtis, Managing Director of the East African Newspapers (Nation Series) Limited. He wanted to know what I was doing in Kenya and explained that I was here as Unesco's Chief Adviser on Adult Education. I remarked that during my safaris through the country I had found an almost complete lack of reading material suitable for people who had just learned to read. As a result, people who had studied a primer and one or two follow-up books could find nothing else which they could read, and fell back into illiteracy within a few months. I described my experiences in other countries where local newspapers had agreed to set aside one or two pages every week for the publication of articles specially written for new literates; this had helped to increase the circulation of the papers making the project economically profitable, or at least, self-supporting. I added that if he could give me a page or two in one of his papers once a week I would take responsibility for getting the articles. He liked the idea very much and was ready to try it out if the newsprint could be supplied. I did not see how we could give him newsprint, but assured him that the page for new literates would pay for itself because more people would buy the paper. We parted after this meeting without reaching any definite agreement.

Some weeks later Mr. Curtis called me to say that he was prepared to give the project a try, taking full financial responsibility for it. He said that I could have the two centre pages of "Taifaleo", the Swahili daily newspaper, every Thursday. We decided on the third of March as the date for publishing the first issue.

Immediately, I began to visit the ministries most closely concerned with adult education, as well as some non-governmental organizations interested in

this field. I explained the project and requested that somebody from each institution be appointed as representative at a meeting to discuss the new scheme.

Inter-Agency Committee

At this meeting we had representatives from the ministries concerned with education, health, information, agriculture, community development, and co-operatives, as well as from the East African Newspapers, the Red Cross, the Extra-Mural Department of the University College, the East African Literature Bureau, the Literacy Centre of Kenya, Maendeleo ya Wanawake, WHO and UNESCO. It was decided that all those present at this first meeting should form an Inter-Agency Committee and that an editorial committee should be set up consisting of representatives of UNESCO, the Ministry of Education, the Kenya Literacy Centre, East African Newspapers, the Ministry of Information, and the Ministry of Co-operatives and Social Services. It would be the task of the members of the Inter-Agency Committee to see that their Ministries and institutions prepared and sent in articles for publication in the pages for new literates.

Mr Curtis suggested that, to get publicity, the page should be advertised on the *Voice of Kenya* radio station, and it was agreed that some of us would talk over the project with its Programme Director.

At the first meeting of the editorial committee which took place on February 28, 1966, I was able to announce that the Ministry of Information had agreed to translate our texts from English into Swahili. It was decided to include a weekly Swahili lesson for which the Literacy Centre of Kenya would assume responsibility.

The first issue of *Learn and Progress* appeared in "Taifaleo" on March 3. It included a short editorial explaining the purpose of the page, and listing the government departments and non-governmental agencies that were helping in its preparation. Other articles explained why we pay taxes, why we teach adults, and the importance of working together. There was also the first English lesson since it was our intention to alternate English and Swahili lessons. Later it was decided to have only Swahili lessons and to replace them with English lessons when we came to the end of the first cycle of *Learning Swahili*.

The collaboration of governmental and non-governmental agencies has been most encouraging. We have received texts and publications that could be used to prepare articles on education, health, agriculture, nutrition, etc. At our request educational, public health, social welfare, and other services in the country have written articles explain-

ing their work and how to make use of them. We have started to receive letters from our readers with useful suggestions and requests for certain kinds of articles.

Self-Supporting

Mr. Curtis is very pleased with the immediate success of the project and is considering the possibility of giving two more pages so that we can have a 4-page pull-out which could be printed in extra quantities for direct distribution to women's clubs, farmers' and community development training centres, adult literacy classes, mission centres, etc.

The project is proving that it can pay for itself. When soon after the start Mr. Curtis suggested that we should request financial assistance from the Ministry of Education, UNESCO, etc., I asked him to first let me try to make it self-supporting, because only in this way could we assure its continuance for many years. If we depended upon assistance the project would last only as long as the assistance.

So far it seems that our hopes were justified and that the project can continue without any outside financial aid. This, in my opinion, is the best feature of the scheme. It does not cost the government a cent, it covers its own expenses and it even makes a little extra money for the publishers.

(UNESCO FEATURES)

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Literacy by Radio for Andean Indians

AN experimental scheme of radio schools to bring literacy to remote Indian communities in the Andes has been started by a group of Maryknoll Fathers based on the city of Puno in the south-east corner of Peru. The immediate aim of the scheme is to overcome the language barrier caused by the fact that practically no-one in the countryside speaks or understands Spanish: 50% speak only Aymara, and the rest speak only Quechua.

The scheme's great advantage is that a maximum number of people can be taught by a minimum of qualified bilingual teachers (who are naturally scarce). It is also relatively cheap, and remoteness is no obstacle. After two years planning and preparation, the project is now well under way, although it is not expected to be financed completely and in full operation until 1968.

Each village or hamlet has to provide a place for the school, which is equipped with a fixed frequency transistor radio, a blackboard, wall charts and textbooks, and can take up to 15 students a session. There are two programmes for Peru, one in Aymara and one in Quechua, and a third in Aymara is transmitted to Bolivia. The qualified bilingual teachers (one in each language) have been supplied by the Peruvian Ministry of Education. At the receiving end the students are helped by "auxiliaries" who must be able to read, write and speak Spanish as well as be proficient in their mother tongue, but who need not have had much formal education.

The programmes, of 45 minutes each, are broadcast at seven intervals during the day so that the student can choose the hour that best fits in with his daily work. There are five classes a week and at present only adults over 16 are accepted as students.

Bilingual Newspaper for Andean Indians

A newspaper for new literates, with parallel columns in Spanish and Quechua (the language most widely spoken by the Andean Indians) has started publication at Quito. The newspaper was devised by Belgian volunteers working on the literacy campaign organized by the Ecuador Radio.

Produced once a month in editions of 30,000 copies, the newspaper is intended to be complementary to the radio courses, and contains lively short articles about farming and local problems.

(UNESCO FEATURES)

Wool-Grading Course

The Proudh Shiksha Samiti, Bikaner in collaboration with the wool technology section of the Bikaner Veterinary College and local wool industries has developed a course in wool-grading and classification. Twenty candidates deputed by local industries are likely to attend the course.

DURGABAI DESHMUKH APPOINTED MEMBER INTERNATIONAL COMMITTEE ON LITERACY

The International Consultative Liaison Committee for Literacy setup by UNESCO will meet in Paris from June 5 to 9.

Dr. Durgabai Deshmukh, Vice-President, Indian Adult Education Association has been requested by the Director General UNESCO to be a member of the Committee. She has accepted the membership and will attend the first meeting to be held in Paris.

Summer Programme in Adult Education

A three-week course in Principles, Methods and Techniques of Adult Education has been planned by the Department of Adult Education, University of Rajasthan for summer this year.

LIFE MEMBERS

The following persons have become life-members of the Association :

1. Shrimati Raksha Saran, former President, All India Women's Conference and the National Committee on Women's Education.
2. Prof. M.C. Shukla, Director, Correspondence Course and Continuing Education, University of Delhi, Delhi.
3. Kumari S. Rehman, Professor, Indian Institute of Mass Communication, New Delhi.
4. Dr. S.N. Saraf, Director (Education), Planning Commission, New Delhi.
5. Shri G.K. Gaokar, Secretary and Social Education Officer, Bombay City Social Education Committee, Bombay.
6. Shri N. Prakash, Devnagar, New Delhi.
7. Shri L.R. Shah, Rajasthan University, Jaipur.

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Voluntary Bodies Partners In Nation-Building

ELABORATING on the imperative need to tap all available voluntary service resources for the development of the country, Dr Zakir Hussain, Vice-Président, called upon the Government to generate a climate of confidence among voluntary organizations by accepting them as co-partners in the work of nation-building.

The Vice-President was inaugurating the World Assembly of the International Secretariat for Volunteer Service at Vigyan Bhavan in New Delhi, on March 29. More than 60 delegates and observers from abroad as well as representatives from embassies and missions in the capital attended the conference. Dr. M.S. Mehta, President IAEA was the Deputy Leader of the Indian delegation.

Tracing the evolution of the voluntary movement in this country from a purely welfare-oriented service into an organized, multi-purpose operation in which trained workers not only deal with social ills but mobilize community effort towards self-help, Dr. Zakir Husain reminded the youth of the country that they had an important role to play in the massive national effort towards development.

The conference ended on April 4. In a report about the closing day the Special Correspondent of the *Statesman* writes :

The World Assembly of the International Secretariat of Volunteer Services, at its final session on Monday, extended the life of the Secretariat for another four years. India abstained in the voting on the resolution.

The Assembly also resolved to direct the Secretary-General of the Secretariat to try to broaden the membership of the Assembly and Council. This resolution followed questions by members, including India, about the "international" character of the Secre-

tariat. Neither the Assembly nor the Secretariat has any Communist members.

India was also one of the countries which sought information regarding the constitution of the Council of Ten of the ISVS, the paying members who called the first World Assembly which created the Secretariat. India along with other countries, mostly from Africa, also sought clarifications regarding the functions of the Assembly and its relationship to the Secretariat, on the one hand, and the Council, on the other, as well as about the financial administration of the organization.

These questions led one to the conclusion that Governments had become members of the World Assembly without reading carefully the ISVS constitution or had sent delegations to the Assembly meeting without briefing them properly on the extent of their commitment to it.

It was extraordinary what elementary doubts and questions were raised during the final voting session.

The feeling of "common humanity of all mankind" to which Mr. Asoka Mehta feelingly referred to in his valedictory address, was not so noticeable on the last day of the session when delegates, dragging themselves sluggishly through a maze of words, had to commit themselves to positions and words which were not only going on record, but would later become part of their national policy.

Mr. Mehta spoke appreciatively of the ISVS being a "loose organization with minimum rules" in keeping with the spirit of volunteerism" which it was trying to promote.

From the experience of the six days of the session, it seems necessary for the organization to make new rules defining clearly the extent of the rights and pri-

viliges of members as well as of procedure for future Assembly meetings.

ADULT EDUCATION IN CANADA:

(Continued from page 6)

the Canadian Association for Adult Education. The Association was established in 1935 and upto now has established branches in four provinces. The branches are fulfilling a very useful role in initiating and coordinating the adult education work in their respective provinces.

The Indian Adult Education Association which is a national organisation like the Canadian Association should also establish in the near future few State branches to initiate, stimulate and coordinate the work of adult education at the State level. The state branches, as in Canada, should pay a part of their membership fee to the Central Organisation, so that their members could get the *Indian Journal of Adult Education* and be in touch with the work of adult education that is being carried out throughout the length and breadth of the country.

SIR ROLAND MICHENER NEW GOVERNOR-GENERAL OF CANADA

Sir Roland Michener, the Canadian High Commissioner to India has been appointed Canada's Governor General.

Sir Roland who is 66 was posted to New Delhi in September '64.

Sir Roland is a former President of the Canadian Association for Adult Education.

Morocco Gives UNESCO \$30,000 From Its Military Budget

In the name of King Hassan II and the Moroccan Government, handed over a cheque for \$30,000 to ceremony in Paris. The sum, taken from Morocco's Fund.

Morocco is the third State, after Iran and Mali, to respond to the appeal by the Shah of Iran at the Teheran Conference for all countries to donate funds from their defence budgets to the fight against illiteracy.

In thanking Mr. Benhima, Mr. Maheu stressed the significance of this gesture by "a country that is both generous and realistic", and announced that other governments had signified their intention of responding to the Shah's appeal.

"FOOD FOR LITERACY" PROJECT IN BRAZIL

A successful literacy experiment carried out in Brasilia Teimosa, on the outskirts of Recife, may serve as a model for similar projects in other parts of north-east Brazil.

The experiment was started a few years ago when Brasilia Teimosa was a shanty town where the underprivileged of Recife lived in conditions of extreme poverty. Catholic priests started an emergency scheme to feed the neediest cases and, as the incidence of illiteracy was very high, the area was chosen for a pilot project using the distribution of food as a means of teaching people to read and write.

Literacy classes were organized three times a week and individuals who attended all classes received fortnightly food rations sufficient for a family of four people. In a family of more than four, two members were asked to attend the classes.

From the beginning, food supplies were strictly limited to regular students with the result that classes grew rapidly and additional courses had to be organized. Within six months, over 200 courses were operating with a total enrolment of 2,000 students. Literate members of the community were trained as teachers and subjects taught, besides basic reading and writing, included history, geography, hygiene, child care, cooking and sewing.

So successful has the project proved that Brasilia Teimosa recently opened its own consumer co-operative which, like the literacy classes, is now organized largely by the local inhabitants.

(UNESCO FEATURES)

Government, Mr. Mohammed Benhima, the Minister Mr. Rene Maheu, Director-General of Unesco, in a military budget, is to be added to the World Literacy

HOW ILLITERACY WAS STAMPED OUT IN RUMANIA

IN 1948, Rumania still had over 3 million people who were completely illiterate; but by the census of 1956, the figure had fallen to a few tens of thousands.

The methods and results of the country's 10-year campaign to wipe out illiteracy are set out in a booklet published recently by the Rumanian National Commission for Unesco.

Publicity for the campaign was on a nation-wide scale: radio, press, cinema, books and pamphlets written by famous writers, posters and even match-box slogans, were all recruited for the cause. Local committees were entrusted with the drawing up of lists of illiterates in the community and the organization of classes—some of which were held in schools, others in barracks, apartment houses and on building sites. Where there was a shortage of professional teaching staff, instructors were drawn from among fellow-workers, management staff, students and even older schoolchildren. Millions of special handbooks were printed.

The course of instruction lasted two years; but after that the new literates were encouraged to keep up and extend their knowledge by all sorts of spare-time activities specially arranged for them.

The booklet points out that, parallel to the scheme of adult education, measures have been taken to eliminate illiteracy at its source. The 1964-65 school year marked the extension of compulsory education to 8 years; at present there are more than 4 million children and young people attending educational establishments in Rumania.

India's Women Scientists

Six thousand Indian women are now doing post-graduate work in science and account for about 10 per cent of all post-graduate students, a survey by the Indian Council of Scientific and Industrial Research shows.

The survey also brought out that 70 per cent of Indian women scientists are under 30 with only 3 per cent over 40.

More than 50 per cent are in biology, 5 per cent in chemistry and 10 per cent in mathematics and physics. Seventy-eight per cent of India's women scientists are employed, mainly in teaching.

MASS COMMUNICATION AS INFRA STRUCTURE FOR SOCIAL & ECONOMIC DEVELOPMENT

A plea for recognizing the media of mass communication as "infrastructure of social and economic development of the country" was made at a Seminar on "the role of documentary films in national development" organised by the Indian Institute of Mass Communication, New Delhi from May 1 to 4, 1967. Shri A. Mitra, Secretary, Ministry of Information & Broadcasting was the Director of the Seminar.

THE Seminar also recommended that additional resources in cash and equipment and mechanical facilities should be allocated for this purpose by the Government.

The Seminar also suggested that a study should be made to ascertain the comparative costs of covering the entire country with a television network.

A structural reorganization of the Films Division of the Government of India on the model of the Canadian National Film Board is one of the main recommendations of the seminar.

It may be recalled that the Chanda Committee had made specific recommendations along these lines to be implemented when the Films Division had expanded considerably and had been financially strengthened.

In fact, it would seem that some, if not all, of the suggestions made by the seminar bear great similarity to the recommendations of the Chanda Committee.

The recommendations of the seminar give a fair deal to everybody concerned with documentary film-making as well as to the consumer. Mr. K.K. Shah, Minister for Information and Broadcasting who was present at the concluding session, saw to it that the Government got a fair deal too.

Mr. Shah remarked in a confidential aside to the meeting: "If I had to choose between extra vans for the Films Division and TV. I would rather have TV." This is considered by everybody an unofficial blessing to the recommendation.

The other important recommendation of the seminar is for research in audience response. The Institute of Mass Communication has already on hand a project for evolving criteria for evaluation of films.

A larger share of short film assignments for private producers, the creation of a non-theatrical circuit for documentary films, the production of specialized films on and for education and for projecting India's image abroad and the financial bolstering up of the Poona Film Institute which trains technical personnel for film production, are some of the other recommendations.

It seems likely however, if one had understood the Minister for Information right, that these recommendations would be seriously taken up only after commercial radio and television have proved themselves earning members of the Government family.

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National Seminar on Utilization of Schools for Adult Education

THE Indian Adult Education Association will hold a National Seminar on "the Utilization of Schools for the Promotion of Adult Education" in October or November this year in Mysore. This was decided in a meeting of the Executive Committee of the Association held in New Delhi on May 7, 1967. The Committee also set-up a sub-committee with Shri K.N. Srivastava as Convenor to collect material on the subject and to prepare Data Paper as well as Working Paper.

The Annual Conference will be held either before or after the seminar in Mysore. It was decided to request Dr. Malcolm Adiseshiah, Deputy Director-General of UNESCO to preside over the conference.

A Staff Welfare Fund has also been set-up to assist staff members in the need. A sum of Rs. 5000/- was voted for this purpose to serve as a nucleus. Earlier the Executive Committee approved a Budget of Rs. 4,56,850 00 for the year 1967-68.

The Committee also supported the idea of holding a World Conference on Adult Education initiated by the Canadian Association for Adult Education.

Among others the meeting was attended by Sarvshri R.R. Diwakar, M. Mujeeb, J.C. Mathur, and Shrimati Sulochana Modi. Dr. M.S. Mehta President of the Association presided.

WANTED

Applications are invited for the post of **Organising Secretary** for the Association: salary grade Rs. 700-40-1100-50/2-1250 (with 20% D.A. and 15% house rent allowance). Qualifications: high general education; adequate experience in the field of Adult Education, authorship of books or articles on some aspect of Adult Education and ability to communicate the need and value of adult education to the public and governmental authorities.

Relaxation of these conditions possible in case of candidates of special merit.

Applications should reach the undersigned by the 31st May 1967. Applicants may be called for interview at their own expense.

S C. Dutta

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ADULT EDUCATION IN NEPAL

By Arnold Hely, Secretary, Asian South Pacific Bureau of Adult Education

NEPAL emerged in 1951 from the obscurity of almost complete isolation imposed upon her by the Rana autocracy for more than a hundred years. Education prior to 1951 was almost entirely restricted to the provision of formal educational training for the children of the ruling group. Some slight modification in educational policy had occurred in the later stages of the Rana rule, but in 1950 in the whole country there were no more than 200 primary schools, 21 High Schools and one College. Since that date, under the leadership of the monarchy, Nepal has made gigantic efforts to correct these past weaknesses. Today there are at least 5,700 primary schools, over 400 middle schools and 263 high schools, 35 colleges and one university. However in spite of these great efforts to foster the formal education of the young it is recognized that the modernization of Nepal must depend to a very great extent upon an extensive and thorough educational programme aimed at the adult members of the community. Even today the degree of illiteracy in Nepal stands at over 90 per cent. For this reason most of the present efforts in the area of the adult education lie in the field of functional literacy. A section concerned with adult literacy has been created within the Ministry of Education. This department has a chief adult education officer in charge, with a staff of approximately 20 assistants. Of these one is an expert in charge of planning and training and a second is an officer in charge of women's adult education work. Other members of the staff include an editor of journals and publications, an assistant for work with women and four field supervisors. The rest are administrative and accounting staff.

The four field supervisors are responsible for the supervision of literacy and adult education work in the 14 administrative zones into which the country is divided—each supervisor taking charge of a number of the zones. The 14 zones in their turn are divided into 75 districts and therefore each of the field supervisors is responsible for the adult education work in approximately 20 of these districts and, in carrying out his work, maintains liaison with the District Education Supervisor and his Assistant—there being one Education Supervisor plus one Assistant Supervisor for each of the 75 districts. Under the guidance of the adult education field supervisors the district supervisors and their assistants are responsible for the general supervision of the literacy work within the local districts. The major literacy course involves nine months study and the adult students are expected to attend classes six nights a week for the nine month period. In the first six months they concentrate on formal instruction in reading, writing and arithmetic with some reference to local affairs and problems. In the final three

months the training becomes a little less formal and broader in scope. There is more stress upon reading circles and upon discussion of local and national problems.

To make the adult literacy and general community education programme more effective, and to create continuity from year to year, a pattern of permanent intensive adult education centres are being created. There are 25 such centres established in Nepal with an additional 15 planned for the 1966—1967 period. These centres have permanent headquarters of their own in a selected hamlet although they may use rooms in other buildings for their activities, within the same hamlet or within surrounding hamlets. They are provided with a staff of three teachers, who, though part-time workers, have been given a training in adult literacy and community education work. The head of the Intensive Adult Education Centre staff is responsible for the supervision of the work of his two assistants and undertakes the direct teaching and organising of post-literacy work which covers the final three months of the standard nine months course. His two assistants, a man and a woman, are responsible for the straight six months literacy class, one being responsible for men's work and one for educational work with women.

The three responsible officers for these intensive adult education centres are given a more thorough training course than that provided by district supervisors for voluntary teachers taking an individual literacy class. The training for the Intensive Literacy Centre staff is undertaken by members of the Adult Education Section in the Ministry and lasts one month and is taken in residence. Those attending the training course are drawn from the ranks of elementary school teachers or local volunteers who possess an education up to school-leaving certificate level and who have shown an active interest in the literacy campaign and community education programme. The training course deals with the techniques of teaching reading and writing to adults and methods of general community education. In addition, trainees are briefed by lectures and demonstrations given by experts from government departments concerned with rural development, agriculture, home science and co-operatives.

Members of the adult education section in the Ministry keep in close touch with adult education developments abroad particularly those referring to the literacy campaign. The major problem they face, as in so many countries lies in the lack of financial

(Continued on page 4)

U.P. Universities urged to set-up Adult Education Department

THE U.P. Adult Education Association held a Conference in Lucknow. The theme of the Conference was the role of universities in Adult Education and Extension. Dr. Radhakamal Mukerji, former Vice-Chancellor, Lucknow University presided.

The Conference among others passed the following resolution:—

“Considering that the Universities should serve as centres of Social change, of initiative and resource for scientific, social and cultural regeneration, and considering that in the midst of an explosion of knowledge the fast obsolescence of ideas and skills and the strain on norms and values under new social conditions the obligations of the universities to provide continuing education has become even more urgent, this Conference urges.

That Departments of Adult Education and

(Continued from page 3)

resources and lack of physical resources. For example the teachers' training colleges plan to introduce some training in adult literacy work and community education procedures into the training programme for the young trainee-teachers, but at the present time the staff members of the training colleges, though highly qualified in the area of child education, have not the necessary background of training and experience to introduce fully the section of the curriculum dealing with adult education and adult literacy methods. It is difficult for the four field supervisors to give the assistance and encouragement to all the district education supervisors which is essential if the programme is to be fully implemented in isolated districts. These difficulties are recognized and every effort is being made to overcome them. A Unesco Mission is to visit Nepal in the first half of 1967 to investigate the literacy situation and to advise on joint Nepalese—Unesco Literacy projects. Proposals for such joint programmes have been put forward in the case of two industrial areas in Nepal, Biratnagar and Birgunj and in two agricultural areas, Hitarua and Pokhara. One or two of these areas may be selected for a Unesco intensive literacy project and the projects should throw some light on the correlation between adult education (including literacy) and economic and social development in the country and as such will also provide a useful guide to methods and policy which could be used or followed in intensive literacy projects undertaken later in other parts of the country.

—*News Letter of ASPBAE*

Extension be established in all universities of Uttar Pradesh and that until such time as full-fledged Departments of Adult Education and Extension be established, the Department of Education in all universities and colleges should take up the work of adult literacy in cooperation with the Departments of Sociology, Social Work, Psychology and Economics.

That the University Grants Commission in the area of university Adult Education and Extension should show the same concern, urgency and leadership as it has shown in other areas of university education and provide at the earliest the necessary funds to universities for the establishment of Department of Adult Education and Extension and that at least one university in Uttar Pradesh should be helped to establish such a department forthwith.

That Government should promote establishment of correspondence courses of both vocational and general education nature and for those enrolled in functional literacy courses they should provide facilities like free postal services, free books and stationery since these enrolled in such courses would be an under-privileged group.”

Literacy Brigades

The Conference also called for the formation of Literacy Brigades by the universities and asked them to implement a programme of compulsory literacy work for two months for all undergraduate students and three months for the post-graduate students (including the recess weeks) as condition for the award of university degree.

The Conference also passed a resolution which recommends that the Union Government should enact a National Universal Adult Education Act with the target year of 1975 for the liquidation of adult illiteracy in all States and set up a separate Ministry of Adult Education in the Centre, with State Ministries of Adult Education for a quick literacy drive.

The Conference also recommended that the students of adult schools be permitted to take public school examinations with other regular students with a view to providing them with incentive to continue their education.

The Conference also urged upon the political parties to accord top priority to literacy programmes, in view of the constructive role the political parties can play in the liquidation of mass illiteracy and thus help bring about quicker economic and social change.

The Correspondence Institutes in the Finnish Educational System

By Aulis Alanen

CORRESPONDENCE course activity in Finland is practically speaking confined to the sphere of adult education; at least up to now the school system here has not adopted this mode of teaching. And even within the field of adult education itself the correspondence schools here as in most other countries are somewhat of an outsider, not firmly integrated in the official system. Quantitatively too correspondence study in Finland is on a relatively small scale, at least compared with our neighbour Sweden, whose largest correspondence institute, Hermods, is in many respects an unapproachable model to us. But in Sweden this activity is in any case in proportion to the population notably higher than anywhere else in the world.

In Finland too those correspondence institutes for which paedagogics and business ethics are serious considerations suffer considerably as a result of the activities of other business enterprises using the name correspondence school, which are doing their best to ruin the reputation of the entire system. Without going any further into this we may say that correspondence institutes which can be taken seriously involve some 100,000 students each year, or about 3% of the population of over 14 years of age. Of these again 10% work in groups which send in only the pooled result of their studies for correction, and in which thus the intensity of instruction and the level achieved are doubtless very unevenly distributed as far as the individual members are concerned. In the largest correspondence school in this country, that run by the Society for Popular Culture 95% study privately, only 5% in

groups. However, even in group instruction we must recognise different levels; this mode is undoubtedly most effective where the group receives direct oral instruction from an expert and participates in invigilated examinations.

Correspondence Institutes and Adult Education

If the term adult education is taken in a sense wider than that of the English tradition it can be described as comprising three main lines of activity: 1. liberal education, 2 the "belated" completion of basic school courses, and 3. special vocational training. The correspondence schools function in all three branches, but while three of them concentrate entirely on liberal pursuits and fulfil therein an invaluable function, in its entirety the correspondence course system in fact places greatest emphasis on the two latter lines. The largest institute cultivates all three, while those not engaged in liberal education are mainly concerned with specialised technical training. Those pursuing liberal education function in close mutual understanding, have acted on common initiative, and have combined as a pressure group in matters such as postage charges and other common advantages. Actual instructional cooperation there has not been before the experiment recently instituted in conjunction with the Finnish Broadcasting Company, of which more later. The other institutes have had much less contact both among themselves and with those representing liberal adult education, but as far as the writer can say they function in mutual loyalty and without destructive rivalry. There is no official joint organ for cooperation among the institutes.

Correspondence Institutes and the States

In Finland neither correspondence institutes nor correspondence students receive financial support from the State, the only exception being the secondary school experiment instituted by the Society for Popular Culture. Of the correspondence institutes in Finland that of the Society, the KVSK, is subject to the supervision of the Board of Schools, while that of the company Tietomies and the School of Sales and Advertisement comes under the Ministry of Industry and Commerce. The supervision involved, however, is rather informal, there is no statutory system of inspection. In the case of the KVSK, for example, subjection to the Board of Schools mean that the Board appoints a representative to sit on the administrative body of the Foundation and the correspondence school submits its statutes and its policy decisions to the education authorities for approval. The institute is also willing to submit the details of its programme and activities for inspection, but no regular control of this kind is exercised. Up to the present year the representation of the highest education authorities on the governing body of the Society has, of the Foundation's own accord, been particularly strong: for example the chief director of the Board of Schools and the Director of Education, the present Minister of Education and the Deputy Director, have long been members. Recently however the State Council reached the decision that State officials may not sit on the governing boards of any institutions where they would have jurisdiction over the use of State funds, and because the Society for Popular Culture receives a small amount of support for activities other

than its correspondence courses, these representatives have been obliged to relinquish their seats. (Thus strictly applied the decision was in fact hardly of benefit from the point of view of educational work).

According to legislation for study circle activity the group work in the correspondence course entitles to State support but this only on condition that the courses are approved by the Board of Schools. Thus the courses run in the State-assisted study circles are subject to inspection. All the courses in the institutes pursuing liberal adult education are approved for State support.

The attitude of the State education authorities to those correspondence institutes which fulfil paedagogic standards is gratifyingly favourable, and for example the largest institute functions in close consultation with authorities in the planning and realisation of its programmes. Thus in the consulting boards it has established for the promotion of its instruction in the technical, commercial and agricultural fields, there is a representative from the highest governing body in each of these spheres of training. In general, too, the institute consults with the education authorities with a view to keeping its official qualification courses up to date and engaging competent personnel to teach and to plan its courses.

The liberal correspondence institutes have, particularly during the 1960's made a number of proposals for the establishment of a State committee to study the question of integrating the correspondence courses with the main educational system, systematising State supervision and possibly supporting students on the courses out of public funds. The Board of schools for its part has expressed a favourable opinion of these suggestions to the State Council. Recently too the Private Students' Committee,

whose chairman is the present Deputy Director of the Board of Schools, Paavo Kuosmanen, made a similar proposal for the establishment of such a committee and stressed the need for more effective application of the correspondence instruction system. There are grounds for hope that such a committee will in fact be instituted in the near future.

Thinking of the work of adult education as a whole a correspondence schools Act can be regarded as the missing link in the series of legislations for libraries, civic institutes, study circle work and folk high schools which have been passed in recent years, some as reforms of earlier statutes, some as completely new legislation. These arrangements are worthy of comparison even on the international level, offering as they do considerable financial support to the institutions in question yet leaving them a very great measure of autonomy in their activities. If legislation for the correspondence institutes follows the same lines there is no fear of their economic basis being established at the expense of their freedom of activity. At the moment the best solution would seem to be the granting of financial assistance not to the institutes but to the private students on the basis of their achievements.

To the favourable report it has given on the matter of organising the correspondence course system the Board of Schools has added the proposal that inquiry be made into the need for a special State correspondence institute, and it seems likely that such a school will be established in the near future. The independent institutes have no objection to such a plan, but they do regard it as their duty to see to it that the functions of this State correspondence institute are clearly demarcated and that it does not extend its activities beyond the training of civil servants. The present writer takes it for granted that the vested interests of the institutes already

in existence must not dictate attitude to the new proposal; the interests of the individual student are the only consideration which should influence them. At its best such a State correspondence institute could become model from whose planning and experimental work the private institutes might also derive advantage.

Basic school courses through correspondence institutes

In Finland, no correspondence institute is entitled to give a certificate of secondary school, commercial school, commercial or technical institute qualification. Instead certain institutions which run correspondence courses have extensive special commercial, and technical training programmes in which correspondence and oral instruction are combined, and whose final certificates have already gained relatively well established recognition on the labour market. More will be said of these later.

The correspondence institute of the Society for Popular Culture has complete secondary school, commercial school and commercial college courses. However, the official examinations for the certificates of qualification must be taken in the normal institutions in each field. In the case of the secondary school course the taking of examinations usually presents no difficulties to the private student, and those working through the KVSK have gained better marks than the average achieved by normal candidates. The attitude of the individual teacher for whom the examinations are written varies considerably. Some are inclined to be prejudiced and to assign any private student without further ado to some kind of B class. Others again have great respect for the enterprise of a private student and for the independent achievements of maturity represented in the study activity of those of adult years. Independent again of either attitude, some teachers conform so rigidly to the syllabus of their

own schools that a student who has used some other text-book encounters difficulties even though the ground he has covered may be essentially the same. (In the teaching of a given syllabus there may be different books in use in different schools; however, all text books must be approved by the Board of Schools). An illustration of the above is a case where a teacher of a foreign language requires the learning by heart of the vocabulary in the particular book he uses; while the private student may, for every less important work he does not know, be able to offer a dozen works of far greater use from the point of view of adult requirements. On the whole, however, the secondary schools adopt a favourable attitude to the students sent to them from the correspondence schools.

The same cannot be said of the commercial training institutions. Here the attitude to private students—including others not sent by the correspondence schools—has been particularly stiff and both the general attitude and the prescription of examination fees has varied greatly from one school to another. One outstanding injustice is the demand that a private student be at least thirty years of age and have at least ten years work experience. A committee at present discussing the reform of the commercial training system may in fact propose the reduction of these demands to twenty-five and five years respectively, but the KVSK has expressed the opinion that even these limits are too high.

The KVSK also runs an agricultural course designed to afford basic vocational training in practical farming. Here the completion of examinations presents no obstacle, and at the moment preparations are in progress, under the leadership of the highest agricultural training authorities, to integrate this course more closely with the work of the normal agricultural training centres.

The KVSK like some other institutes, also runs courses designed to prepare those seeking admission to the various technical schools. Such courses include preparation for commercial schools and colleges, agricultural and forestry schools, teacher training colleges, technical instructor training, institutes of handicraft, technical schools and colleges and police training colleges.

In between the basic school courses and worker training programmes there are such courses which lead to some special examination giving official qualification. The examinations set by the State technical training boards, and the correspondence courses designed for these examinations are treated later. Of similar kind are the part-time librarian courses (in the rural areas there are still many part-time library workers, who must however have certain prescribed qualifications). Course activity in those institutes specialising in training for the technical and commercial fields is presented in another article in this number, that on the Correspondence Institute in the Service of Commercial Life.

Worker Training

It would appear that the future development of the correspondence school system will lead to an emphasis on the specialised training, or the continuation or re-training of those already engaged in the professions. Although the State system of vocational training is developing and adopting new forms of specialised training, so also apprentice training in industrial and business concerns and the training of members of the big central organisations is undergoing continuous expansion. The big concerns have two choices open to them: they can organise their own correspondence instruction, or they can take advantage of the services of some correspondence institute. The former has in recent years been the more popular alternative: an increasing number

of economic organisations have established their own correspondence schools for the benefit of their own members and personnel. It is nevertheless clear that these must compromise with regard to qualified staff, and that the organisation of such schools is after all an expensive affair on account of the small scale on which they operate. It would seem likely that with the growing demands for qualification there will be a shift towards the use of the expert services and specialised organisation of the large correspondence institutes.

In any case correspondence instruction in the training of workers is now being more generally combined with oral instruction. There are two main types of combination: in the one correspondence study is integrated with practical work in the place of employment and guided practice leading to an invigilated examination held in the worker's own locality; in the other correspondence study is combined with courses run in boarding school establishments designed to give direct oral and practical instruction, in which cases the correspondence course may considerably reduce the duration of the course required. One particularly effective combination seems to be that in which study is initiated with oral instruction, then the theoretical background is covered by means of correspondence course, this being followed by another residence of several days in the boarding school, a further series of correspondence, and finally another period of oral instruction with an examination at the end of it.

Correspondence Instruction in Liberal Adult Education

The correspondence institutes run by the worker's educational movement work exclusively in the field of liberal education and in close cooperation with other forms of instruction organised by the movement: the study circles, the folk high schools and shorter residential courses. The

same is true to a great extent of the Swedish-language correspondence institute, although in fact it also has a certain amount of specialised technical training on its programme. In all of these institutes the study circle form of group work is the dominant approach. It is also customary to regard the KVSK as an institute of liberal adult education because it too functions without a view to financial profit and organises its activities to meet educational requirements—after all, it is run by the oldest adult educational organisation in the country. This institute is nevertheless on the periphery where liberal educational work is concerned because, as was pointed out at the outset, its main emphasis is in fact on serving those “catching up” on their basic schooling and those seeking qualification in the technical field. The KVSK also runs a considerable number of courses designed to further general education and promote leisure time activities, but particularly in the case of social studies participation by private students is relatively small. The study circle movement among the so-called conservative section of the Finnish speaking population, which could be expected to bring groups to the KVSK, has not succeeded in arousing the interest of its students for correspondence courses in spite of the fact that the leaders of the movement has stressed the significance of this form of study. The lack of interest may partly be explained by the fact that this movement embraces a very great variety of study organisations, each with its own characteristic student structure and programme. A large proportion of them are the youth clubs, where study is particularly vague in its objectives, and Christian circles, where the programme is narrowly confined to religious pursuits. Part of the blame, however, may be laid at the door of the study circle organisations and of those in charge of the correspondence institute. Since the study circles

have begun to receive a certain amount of financial assistance from the State, their interest for correspondence course activity has shown signs of awakening, and an effort should now be made to meet that rising demand.

The study circle-organisations and the correspondence institutes pursuing liberal educational programmes have established a joint Study Organisations Examinations Board, which arranges for study circles and private students in various parts of the country the opportunity of taking invigilated final examinations in their chosen subjects. The chairman of this board is a representative of the Board of Schools.

The basic reason why the participation of the study circle movement as a whole in correspondence course activity is considerably smaller in Finland than in Sweden and Norway is that the organisation of this field of work, which for example in Sweden is entirely in the hands of the study circle movement, is shared here by the civic institutes. Since these latter, with their well established economic basis and expert staff, have been considerably better able than the study circles to organise systematic “schooling,” they have not found any particular need to resort to correspondence course work. They do however avail themselves of correspondence courses to a certain extent, particularly in the case of special subjects in which it is difficult to obtain adequate study material and expert guidance by any other means. With the extremely rapid spread of the civic institutes even to the more sparsely populated and agricultural areas the need for the correspondence system has been on the increase. The same effect is felt with the rising need for technical and specialised training. Perhaps the most important form of cooperation between the correspondence schools and the civic institutes, however, would be that in which students in civic

institutes supplemented the oral instruction they receive there with correspondence course work. The outstanding weakness of the civic institutes is that they only offer a couple of hours’ instruction a week in any given subject, so that progress is rather modest. If the student could avail himself in the meantime of the services of a correspondence course, the pace of his studies would naturally be considerably improved.

Much the same can be said of the folk high schools. Here too a certain amount of use is made of the correspondence courses, but considerably less than in the civic institutes. The programmes of the liberal correspondence institutes include instruction preparatory to the entrance examinations of the folk high schools and their various summer courses, but only within the sphere of the workers movement do they form part in some cases a compulsory part—of official folk high school recruitment system. The Private Students’ Committee mentioned earlier has recommended to the folk high schools and the civic institutes that they undertake joint activity with the correspondence schools in the teaching of grammar school courses.

Correspondence instruction in closed institutions

The correspondence system of study can be of invaluable service to those confined to institutions for treatment, welfare care or corrective training, those serving in the forces and others whose freedom of movement is for one reason or another restricted. Nevertheless the tuberculosis sanatoria are the only group among institutions of this kind which has hitherto availed itself of the correspondence course system. In other cases interest has been shown only by individuals or by active members of the staffs of private institutions, for example teachers, on an independent and somewhat sporadic basis.

Tuberculosis in Finland has been of rapidly less frequent occurrence with the introduction of antibiotics, and treatment of it has also altered in form to such an extent that the activity of the Sanatorium Institute has declined considerably. The institute has functioned solidly for 25 years as a State-supported and State-supervised institution, and even before its establishment the sanatoria maintained systematic cooperation with the KVSK. The Sanatorium allows its patients within certain limits to select the subjects they wish to study, and pays all the expenses incurred. The correspondence institute, for its part, arranges special service for its sanatorium patients. Now that the need for an institute exclusively for tuberculosis patients is becoming unnecessary with the decrease in the numbers of patients, a plan is under way to extend its activities to embrace chronic patients in other hospitals and institution. From the point of view of the correspondence institute this raises an interesting problem: how far it regards it as a duty to pursue instruction for the purposes of therapy, and how such activity can be kept distinct from instruction proper.

Also in the prisons a considerable amount of correspondence study goes on, and the KVSK grants a 25% reduction in fees to prisoners of lesser means, offers special services in the arrangement of invigilated examinations etc. Some individual teachers in the prisons deliberately activate their pupils' interest in correspondence study, but the official attitude of the prison system towards such activity is completely passive. A reflection of this is the fact that although the State budget for the year 1965 reserved funds for correspondence study in the prison the money was not used (the correspondence institutes did not in fact know of the fund), and when it was moved forward to 1966 the reaction of the prison authorities was one of annoyance: how to deal with the

fund without coming into conflict with the State auditors! The money is in fact now being put to use in financing group correspondence study organised by the prison teachers. In other institutions for antisocials the position is much the same as in the prisons: some corrective schools organise correspondence study, and with great energy, but no official national system is even projected.

In the other Scandinavian countries also those serving in the forces partake in this form of study on a considerable scale. In Finland a proposal made by the KVSK for such cooperation has been rejected. The reasons given are, it is true, not without foundation: the authorities point out that the duration of our national service obligation is among the shortest in the world (the general requirement is 240 days). Nevertheless the forces could take a more active attitude to the leisure-time study of national servicemen than simply granting permission to undertake such activity where requested. At present such activity among those in the forces is relatively limited.

Cooperation with the Radio Network

Other countries which have developed a system of adult education are far ahead of Finland in their use of television in this field of instruction. The main reason of course is the youth of our television network—permanent broadcasting services began just over ten years ago, and it will still be some years before the network will embrace the whole country. On the other hand the fact that we have only one television company, the State-owned By Yleisradio (The Finnish Broadcasting Company) is favourable from the point of view of educational work. It can in fact be said that the liberal educational institutions have been very slow to make practical experiments and precise proposals. School television has in the last few years established its position, above all on the ele-

mentary school level, and recently the school television has shown of its own accord a gratifying desire for cooperation also with adult educational organisation. Without being in any contact with the institutions in this field the television has in fact for years been broadcasting language instruction designed to serve the ends of adult study. In the planning of other educational programmes too the point of view of adult education has been adopted—as recognised in the statutes of the company one of the main functions of Yleisradio has always been the promotion of educational work.

Now however definite cooperation has been instigated, and it is pleasing to see that the correspondence institutes hold a central position in the first experiments. From 1967 the television programme will include a course in German to which a jointly designed correspondence course will be integrated. The exercises with their additional material can also be studied independently, but they may be sent in for correction to one of the correspondence institutes pursuing a liberal programme: correction of course includes other personal guidance normally provided by the institutes. Later this cooperation will be extended to work in other foreign languages, particularly English, which in correspondence study as in other forms of adult study activity is the most popular language (in the KVSK about 700 students are doing the basic course in English, 600 the Swedish, 200 the German, and about 100 the Russian elementary course).

At the same time experiments are being made also in the sphere of social studies. The television is broadcasting a series entitled the Urbanising Community, and exercises on the basis of the programme can be sent in to the correspondence institutes for correction. Several years ago the Pellervo correspondence institute, which has now been merged with

the KVSK, planned a theatre course in conjunction with the study circles and the television, the programme to include the watching of performances. However the experiment brought only meagre success on account of certain organisational deficiencies, and it will now be renewed with improved arrangements.

Experiments in the field of liberal education were undertaken in conjunction with the radio already in the early thirties and again soon after the last war. Results have not been outstanding, but again the reasons have been largely organisational. And now that the joint activity of the correspondence institutes and Yleisradio is to be extended to include radio broadcasting, the mistakes of the past can perhaps the better be avoided.

Plan for Development

The main objective in the development of the correspondence institutes must be the integration of this form of instruction as an organic part of the education system. The special advantages of this form of instruction—the possibility of progress of individual pace and studying without having to leave work and home environment—are so considerable that although in the 1970's already all the major obstacles to a system of schooling designed to meet (the requirements of every individual character) will have been removed, nevertheless the correspondence institutes will continue to be needed as one channel to the secondary and vocational school education. Its deficiencies the system can also correct in developing a programme of oral instruction, laboratory and other practical instruction to supplement the correspondence courses, and in acquiring the right to hold official examinations and give certificates. Presumably progress in this direction in Finland too will be more rapid than hitherto. However, by reason of the manifold requirements of training now this solution will

even at its best remain partial, and the other line is equally important: the intensification of cooperation with the normal schools in the various fields, the correspondence students receiving supplementary oral instruction in these, as well as the possibility of entering for official examinations. The most expansive development, however, is to be expected in cooperation with industrial and business concerns in the training of their personnel for the need for continuation and refresher training is rapidly growing in Finland as elsewhere.

However it is not idle optimism to predict that the near future will also see the arrival of a form of study activity in which vocational objectives will be of secondary importance. Although the institutes, depending as they do upon the funds raised out of study fees, cannot free themselves entirely from the supply and demand point of view, they are nevertheless ready, as promoters of liberal education, to make financial investments in the development of civic education and other general educational projects on its programme.

The pursuit of these new objectives is justified only if the correspondence institute continually improves its study material, methods and organisation. The requirements may be briefly summarised as follows: the systematic increase of the use of records and tapes, the development of cooperation with radio

and television, the adaptation of programmed instruction for the correspondence courses, the rationalisation of exercises and correction by means of suitable combinations of tests and exercises demanding independent corrective ability, and finally the systematic training of part-time teaching personnel. The development of teaching plans and methods must be based on systematic experimentation, the assessment of results achieved, and research activity. The correspondence institutes must do this themselves, but with interest growing in empirical research into the learning and teaching process, the universities and research institutes may before long become aware of the excellent material the correspondence institutes have to offer for treatises at various levels, and also for more advanced research workers.

The promotion of more effective activity in the correspondence institutes is of course the most part a question of finance, and otherwise in establishing the position of this form of instruction most can be done by means of legislation. The nearest objective of the correspondence schools is in fact a committee report which would lead to legislation affording to correspondence course students the same financial support from the State as is enjoyed by others pursuing free-time studies, and giving official definition to the standards set by the correspondence schools and to their place in the educational system as a whole.

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Role of Universities in Adult Education and Extension

NEED FOR LOWERING BARRIERS TO COMMUNICATION

By Kastoore Chand Gupta, Editor, Ujala, Literacy House, Lucknow

“HUMANITY is engaged in the race between education and catastrophe.” The warning sounded by late H.G. Wells has become more significant to India, when the leadership and the people are faced with an explosion of great expectations, greater frustrations and the greatest confusion. To deal with the chaos the society looked to the universities to provide intellectual leadership through an integrated approach to advancement of knowledge, transmission of knowledge and diffusion of knowledge. For historical reasons the universities showed little response to the challenge of change. The imbalances in values, theory, practice, art, science and technology persist. Output of experimental, inventive and creative work is meagre. Production of “elites” isolated from the philosophy, principles and practices of remaking of a culture is high. A certificate, a diploma or a degree earned in teens or twenties is regarded as a sure passport to most of rewards and satisfactions throughout life. Inevitably there is craze and pressure for easy paper credits in the speculative rush to grab power, prestige, position and money. The process created the dilemmas of under education and mis-education for the universities and the country is threatened for survival as an independent nation.

The situation demands radical orientation in the goals and roles of the universities with effective inter-action with the society. The concept of formal and terminal education needs to be broadened, deepened and enriched with informal and non-terminal education co-extensive with life. The

emerging concept of education is dependent for translation into action through Adult Education and Extension—the neo-untouchables in the traditional academic hierarchy of the universities.

Adult Education and Extension help in relating conventional subject matter studies to unconventional community-centred studies. The process helps in developing the attitudes, knowledge and skills for testing each discipline singly and in an interdisciplinary context for problem solving. It facilitates closer relationship between education and behaviour. Despite the need for such closer relationship between them, the forces in operation in the universities from vice-chancellors down to students are generally not inclined to accept adult education and extension as disciplines of importance. This non-acceptance is responsible for projecting the image of universities manifesting signs of stagnation rather than dynamic growth.

The situation needs to be further examined in relation to some of the inadequacies in the conventional subject-matter centred studies:

It generally results in mere information than understanding.

Perception of relationships of a part to other parts and to the whole are hazy.

Ability to reach valid conclusions or making generalizations is weak.

The attitudes of enquiry and concern for accuracy are feeble.

Abilities of transfer of knowledge for diagnostic analysis

of problems, decision making, problem solving are poor. Communication arts and skills are the weakest.

On campus and out of campus programmes of adult education and extension can help in reducing such inadequacies and strengthening productive attitudes and behaviours. The crucial task is of development of professional and lay leadership. The task may be broadly divided into four parts:

Need to create and develop human capital for formulation of policies, programmes, and public relations.

Organization and administration of programmes, projects, and supporting services.

Development of new Methodologies, materials and media. Understanding needs and techniques of evaluation and research.

The success of the task depends on the development of effective communication systems. There is direct and indirect relationship between communication and development. These relationships are to be high lighted through cooperative operational researches suited to the milieu of the culture.

Some of the areas deserving increasing attention include:

Problems of readability of text materials, supplementary reading materials, handbooks, literature available in the community for readers of varying reading levels and abilities.

(Continued on page 15)

Some Research Findings on Adult Learning, and Implications for Instruction and Organization of Literacy Classes

William L. Day, *Deptt. of Adult Education, Rajasthan University, Jaipur*

IN this presentation, we will summarize findings in only two of the many aspects of adult learning. These two sub-topics will be "The Learning of Attitudes" and "The Learning of Subject Matter." The reason for choosing these categories is that, basically, the adult illiterate passes through two stages of learning. The first is that of attitude change which results in a decision to attend a class in spite of many pressures from work, family and community; the second is that of subject matter learning, during which attitudes continue to change.

Because this presentation is intended to provide useful ideas to people who are interested in the implications of research rather than the research itself, it will be a series of summary statements—each followed by a suggested guide for practice.

A. Learning New Attitudes

Attitude change is usually measured in research studies in terms of changed behaviour, such as change in voiced opinions, acceptance of new ideas as evidenced by adoption of new practices, etcetera. We will refer to attitude change in this fashion when discussing the implications of research studies.

(1) If an attitude is neutral, a single spoken or written communication can change the attitude considerably. However, this attitude can be immediately reversed through a living experience.

Implications—It is possible to convince an adult illiterate of the value or desirability of learning to read and write, especially if his attitude is not negative to begin with. However, an unpleasant or upsetting experience at the beginning of the class or during enrolment can completely and thoroughly change this attitude. Every effort should be made to

make the first sessions of a class pleasant.

(2) When an attitude is newly acquired, it tends to be strongest. The passage of time tends to weaken both positive and negative attitudes.

Implications—If a positive attitude is developed toward a literacy programme, the learner should be enrolled and brought to class as quickly as possible, before "cooling off" can begin. If, on the other hand, negative attitudes have been developed for any reason, the wise action would be to move elsewhere rather than try to force a change. In time, it will be possible to return when a more neutral climate of opinion has developed.

(3) Attitudes are learned much more swiftly and strongly, when the source of information is credible—that is, believed to be worthy of trust and respect. Subject matter learning is not greatly affected by the credibility of the source, but attitude is greatly affected.

Implications—If a programme is to be "sold" effectively, it is best to try to work through people who are trusted leaders already. If this is not possible, every effort should be made to secure "benign neutrality" or non-interference from existing, trusted leadership, whether it be in the family, village, or town. On the other hand, if direct contact is being attempted through school personnel, teachers or administrators who are not respected will be unable to develop a strong programme. If no respected personnel are available in an area, it would be wise not to attempt an adult literacy programme. To do so, would simply make work more difficult in the future. This is especially the case where personnel have failed to carry out promises in the past.

(4) Social status affects accep-

tance of new ideas. Social isolation from the sponsors of a new idea can prevent its acceptance.

Implications—School and Block Development personnel often forget that they may be looked upon as people of such high status that they may be respected and outwardly obeyed, but will not be believed when changes are being encouraged. Again, the person "selling" change should be close enough to the illiterates to be accepted as one who understands their problems.

(5) The more tightly a group is organized, whether a family or a village, the more resistant it will be to any change.

Implications—When selecting a village, town or neighbourhood for a new literacy programme, chances of success will improve if change of some sort has already occurred—especially change which has resulted in the break-up of families or movement of individuals. Economic change of any sort tends to produce this effect, so an administrator should use new developments in industry and agriculture to guide him in identifying places for intense literacy work.

(6) New ideas on attitudes are more readily learned by people if these seem to agree with values or ideals that they hold already.

Implications—Perhaps if Ram and Sita had done much reading, our job would be much easier! Every effort should be made to show that literacy is desirable and necessary in terms of traditional village or District values. Reading and writing could be presented as a means of holding a family together more effectively, or helping its long-term prosperity. If it is shown simply as a means of "modernization" or that "the government wants it," much resistance can be expected, whether it is open or secret.

(7) Attitudes are more liable

to change in people who are under 40 years of age. If a person is over 40, attitudes do not change easily or quickly.

Implications—A literacy “motivator” will likely find more success if he concentrates his efforts on younger age groups—especially those in adolescence and the early 20’s.

B. Learning Subject Matter

1. *Effects of age on learning:*

—There is a slight but steady decline in the rate of learning from the age of 30 onwards. From the age of 45 onwards, this decline in rate is about 1% per year.

—There is no significant change in the power to learn to age 70. That is, people can learn anything that they could learn while young, even though this learning may be slower.

—With advancing age, there is decreasing confidence in learning new things.

—With advancing age, there is decreasing interest in learning new things. Interests tend to narrow, and new learning tends to take place in areas of permanent interest.

Implications—Provision should be made for a slower speed of learning in classes of older persons. Perhaps classes could be divided on the basis of age—adolescents in one group, age 20-35 in another, age 35 or 40+ in another. Efforts should be made to support the confidence of older learners, who will feel unsure of their ability to master new skills, even though we know that they can. New skills should be related as closely as possible to the permanent interests of older people in order to sustain their work. Such activities as writing letters to children or grandchildren suggest themselves in this case.

2. *The effects of practice on learning:*

—Learning is in itself a skill. People who are accustomed to learning new things are able to learn more quickly than people of equal intelligence who are not practised in learning.

—Experiments have shown

that people who continue to learn new things, such as those in the professions, actually can show steady improvement in performance past age 70.

Implications—We must be prepared for slow progress in learning literacy skills at the start of a class, because most illiterates do not learn new things systematically and frequently. On the other hand, once the adult learner has some practice in learning, we can expect his progress to speed up rapidly, especially if we are careful to show him how to learn the material which we give him in the class.

3. *The effects of motivation on learning:*

—Up to one-half of the efficiency of learning depends on the strength of motivation of the learner. This is more apparent as the learner gets older.

—If learning is successful, it is in itself pleasurable and satisfying, and will thus increase motivation.

Implications—A highly motivated learner usually sees a connection between the material to be learned and his own life. The material is meaningful to him. We should lose no opportunity to point out and establish this connection in our literacy classes. If we ensure successful learning (even if this is slow), we can expect increasing interest and effort from our adult students.

4. *The nature of adult learning:*

—The adult learns meaningless “rote-learning” material with less efficiency than the child.

—The adult is superior to the child in the use of language and logic, and constantly attempts to fit new knowledge into knowledge he already possesses. That is, he attempts to find meaning and logic in new facts.

Implications—Much learning in literacy classes is of the “rote” type. Symbols and arbitrary rules must be memorized. Therefore, any ways that the teacher can devise to help the adult learner use his present knowledge to help himself will be rewarded with higher interest and increased learning. Memory aids, such as

mnemonic devices are very useful in rote learning for the adult. If new symbols can be used immediately in forming words known to the adult, they will be remembered with greater ease. Some literacy teachers still attempt to teach adults the entire alphabet before “allowing” them to write words, sentences, or even their own names. This is poor teaching even for children, but it is disastrous in its effect on the adult who wants to learn something of use to him.

5. *The effect of reinforcement:*

Efficiency and retention of learning is greatly improved if there is immediate knowledge of results, and if the amount of incorrect performance is reduced to a minimum.

Implications—When the learner is trying his new skills, he should be able to compare his work with a correct model as quickly as possible, or the teacher must check work on the spot as soon as it is written. Careful preparation of work is necessary so that the student does correct work on the first attempt. People tend not to learn from mistakes! They tend to repeat them. On the other hand, correct work will also tend to be repeated. “Letting a student make his own mistakes” is a false philosophy of instruction. It results in work that is full of mistakes. These errors are difficult to correct and, as we now know, tend to discourage the learner.

C. A Word of Caution

The foregoing statements are generalizations drawn from findings in research. No one statement necessarily applies to all adult students, as everyone is different. However, literacy classes are organized and taught on a group or mass basis, and therefore these generalizations are useful for the organizer, the administrator, and the teacher in this field. They provide a framework of understanding that will improve the chances of success of any literacy programme. If the implications of these concepts are ignored, for whatever reasons, failure will be more likely.

Eradication of Illiteracy is Essential for Public Health and Family Planning Programmes

Dr. Y. Pavanabai, *Medical Superintendent, AMS Nursing Home and Free Dispensary, Madras.*

AFTER gaining Independence our country had to make many a planned programme for its development without much of a time lag to catch up with other developed nations. The problems were stupendous as we were handicapped with various factors such as poor resources, want of technical know-how, vast country mainly of rural character with lack of communications isolating many communities, and multiple languages. Planners and our leaders well realised that with our democratic set up unless there was a good co-operation from the people, we will make no headway in our developmental programmes.

The participation of people in the betterment of our national efforts can be ensured only with their clear understanding of planned programmes and their achievements. In other words, they had to be a well informed community, and indisputably a community could have this only through education. Consequently, the Government initiated two prompt drives, that of a long-term and a short-term programmes to promote literacy and information. In this regard it was no wonder that the stress was laid on family planning and public health programmes. The long-term plan related directly to make every child and adult literate.

Even though the plans were laudable they fell short in their full achievement due to the abnormal and explosive increase and exodus in population.

So, our first directive should be to accelerate the programme to restrict the family which will otherwise lead to disastrous ends of economic depression, lack of health and waste of human efforts. The equality of opportunity which we crave for gets hit at its root. No amount of endowment by public or private sector can solve this unfortunate incident. So, an energised programme to change the climate of public opinion for the reorientation of organisation is necessary for this social reconstruction. This can be only achieved by mass education. The problem has just been touched in its fringes by Government drives and this is because there is either want of information or incorrect information regarding family planning. Hence adult literacy and education must be increased both efficiently and with tenacity.

A harassed family in the anxiety of daily living cannot, and will not, make effort to get education and so education must be brought to them. The present attempt at night classes has to be renewed to see how far it has been successful. Most of the

effort in public and private has been directed more towards technical and skill improvement than on general education. Further with enrolment of more number of boys and girls, the effort of primary education among children has improved. But the actual present day participating adult population who are scattered over our vast rural countryside are still illiterate with little knowledge of the present time. So steps to improve them must be incorporated in their daily living which is at their working spots. Education centres must be set up with part of the time in working-time being given to literacy classes. The local resources must be traced and harnessed and made use of in proper perspective. This way the fundamental education or reeducation, formal and informal, could be enforced to better the community. Another factor to be faced is the material chosen for teaching. The adult differs from the child in that he is mature in thinking and he has gained enough knowledge by his experience through life. Hence the books for teaching as well as the topics must be relevant with a purpose to their living. So the books on adult education may be written imparting knowledge on principles of health, family planning, marriage and family counselling etc. Practical application may be carried out by regular planned project work with adults learning them. This gives them a sense of achievement and responsibility.

Dissemination of accurate data of personal health, prevention of communicable illness, the importance of mother and child care may be chosen as topics for education, so that the community is well informed about health schemes. Certain essential techniques like planning diet, preparation of wholesome food, kitchen gardening, home nursing in case of illness, first-aid in case of accidents may be brought out in language books for primary teaching of adults; later, advanced classes may be conducted with working out of health insurance, importance of accident prevention, child care and guidance, community health programme etc. The local education may further be activated by service programme of adult to youth and youth to adult, by the former teaching occupational skills and his experiences, and the latter teaching the letters and writing.

Community Centres, Primary Health Units, Extension Projects, Camp sites and Industrial spots may be chosen to organise literacy classes and work as information centres. The indigenous resources must be given primary importance and they should be guided in carrying out the projects. Those who

will be unskilled but with workable knowledge to teach letters as well as act as informants must be kept abreast with present knowledge through refresher courses.

With the advent of home industry many small centres have started giving lessons in Tailoring, Envelopmaking, Doll making, etc. In these centres, where most women find their way, may be given compulsory teaching of letters by keeping to 1 hour a day along with other training.

A common place may be provided with advanced equipment of teaching as projectors, slides etc. It should be made available for nearby places by lending systems. This is of special importance in case of rural areas which are scattered. Where traffic communication is not well formed, a travelling programme must be undertaken to provide men and material.

Thus, by these planned approaches and to a certain degree with experimentation, when illiteracy is eradicated, the purpose of education based on achievements of three major principles will become a dream come true. First, the improvement of individual personality, his innate ability and creative nature; second, practice of healthy thinking and living; finally, developing vocational ability, both by helping oneself and helping towards the betterment of society at large.

BOOK REVIEW

Adult Education in India: By W.E. Styler, Oxford University Press, Bombay, 1966. Pp. 114 Price: Rs. 5.50.

DR. STYLER, Director of Adult Education, University of Hull (England) has produced a thought-provoking and a stimulating book. It is a result of his three visits to India when he had

thorough discussions with some of the outstanding adult educators and an extensive examination of printed material on adult education.

The author provides in this compact volume an upto date survey of Indian Adult Education situation, social education, workers education and university adult education. In the last chapter, the important functions of the Indian Adult Education Association, which is the only body concerned with adult education in its entirety in India as a whole, have been analyzed. Dr. Styler has also provided constructive proposals for the future development of the Association. His proposal to bring the Association on a quasi-government level seems to be quite sound since it will provide the financial stability needed to enhance its functions in the future, and yet will allow it all the flexibility and independence of action enjoyed by a voluntary agency.

In every chapter the author has critically analyzed the significant programmes carried out by different agencies in the field of adult education, social education and workers education and has provided concrete suggestions for the further developments of these programmes.

Education for the literate adult of our society has been neglected so far, but Dr. Styler in this book has strongly pleaded for an agency which will meet the continuing education needs of our educated people. He feels that democracy in India cannot be strengthened if the attention is concentrated on the illiterate adults only. In this era of rapid development continuing education for both the literate and the educated classes is very essential. Universities in India can meet this need to a considerable extent.

As a whole, the book is a fairly accurate description of adult education in India. Since we are in the process of developing continuing education programmes, the book will prove to be very helpful for all those engaged in the development of such programmes.

—J.L. Sachdeva

Role of Universities . . .

(Continued from page 11)

Effectiveness of Radio and films.

Potentialities and limitations of indigenous non-projected aids.

Relationships between the mass media and the interpersonal communication.

Creation of forums for discussion with commoners, power-wielders and sages.

Transmission of culture propelling the elements of innovation and change.

To the extent that we strive to lower the communication barriers among the different disciplines, institutions, groups and individuals, we shall advance the cause of equalizing opportunities for education as power enabling to realise the objectives of human rights. The roles are always relational. It is for the universities to accept in their own interests Adult Education and Extension as dynamic collaborators in the enterprize of total education with the support of better and wider

communication processes, recalling the words of a poet.

We know the truth has been

Told the world a thousand times;

But we had no ears to listen yet

For more than fragments of it; We have heard

A murmur now and then, an echo here

And there.....

Deleon Appreciates Journal's Service to Adult Education

The UNESCO Adult Education Chief Mr. A. Deleon has in a recent letter to the President Dr. Mehta has sent congratulations for the "devoted service" of this Journal "to the cause of Adult Education" and for its "support to new trends in this field."

Mr. Deleon writes :

"I have read with considerable interest the resolutions and recommendations of the "All India Adult Education Conference" and the National Seminar on "Adult Education and Economic Development" as reported in the Indian Journal of Adult Education, Volume XXVII Oct. 1966 No. 10.

"The problems discussed in both these important meetings have been presented with great clarity and conviction, and I should like to take this opportunity to offer my congratulations for the devoted service your esteemed Journal has been rendering to the cause of adult education, and in particular, its unfaltering support to new trends in this field.

"In the article on the National Seminar in New Delhi, the central issue before India today has been put with impressive brevity "produce or perish." The challenge of the situation undoubtedly calls for a rearrangement of the priorities and emphasis in adult education in your country as in other developing parts of the world. Unesco has not been slow to realign its policy and programme in response to the realities of changing circumstances. Our Experimental World Literacy Programme represents a departure from the traditional concept of literacy which, as you know, was largely limited to instruction in the three Rs. In the last three years our programme has been firmly reoriented to the priorities of planned development. New types of skills, methods, materials and training are being tried out to meet the specific needs of agricultural development, or rural-urban development, or industrialization in chosen motivated areas. This, in essence, is the selective, intensive strategy, as adopted by Unesco since November 1964. The new approach, with special emphasis on economic development, is being applied under the work-oriented literacy projects in Algeria, Iran and Mali, and will be extended to similar projects as they become operational in Asia, Africa and Latin America.

"The recognition of a close inter-relationship between illiteracy and the food problem has led to the introduction of agricultural education programmes, integrated with functional literacy, which includes technical and vocational training, for achieving accelerated economic growth and a higher

standard of living for the rural masses. The proposed "Farmers' Education and Functional Literacy Project" in India is a case in point where the Government, Unesco and FAO have joined hands to attack the crucial problem of increasing the food supply. You must be familiar with the various aspects of this project. I shall, therefore, merely say that this joint enterprise, covering something like 32.5 million acres of selected, irrigated land, for growing high-yielding varieties of hybrid and exotic seeds of proven value, illustrates the potentialities of farmers' education and functional literacy programme, backed up with demonstration techniques; training and mass communication, for raising agricultural production. This project also exemplifies the efficacy of national and international co-operation in the solution of acute economic problems through adult education, with the active participation of local self-government institutions, organisations and voluntary agencies. However, in the ultimate analysis, it is Man who is the most important element in economic development and it is for the efficiency of the human factor that adult education programmes should be designed, directed and constantly developed.

"I shall conclude by sending you and the Indian Adult Education Association my very best wishes."

New Book

ADULT EDUCATION

AND

ECONOMIC DEVELOPMENT

Report of the 14th National Seminar

Price : Rs. 2.50, \$ 1.00

Published by :
Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

ADULT EDUCATOR BECOMES PRESIDENT OF INDIAN REPUBLIC

Dr. Zakir Husain was declared elected President of the Republic of India on May 9. He took over on May 13. Dr. Husain was Vice-President of the Indian Adult Education Association for a number of years, and presided over the Silver Jubilee Conference of the Association in 1964. He is one of the few adult education leaders who have taken adult education classes and have actually taught adults.

IDARA Talim-o-Taraqqi (Institute of Social Education) founded as an auxiliary to the Jamia is regarded as Dr. Zakir Husain's contribution to the adult education movement in India. The programme of this institution, to set up educational centres for adults was inspired by Dr. Zakir Husain.

To Dr. Zakir Husain, education is not mere acquisition of skill or knowledge. It is a creative process and that process of creation is intimately connected with activity, mental or manual, disciplined to lead from purpose to purpose. "True culture of the mind", he said, "manifests itself in the whole personality, in its manifold sensitivity of perception; in the efficiency of the imagination and thought and action; in the theoretical and practical use of what it has grasped and made its own, in its attitude to men and things, in the unity of its conception of life and universe. Nothing in my view helps to bring about this consummation more than placing this educationally productive work in the service of social ends." Dr. Zakir Husain's conviction that educational institutions can become real places of education only when they are oriented socially, reflects his struggles first as a student and later as a teacher to render them so in the face of overwhelming odds that faced him.

Dr. Zakir Husain was born in Hyderabad (Dn) on February 8, 1897. His father Fida Husain was one of the pioneers to break from the traditional profession of soldiery of the Khan community. Many eyebrows were, indeed, raised when he decided to take to the practice of law at Hyderabad.

In 1907 Dr. Zakir Husain joined the Etawah Islamia High School and later passed on to the Lucknow Christian College with the intention of taking up medicine for a career. Chance, however, changed his future. He fell desperately ill and was obliged to discontinue his studies for a year and in 1918 he joined the Aligarh University for his

B.A. degree. After obtaining his degree, he enrolled himself for the post-graduate course in Economics. While yet in his first year, he was appointed Junior Lecturer in the University.

Events were again to interrupt his career. The year 1919 was fateful to the Aligarh University and Dr. Zakir Husain perceived unhealthy influences dragging the University into communal politics. The University, Dr. Zakir Husain felt, was deviating from the ideals to which he had thought of devoting himself. He, therefore, decided to leave it along with many others who had come to cherish the ideals of an independent India where its citizens would be free of communal animosities. A year later, this body of Muslims founded the Jamia Millia in response to the call of Gandhiji for non-cooperation. Ever since he has devoted himself to the Jamia Millia and it was because of his efforts that the institution weathered difficult days.

An outstanding contribution to the cause of education in India was the Report of the Committee on Basic Education over which Dr. Zakir Husain had presided. The Zakir Husain Committee

(Continued on page 2)

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Adult Education for Professionals

Step To Re-educate Cooks in Culinary Art

TWENTY-five cooks from various colleges in the campus are now using their noon recess studying the finer points of culinary art. Lady Irwin College has started an in-service training course for supervisors and cooks of Delhi University and college hostels. These cooks have spent years in the University campus but never learnt their lessons inside a classroom.

It is a modest project, launched with meagre funds and with the help of staff who would normally be enjoying the vacation. It has to be of short duration—six days for cooks and three days for supervisors—and will consist of lectures by experts and demonstration of modern methods of cooking.

Though small, the project is of vital concern to thousands of boys and girls who live in Delhi's hostels. Bad food, prepared in unhygienic conditions, has been a feature of many hostel kitchens for

a long time. Quite a few students' agitations in the past few years were the result of badly-run kitchens.

An Annual Feature

The idea, mooted during Dr. C.D. Deshmukh's tenure as Vice-Chancellor, could not be implemented till now because of "practical difficulties." But now it will be an annual feature and may cover almost all hostels.

Lectures by specialists from the college as well as from the College of Catering and some other institutions cover hygienic methods of storage and handling of food, maintenance of cleanliness in work areas and preparing vegetable salads and beverages and safeguarding their nutritive contents.

The course for supervisors is designed to train them in managerial aspects of food planning and service like balanced diet, menu planning and instruments of evaluation.

(Continued from page 1)

Report, as it has come to be known, was widely acclaimed.

Dr. Zakir Husain has also been associated in a very large measure with higher education. As Vice-Chancellor of the Jamia Millia Islamia, as a member of the University Education Commission, as Vice-Chancellor of Aligarh Muslim University and in many other ways, he has worked as a fearless advocate of the values which should inspire the universities.

His bold and courageous remarks about the inherent freedom which a university should enjoy are worth mentioning. He says: "A university is to be regarded primarily as a community of scholars and students who should be treated as responsible members of a free academic society, free to think, free to express their thoughts, free to refuse to conform, free to be unorthodox, and free even to err. It is only in such freedom that one develops that invaluable quality of moral courage."

Apart from being a member of almost all important educational bodies and committees, Dr. Zakir Husain was also associated with UNESCO from the outset and in 1955 was elected a member of its Executive Board. He has travelled widely in Europe and America and his ideas on education have been heard with respect and attention everywhere.

Lady Irwin College, which has arranged the lectures, plans to follow up the in-service training scheme by carrying out periodical surveys in the institution hostels to ensure implementation of appropriate standards in food quality and service.

Dr. Durga Deulkar, Director of the College, said only two or three hostels could be covered every year in the absence of sufficient funds and staff. She said that the college could open a special unit for this purpose if it received a grant from the University Grants Commission or the Food Ministry.

The project, she explained, did not merely mean teaching of some methods of cooking. Most of the cooks knew the methods too well. The main aim of the scheme was to expose them to the idea of preparing a balanced diet in hygienic conditions. It was a process of education and would benefit both students and the staff of educational institutions.

* * *

Film on Life and Work of Welthy Fisher

National Educational TV, United States has produced a half-hour 16 mm. colour film based on the life and work of Mrs Welthy Fisher at Literacy House, Lucknow. The film has been produced under their series, "The Creative Person."

Mrs Fisher is the Chairman of the India Literacy Board, Lucknow, and Life Member of the Indian Adult Education Association.

Tactics and Costs of Illiteracy War

By James T. Tedeschi and Joann Horai

ONE of the calculations made by economists who concern themselves with the developmental problems of the poor nations is in terms of labour supply. The quality rather than quantity of the labour force is related to increasing national wealth. An untrained labour force, howsoever many hours it works per day, will yield only a small per capita income. By increasing the productivity of workers through investment in them (human capital), individual consumption levels are raised in the long run. Recent texts on economic development have begun to place a great deal of emphasis on the fact that increases in wealth and the allocation of resources within a society depend as much on the quality of the labour force as on the planning and administration of the leadership. **Ignorant people cannot construct, operate, and maintain an elaborate modern economy.** This positive and direct correlation between education and the productivity of labour and the economy is a well substantiated fact which appears to be valid regardless of the particular nation's underlying economic philosophy. For instance, an exhaustive statistical analysis conducted in the days of the new Soviet Russia by Professor Strumilin an architect of Gosplan, concluded that the **productive record of persons with four years primary education is 43 per cent greater than that of illiterates.** A Chase Manhattan Bank survey of just three years ago indicated that from 1929-1957 in the United States 44 per cent of the increase in production per worker and 24 per cent of the increase in the Gross National Product can be directly attributed to a higher level of education in the labour force.

The development of skills to fill the jobs of a developing economy on farms, in factories, and in cities is essential. **An inability to read and write is an enormous handicap in an age when many ideas, instructions, and items of information come in written rather than oral form.** No one in a modern economy can look after his own interests or those of his employer without being able to manipulate numbers. A "sense of science" must be conveyed to those who may innovate in agriculture or who must understand the basic principles of public health or personal hygiene. Simple scientific explanations can often dispel the many inhibiting superstitions that exist within traditional societies. A most difficult task for a public education system in developing countries is to strengthen the kinds of loyalties and values that are necessary for a specialized and impersonal economy to operate. A breakdown of the diffuse role structure (with its accompanying mobility) implies the development of specific skills in the labour force. "Little wonder then," as Rene Maheu, Director-General of Unesco, has said, "that

the map of the world's illiteracy is practically identical with that of underdevelopment.' Today's educators have in their hands a high-powered accelerator of economic development for the have-not nations of the world.

Of the 1.3 billion people living in the 100 non-developed countries and territories, about 750 million cannot read or write. According to some estimates the number of illiterates grows by 20-25 million persons each year. The results of UNESCO's world-wide statistical census is not yet available, but partial results indicate that "the percentage of illiteracy was reduced in such countries as India, Pakistan and the Sudan but percentage gains were not enough to prevent the absolute number of illiterates from rising... (The statistics indicate that between 1950 and 1960, for the world as a whole the proportions of illiterate adults declined but the total number of illiterates either remained stationary or rose.)

Some improvement in the state of education has occurred among the young people in the non-developed countries. The number of children receiving some sort of formal education rose from 257 million in 1950 (25 per cent of the population aged five to twenty-four years) to about 417 million by 1960 (35 per cent). But a very large gap still remains between the developed and less developed countries in educational opportunities for children. In the fifteen countries of Asia alone eighty-seven million children were receiving no education at all in 1959; sixty five million were receiving a limited amount of education under adverse poverty conditions. The depth of the problem is reflected in these statistics. In India illiteracy extends to 333 million people or 76 per cent of the entire population of that sub-continent. In the United Arab Republic eleven million people, or 80 per cent of the population, are illiterate. In Venezuela, a rather wealthy Latin American country which has made rapid progress, 34 per cent of the population totalling 1,390,700 people are illiterate. In tropical Africa, Unesco estimates that about seventeen million children are without classroom space; and about 80 per cent of the adult population is illiterate.

The magnitude of the education lag between the haves and the have-nots of the world is exacerbated by various factors that inhibit the spread of education in emerging nations. Scattered rural populations, difficult terrain and unfriendly climatic conditions, inadequate means of transportation and communication, and belts of endemic diseases are frequently encountered as obstructive physical factors. The inferior status accorded to woman in many

areas is a stumbling block to the enrollment of girls in school and to the recruitment of woman teachers. In some nations nomadic tribal populations still follow their flocks; their children never remain in one place long enough to attend schools (even where they are available). A multitude of tribes and villagers speak innumerable languages and dialects which have no alphabetic representations. Experience in the Soviet Union indicates that educating a multi-lingual people with the basic three R's can best be accomplished in each person's native tongue. Yet little ethnographic and geolinguistic work is being done to find efficient techniques to devise alphabets, grammars and teaching methods to meet the challenge of these educational frontiers.

The most serious inhibitory factors, however, are those that are themselves the result of educational lack. Take, for example, the soaring birth rate which in the poor nations is 70 per cent higher than in the rich nations. In most of the non-developed population-booming nations, the majority of people are below the age of eighteen. These young populations are a severe drain on the resources of the country since they are not capable of producing what they consume.

Paul Hoffman, Director of the United Nations Special Fund, points out that "literacy alone is not enough. Scores of millions must be given secondary education as well. There are immense needs for vocational training, and vast numbers of people need to qualify for highly skilled occupations. A conservative estimate for the immediate future shows a need to train a million people as top level administrators, professional workers, executives and middle level technicians. The educational and training task that lies ahead is truly formidable."

Superior educational facilities are very costly, but the infrastructure expense more than pays for itself as the product begins to contribute skills and know-how to the economy. This feedback system, wherein the richer countries can afford a vast educational network thereby becoming richer with a subsequent improvement in education, is illustrated by comparing expenditures and the proportion of university students across nations. The United States and the Soviet Union spend \$ 100 per capita on education and have more than 1,000 university students per 100,000 population; developed European countries spend about \$ 40 per capita on education and have from 150 to 500 per 100,000 population in institutions of higher learning; the non-developed nations spend from \$ 1 to \$ 10 per capita for education and enrol ten to fifty per 100,000 populations in university systems.

Given the magnitude of the problem and the barriers to its solution, programmes such as scholarships, educational exchanges, and the use of Peace Corps volunteers cannot possibly keep pace with

the need. Education is a long-term economic investment which most countries cannot afford to make. Actually, some non-developed countries channel a larger portion of their national budgets to education than do the developed countries, but the absolute differences in wealth between the haves and the have nots maintains the educational gap.

To compound the problem for the non-developed, non-educated countries qualified teachers are leaving the schools for posts in government and private enterprise. Governments have tried to improve the standing of the teaching profession to correct for the pull of economic profit by providing tenure and better material conditions, but little progress has been made. Moreover, little help can be expected from the developed countries because they also suffer from teachers shortages. It appears that automated teaching techniques must be explored and utilized.

Psychologists have been active in developing programmed instruction materials ranging from topics such as poetry to statistics. Some claims that almost anything can be taught (and better) by such materials. Although such claims should be viewed skeptically, there is no doubt that many materials can be taught at least as adequately by programmed texts as by a live teacher. These texts can be used by students in shifts, so that learning may go on twenty-fours a day, if necessary or desired. One advantage is that each person can learn at his own rate rather than being grouped with students who are either slower or faster in their learning rates in the traditional classroom situation. **Reliance should never be placed on programmed instruction without adequate supervision and supplementary stimulating discussions and lectures with a good teacher.** Nevertheless, a great deal of learning can occur with no teacher present.

Workshops in programmed instruction were conducted in Jordan and Nigeria as pilot courses designed to introduce techniques of programmed self instruction materials to educators in the Middle East and West Africa. The results were reportedly good, but not enough people were involved to make a dent in the illiteracy rate.

One of the problems with programmed instruction is that programmes must be developed in the language of the country using them. The development of programmes is difficult, time-consuming, and expensive. A vast research effort to develop programmed texts and materials should receive priority attention of such organisations as Unesco and AID.

The use of new communication techniques for education was examined by Unesco experts in 1962. They noted that "the resources which modern technology makes available to education may be

employed both to improve the teaching process and to bring instruction within the reach of a continually increasing number of children and adults." Radio campaigns which reached from 35 per cent to 65 per cent of the populations of Brazil, Came roun, Niger, and the Ivory Coast have been highly successful. Three types of broadcasts have been used : utilitarian, cultural, and linguistic.

The utilitarian approach provides a series of instructions, advice, and exercises in conjunction with previously distributed printed matter or other demonstration materials. Cultural broadcasts attempt to arouse the curiosity of people, release their creative capacities, and channel them into search and articulate expression while simultaneously developing a healthy respect for themselves and their culture. The linguistic approach, which consists of a series of lessons rooted in the daily life experiences of the listeners, has for its goal the association of language acquisition and the desire for self-expression with an introduction to the basic elements of reading, writing, and arithmetic. Each of these broadcast types require the presence of a literate supervisor to aid with demonstration material; to administer post-broadcast reading, writing, and counting exercises; and to insure the proper application of instructions. Whether the audio-visual or the programmed approach is employed the presence of a well-trained teacher is the keystone for maximum results. Educational theory concerning teacher-technical aid relations and student-technical aid relations is complicated when viewed in the world perspective because of the tremendous variety of social and cultural backgrounds involved.

However, not only has the potential for radio and television instruction been relatively unexplored but 70 per cent of the world's people living in the non-developed countries have less than the minimum communication facilities; ten copies of a daily newspaper, five radios, and two movie theater seats per onehundred persons. With proper aid programmes which would increase the communication facilities in these countries, Unesco might initiate a project patterned after the Midwest Programme on Airborne Television Instruction in the United States. A high-flying aircraft supplied with carefully planned and produced educational tapes and films is converted into a broadcast tower capable of covering an area of 78,000 square miles.

In the Missile age, one man-made earth satellite can beam programmes to one-third of the globe at any given moment. Satellites provide means of relaying programmes directly to individual radio and television receivers in regions where the construction of transmitting stations is prohibited by sparse population or lack of economic resources. Movable ground stations which travel in a van and three trailers and can be assembled in sixteen hours by four men have been developed. Low cost

transistorized radio and television receivers can overcome economic barriers, lack of power supplies, and can act as peripatetic teachers for nomadic peoples.

Radiovision (radio plus visual aids) and teleology are directly dependent upon electronics, the development of teaching methods, and provision of receivers. In addition there are the problems associated with the establishment of meeting and listening centres, the introduction and maintenance of foreign materials and the supply of stable electric current either by batteries or by domestic generators.

Although the multilateral efforts of such agencies as Unesco and bilateral effort of such countries as Israel, Japan, the United States, the United Kingdom, and many others are commendable, most of the attempts which have been heralded as a "war on illiteracy" turn out on inspection to be more like skirmishes. The costs of a sufficiently large educational effort should not be prohibitive. An inverted scale of values might be attained by translating the cost of a Polaris submarine into quantities of portable television and radio receivers, programmed texts, and teaching machines. The world is now spending about \$13,000,000 each hour on the development of weapons of war.

To sum up, to proliferate successfully world-wide mass education within the next generation, all nations must firmly commit themselves and their resources to a serious and inventive anti-illiteracy drive. It is essential that all traditional and automated teaching methods, along with all technological and psycho-educational means available, be employed concurrently with massive research activity directed towards the discovery of new techniques to meet the diverse challenges to education found around the world. The return on the invested capital and energy which should include greater social and political stability, an increased pace of economic development with the attendant market that implies for the developed countries, climbing health standards, and a slowdown in the rate of population growth in the non-developed areas of the globe is surely in the common interest of all peoples and nations.

Just out

The Implications of Continuous Learning

by

Roby Kidd

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Indian Adult Education Association

17-B Indraprastha Marg, New Delhi (India)

Vocational Adult Education in the Adult Schools (Volkshochschulen) of the Federal Republic of Germany

By Dr. J. Weinberg, Frankfurt/Main

Introduction

THE Adult Schools offer not only general cultural programmes, but also courses with a vocational bias. This was not always the case. But with growing industrialization a *change in the cultural desires and interests of the population* has taken place which can be seen reflected in the syllabuses of adult schools as well as in the Statistical information published by the D.V.V.

13% of courses held in 1964 provided preparation for and advancement of some skill of profession, above all of basic office skills (typing, book-keeping etc.) and of technical subjects (draughtsmanship, building techniques etc.). Added to these are long-term continuation courses (leading to 'Mittlere Reife' and 'Abitur'—the German equivalent of the 'O' and 'A' level examinations) and courses preparatory to specialised studies at technical and trade schools. They are attended by people already in jobs who wish to continue their education in evening classes.

Not included in this account are *Foreign language courses* since these are not, strictly speaking, vocational. Nevertheless, if one investigates the motives behind the attendances at foreign language classes and other cultural programmes at evening institutes, one is struck by a remarkable fact: there are participants who hope to gain from these liberal studies the kind of knowledge and insight which they can use in their jobs. This probably explains also the demand for certificates of attendance, which are not restricted to professional or technical courses. Young adults particularly up to the age of 25 can by means of these certificates, demonstrate to their boss or immediate superior their mental receptiveness and alertness. And this can only be of advantage to the professional development of the individual.

Study Programmes

Some adult schools have taken cognisance of this and in collaboration with industrial concerns, administrative organisations, trade unions and chambers of trade, introduced so called study programmes. As a rule, they comprise courses of about 100 hours. A team of 3—5 teachers is responsible for the instruction and advice of students. The students are in jobs, the average age being 24. The classes take place twice a week in the evening. Most courses begin with a week-end gathering, in some cases week-end seminars. Seminars lasting a week and study tours are added to the continuous course. Study programmes are organised by adult schools in large and medium sized towns and in the country. Further details are provided by the following table:

1. Courses of instruction

- a. German and introduction to modern literature.
- b. Introduction to economics.
- c. Outline of modern history.
- d. Introduction of modern art.
- e. Methodology of basic studies.
- f. Introduction to everyday law.
- g. Basic principles underlying state, society, politics.

2. Types of study

Course of instruction, tutorial (study circle) basic, methodology, discussion, use of libraries etc.

3. Duration

115 hours, twice, weekly, 120 minutes each, two terms.

4. Incharge

One supervisor and 4 lecturers.

5. Conditions

Completion of primary education, regular attendance and participation (reports, papers).

6. Completion of course

Certificate stating attendance and/or active participation, signed by all lecturers.

7. Participants

30 students, average age 24, of whom half have completed 'Realschule' (Secondary Modern, leaving age 16) mostly employees in industry.

Courses within the Framework of Vocational Training and Further Education

A number of adult schools organise courses which prepare for generally recognised examinations. The examinations are conducted not by the adult schools, but by the relevant bodies. In these courses no basic professional knowledge and skills are transmitted; rather, it is a case of maintaining a level of advanced professional and technical education. The following table contains the types and number of courses available. They reflect the situation at the beginning of 1966:

Office clerk	14
Junior accountant	11
Engineering school-technical school	7
Interpreter	6
Skilled worker	3
Domestic science mistress	3
Total	44

It is noteworthy that almost half these courses take place in towns of up to 100,000 inhabitants. Other characteristics of the individual types of courses are indicated below.

'Courses for *Office Clerks* generally last 6 months. Frequently the course is scheduled for particular branches only (banks, wholesale trades, industry), Examinations and collaboration: Chamber of Industry and Commerce or technical college.

Courses in accountancy are almost without exception held in conjunction with the Chambers of Industry and Commerce. In general they last two years and provide preparation for the accountancy examination which is taken at the Chamber of Industry and Commerce.

The Interpreters' Course prepares for different awards which are specified when a course is announced: final examination of the I & H. (Industry and Commerce interpreters), National Interpreters' examination in English, examination of the Interpreters' Institute. The course last 2—3 years.

The preparatory courses for admission to an engineering school-technicians' school, polytechnic, technical college are mostly organised in collaboration with the local engineering school etc. They last 6 months to 2 years.

The preparatory courses for the diploma in domestic science take 6 months and are conducted in conjunction with the Housewives League or the technical college.

Courses held in Industrial Concerns

Three types of vocational adult education have so far grown out of the cooperation between adult schools and industrial firms. The development of further types is, of course, possible. In every case the cooperation between adult school and industrial firm will be dependent on local conditions.

The adult school organises civics courses within the framework of apprenticeship training. This is in addition to the social science classes at the technical colleges. They are given during the three-year course, one evening a week during the working hours in the firm. The instruction is given by the staff of the adult school. The courses are attended by industrial and commercial apprentices. Their success is gauged by means of tests. Each year a study tour takes place, being organised by the students themselves. In the third year, the tour goes to a neighbouring Western Country.

Content-wise the courses fall into three parts in accordance with the three years of training:

- a. Clarification of basic principles on the basis of historical, social and economic topics.
- b. Treatment of particular problems in sociology, law and contemporary history.
- c. Discussion of topical political questions.

The staff of the adult school organise in the industrial firms courses on questions of work psychology, group psychology and industrial management. These are to contribute 'to an improvement in the

efficiency and the general level of training' of the employees.

The following topics relating to industrial management are raised 'Current organisational problems of management. The channels of command. Build-up by function; the nature of O & M analysis; division of functions and establishment; hierarchy of responsibilities (management); liaison between officers. Communication and organisation—Distribution of administrative functions; mounting role of administrative work; cut-back by means of rationalisation of work. Future projects and organisation of managements. Framework of organisation and leadership; tasks of organisation and leadership of traditional modes of management; new modes of management; delegation of functions; opportunities for rationalisation in individual firms; organisational control as instrument of management. The adult school offers language courses in English, French and Spanish. Special courses in Spanish, Italian and Greek are provided for foreman, so that they may be better able to deal with foreign employees. Both types of courses take place immediately after working hours.

Leadership in the Firm

Some universities—after the pattern of the extramural work of British universities—have, in collaboration with adult schools, established 'Seminars in Collaboration with the Universities.' This has been the case notably in Hessen, Lower Saxony and West Berlin. The courses offered in this connection.—'Leadership in the firm'—are always being asked for by adult schools in medium-sized towns, because firms of medium size see in these courses a chance for the further education of their staff.

The announcement of such a course on 'Leadership in the firm' shows what is involved:

The aims of the Seminar are to familiarise the participants with different images which people in a firm or factory have of themselves and which others have of them. The knowledge of the difference between the two helps to avoid errors in leadership. It is therefore important for all those who have the task of leadership in industry or who are preparing themselves for such a role.

During the first weeks of the Seminar these images are to be presented by the Seminar leader and discussed by the participants. Later the most important errors of leadership will be presented and augmented by the practical experiences of the participants in their own work.

Finally, particular cases from the firms of the participants will be discussed on the basis of the newly won insight in order to demonstrate the method whereby future cases can be judged and treated.

Such courses run for 20 evening, as a rule during

(Continued on page 11)

Films for Education*

Miss S. Rahman, Professor, Indian Institute of Mass Communication

NOT many will argue the fact that the film is a powerful medium of mass communication which can be made to serve equally the ends of information and education, of propaganda and persuasion. It is only when we ask the question how, in what manner and to what extent shall we use this medium for educational purposes that differences may arise. The question of resources—for the film in one sense is an expensive medium—will loom large, and the educationist in particular who is beset with the problem of providing the basic essentials such as school buildings, teachers and text-books is bound to look upon the film as a luxury. But apart from the financial angle, it is the lack of awareness of the great contribution that the film can make towards imparting education—and the novelty of this media—which explains why the film still has not played the part it can.

It may not be out of place to mention briefly some of the specific ways in which films contribute to teaching and become not only attractive but indispensable aids in imparting education.

By far the most important quality of a film is its capacity to compel attention and the fact that children who see films like to see them. Half the battle of education lies in making the pupil interested in what is being taught; and if the film, with its capacity to provide an intense experience, can pull the pupil towards itself, it is well-worth the teacher's while to make use of it.

The ability of the film to depict motion can be used to infinite advantage in instructional and scientific cinema. For in-

stance, while a photograph will show the results of cell division, the motion picture can show cells actually dividing before one's eyes. With the use of microscopic lens, the film can enlarge objects which are too small to be seen by the naked eye. It is thus possible to see not only the circulation of blood but also the white and red blood corpuscles; to peep into microscopic plant life or to see the life in a drop of water. The invisible becomes visible. The film can reduce the actual size of objects to permit better understanding e.g. an aerial view of a city with infra-red rays. With X-ray cinematography, the movement of the skeleton of man and other vertebrates can become visible. Time-lapse cinematography permits the condensing of phenomena so that processes such as the phenomena of growth which take place over a period of time can be seen in a couple of minutes. The life story of plants and animals, the movement of glaciers and the processes of erosion carefully recorded by motion pictures over long periods of time can be viewed in a few minutes when projected at normal speed. High-speed cinematography on the other hand permits slowing down of action which occur so swiftly that the human eye cannot see them. With the use of animated drawings, the film can show a process that cannot be seen by the human eye, such as the action of molecules, or explain a process such as jet propulsion which cannot be explained by photography alone, or present events in a few minutes that took thousands of years to happen, for instance, the creation of the earth. In geography, films can be used to bring the distant world into the classroom while in history the film, with its ability to reconstruct the distant past, can bring about a better understanding of it.

The film by its power of selection and juxtaposition of events and happenings in widely diverse areas can bring about an understanding of abstract relationships. The film can awaken curiosity, influence attitudes and even change them.

In short, with all its powers and special abilities, the film is capable of bringing experiences to the classroom which the students otherwise cannot get. These abilities must be judiciously exploited in the making of educational films. We cannot afford to set aside these great possibilities in communication, nor lag behind using only the blackboard and text-book, however important and basic these may be.

When I talk of the educational film I have three different categories of films in view, all essential for improving the quality of education.

- (1) The instructional film, which may be silent or "sound," made specifically for use in carefully designed curriculum areas.
- (2) The educational documentary, an addition to direct study, dealing with people and problems which concern the student as a citizen of his country and of the world at large.
- (3) Children's films primarily made for the purpose of providing entertainment.

It would not be an exaggeration to say that the production of the instructional film is practically non-existent in India. The Films Division, at the instance of the Ministry of Education, did at one stage commence the production of instructional films, and some of the films on the geography and climate of India were commendable efforts. But that was about ten years ago. The programme for some reason seems to have been cut short.

Under the second category of

* Paper presented at the Seminar on the Role of Documentary Films in National Development held in New Delhi from May 1 to 4, 1967.

educational documentaries fall a number of films produced by the Films Division. Though none of these films was produced specifically for the student audience, they provide a rich source of information and understanding of our culture, of our people, arts and crafts, development projects and the problems facing us. These films, good as they are, are never really free from the limitations imposed upon a government information organisation. There is need for films of an additional kind, of which perhaps none is more aware than the people in the Films Division itself, in which the problem can be presented as a problem with no other purpose than one of educating the people. No one needs this kind of education more than the students who are the future citizens of the country.

An excellent example of this kind of film that comes to my mind is the British documentary, *Thursday's Children*. The film deals with the problem of teaching the deaf and dumb, inside-out at it were; so completely objective and natural is the presentation. One does not become an expert in handling deaf and dumb children after seeing the film but one certainly acquires an insight into the human problem of handicapped children and is moved to sympathy for them. The film is multi-purpose in its uses though the aim is singular. It can be screened before almost any kind of audience and will succeed in bringing about an understanding of the problem and its remedy. Teachers of handicapped children could see it with profit and would gain, I am certain, some inspiration and method in their own work. It could be shown to parents who have such children to provide them hope and confidence that all is not hopeless for their offspring. It could even be used in a fund-collection drive for specialised institutions. But I doubt if it could be used as a propaganda film for the institution in which it is filmed, for the film is *not* propagandist in its approach.

Under the third category of childrens' films, I have in mind the production of films for children which are primarily meant to provide enjoyment and healthy entertainment; children's film should also be used to foster the scientific attitude, the basis for which can be laid never too early in life. Children's films can also be made on policies and programmes in which understanding and participation of children is necessary.

The educational cinema by and large has been the preserve of the technically developed countries. In India, which has set its mind on making a break through in the realm of qualitative education, we can no longer afford to neglect the part which films can play in achieving such a break-through. Towards this end, as early as in the 1940's a Central Film Library was established by the Ministry of Education as part of the postwar educational development plan. This Library, which is now the Department of Audio-Visual Education of the N.C.E.R.T., was started as a pilot project. It was hoped that with the facilities it provided by way of loan of 16 mm films, carefully selected for educational purposes, coupled with teacher training and other promotional programmes, interest would be developed in the use of the film in education. These hopes have not been proven false. In 20 years, the Library has grown to be one of the biggest libraries in the country with a stock of about 6000 films. The membership figure is nearly 3000. In addition, State Film Libraries have been established in some States. These are the assets. On the other hand, this pilot project, in the two decades of its existence, has not helped develop a movement for the production of indigenous films. The bulk of the films in the library is imported, chiefly from the U.K. and U.S.A. Almost the only Indian films are the Films Division documentaries. The annual acquisition of films for the library has dwindled to about 200

titles or so, of which a good number are gift prints. Of the membership of 3000 drawn from all over the country, educational institutions could not account for more than one-thirds. The question why the programme of instructional films, which started some where in 1954-56 was stopped, remains unanswered. Even the quota of general release documentaries by the Films Division for the Ministry of Education is only two for the current year.

What needs to be done

It is obvious that a good deal needs to be done. Any beginning in this direction first of all assume the acceptance by the authorities of the importance of the film. The film must be regarded as a means of education and form an integral part of planning and administration at every stage. The question of resources is indeed paramount. None-the-less I wish to make a few suggestions on what can be done to promote the production and use of educational films.

Production

Whatever our resources, they should be used to the maximum advantage. The production of educational films should be strictly limited to areas of instruction where no other media can be quite as effective. The films produced must be of excellent quality, for excellence alone in the long run is the best way of stretching our resources to the utmost. Film production, including the production of educational films, is a highly technical assignment and should be entrusted only to professional film makers. While the Ministry of Education should have its own production unit—a unit taken from the Films Division and located in Delhi, or an independent unit of its own—it must be manned by professional film makers.

The Ministry of Education may sponsor films of an experimental nature, but it cannot

afford to indulge in amateur experimentation in the production of films, an approach best left to enthusiasts in school or college film societies. There must be a clear understanding of the objectives of the film programme and the delineation of the priority areas. Co-ordination between the film and other teaching materials is essential. Such a film production unit, in addition to the professional makers, must have collaboration of subject specialists and most important of all, persons who can act as a bridge between the film technician and the subject expert. I make these points because one cannot help deplore a situation in which a film such as the *Human Body* can be made, without a programme, without an objective and by non professionals. This is, indeed, frittering away of resources.

In the foreseeable future the educational film movement will continue to draw sustenance from imported films. But care must be taken to import the best films in areas in which our need is the greatest. We also need to explore markets other than those provided by the U. K. and U. S. A. Importers of films must be asked to serve the country's needs and not press for the purchase of whatever they import. Our requirements for specialised films can be met by negotiating for dubbing rights of outstanding films. In the past, dubbing rights have been obtained for one series of American films on Physiology. An instructional film such as the E.B. animation film *Latitude and Longitude* is ideal for schools. There is no reason why a large number of points of this film dubbed in appropriate languages after obtaining its rights should not be made available to the State film libraries. Cultural exchange agreements also provide opportunities for adding to our films and these avenues should be used to the fullest advantage.

In certain countries the 8 mm film is being seriously used for

educational purposes, because of the reduced cost of production of such films and for convenient projection arrangements. We, who have virtually to commence our educational film programme, should explore whether we should not take to the 8 mm format right from the start. And here, I would like to make just a reference to the great possibility that film strips have in areas where motion is not essential. The film strip too needs to form part of the production programme of the educational authority.

Use

It is but necessary that any plea for educational films should take cognizance of the arrangements that exist or could exist for their use. The first point to be noted is that apart from the Central Film Library (and a few State film libraries), there are no other opportunities open to educational institutions for borrowing films. On an average, there would not be more than two prints of each title, and it is not infrequent when requests for specific films are turned down because the solitary print in the library has already been issued. This situation cannot be remedied unless and until the Central Film Library fulfils its role as a pilot project by ensuring the proper development of State film libraries. It is neither wise nor feasible that a school in some district in Kerala or Orissa should have to depend for the film it needs in its classroom on a request directed to Delhi.

The Central Film Library cannot ever hope to meet all the needs of all its at present 3000 members. Nor should that be its sole function. The Central Film Library should be in a position to suggest the titles of films particularly suited for educational institutions and should help State film libraries to acquire prints in large numbers. In the absence of such guidance from any central authority, it is no wonder that precious resources are often used for purchasing inferior and unsuitable films during the month

of March each year.

Linked up with this difficulty of few films is the absence of any preview opportunities for teachers. Requests for a film are invariably made at random, on the basis of a brief description in the catalogue or sometimes because the film has been seen once and been liked. In these uncertain conditions, it is wishful to expect that the film for a long time to come can be integrated with classroom teaching.

I, for one, would be quite happy to see educational films shown for general broadening of the pupil's horizon, for stimulating his curiosity and for providing him entertainment. This position, of course, will improve with the coming up of a larger number of better equipped libraries. Measures should also be initiated whereby centres for films and other materials could be established on a cooperative basis particularly in towns and cities which are far removed from film libraries. The advantages would be many. Initial equipment costs could be shared, maintenance costs would be less and good films once borrowed could go the round in all schools or be screened in a central situation before they go back to the library.

Above all, the teachers should be equipped to make adequate use of existing facilities in film. For this the teacher should have a proper understanding of the role of educational films, the advantages and limitations of the medium and some knowledge of the technique of production. He must also be aware—and this is most important in our context *what* specific films have to offer. Any teacher training programme in this field should be directed towards one objective to provide the teacher opportunities for acquiring new skills and awareness which will enable him to function in a better way. And in this, opportunities given to teachers to view films and to discuss them can be of decided value. Instances are not lacking where teachers have asked for the

films they were shown in training programmes or seminars. And that is so understandable. Unlike a book which can gain our attention by an attractive cover, good illustrations lightly glanced at or the name of an author, the film remains a dead thing, unless until it is taken out of its can and projected upon the screen.

Any movement for the promotion of films must be supported by low-cost equipment. The cheapest equipment for 16 mm projection today needs an investment of about Rs. 4,500 which is admittedly high. Government

should assist the industry to enable it to produce the maximum number of projectors with maximum efficiency so that the cost per projector comes down to about Rs. 1,500.

The physical aspects of film use have not received the attention they deserve. Equipment is badly handled. It often breaks down and spares or repair services are not available. Screening, when at all possible, is in poorly ventilated rooms, the sound track, never very easy to get at, is understandable, the

image a pale shadow of what it should have been. And children huddled together, held by the power of the moving image. This is not dismal imagination but a true description of screening in some of the better schools in the country. Why then, we may ask, do we use the film if that is the sorry thing it is—or must become? The answer to this disturbing question must be provided by those who are planning and shaping our educational policies and who hold in their hands the sacred trust of the country's future.

Vocational Education . . .

(Continued from page 7)

the winter session. The meetings are held in every case outside working hours.

Evening Seminars for Secretaries (Female)

Courses which were instituted especially for the further education of women secretaries have been spreading in the adult schools of larger cities. The types of course concerned may be illustrated by one example. The course consists of two parts; a preparatory course (15 hours) and a seminar course (45 hours). In practice, the course runs for 25 weeks. At the end of the course the students receive certificates signed by the course leader and the head of the adult school. The following areas of instruction are treated in the course:

- Demands made on the secretary
- Negotiating technique
- Business trip of employer-meetings-conferences
- Structure of the firm and work processes
- Legal questions arising in secretary's sphere of work
- Economic principles
- Women in public life
- German Techniques of mental work
- Form and content of a letter
- Keeping of minutes. Speaking without notes
- Health and beauty
- Manners and good taste.

German Language Courses for Foreign Employees

A survey has shown that in 1965 German language courses for foreigners were held in 112 adult schools. In 1966 there are a little over 170 adult schools in which such courses are held. The majority of students are skilled and unskilled workers from Italy, Spain, Greece and Turkey. But trainees and occasionally students are also to be found among them.

As a rule, these courses are organised by the

adult schools in conjunction with the labour exchanges or industrial firms. Other collaborators are those organisations which are concerned with the social welfare of foreigners. During the past year a little more than 18,000 foreigners have taken part in these German courses at the adult schools. Compared with the 1.2 million Foreigners at present living in Germany, this is a small figure. On the other hand it is important in the age of the genesis of a European labour market to make the most of the experiences gained in these courses. A multilateral exchange of experiences might well concern itself with the problems which arise when large section of a population which have never had to learn a foreign language are suddenly forced to do so and to adjust themselves to another country.

Summary

The activities hitherto described take place in evening institutes. But courses which serve further vocational training or rehabilitation can also be found in residential adult education colleges (folk high schools). Thus the 6 months course held in the winter at residential college situated in an agricultural area is attended predominately by farmer's sons and daughters. Here they learn, among other things, what kinds of jobs in the so-called 'tertiary sector' i.e. in the service and distribution industries, are open to them.

At another residential college courses with a political social and economic content are a part of the training of administrative officers. One might thus say in general that the collaboration of the adult schools in vocational further education is dependent upon the particular local situation. It is the endeavour of the adult schools to assist actively in this kind of work wherever other facilities are not available, or their capacity is insufficient to cope with the demands of industry, the economy and administration for vocational further education.

Role of Films in National Development

The Indian Institute of Mass Communication held a Seminar on the role of documentary films in National Development in New Delhi from May 1 to 4. The following are some of its recommendations:—

THE seminar emphasized the need for proper recognition of the media of mass communication as an essential infrastructure for social and economic development of the country. It recommended that communicators and communicating agencies should undertake a regular and continuous campaign to persuade the planners and administrators to give communication its rightful place. For this purpose the Indian Institute of Mass Communication should undertake the collection and distribution of materials which illustrate the effectiveness of the role that mass communication media have played in the economic and social development of other countries.

2. The seminar strongly felt that the existing allocations of resources for different media of communication are highly inadequate and need to be greatly augmented. Keeping in view the extent of illiteracy in the country, the seminar emphasized the role of the film in communication, education and dissemination of information.

3. The seminar was conscious that for effective use of film throughout the country and particularly in the rural areas, it would be necessary to provide a very large number of mobile vans and projection facilities at fixed points. In this context it was suggested that a study should be made to ascertain the comparative costs of covering the entire country by TV as against providing the requisite number of film projection facilities. It is possible that in the long run, TV with its built-in system of distribution may prove to be a cheaper medium, as it can be developed into a viable and even a profit-making organisation.

4. Considering the increasing

importance of the short film and the demands made on the Films Division, the seminar suggested that a through study should be made of the working of the National Film Board of Canada and that such a National or Central Film Board could be set up in India. This Board could have the following three wings each with a separate Liaison Officer :

- (i) Production and Liaison.
- (ii) Distribution and Liaison
- (iii) Capital Equipment including maintenance and Technical Research.

5. The seminar recommended the production of well-planned specialised films of the following categories :

- (i) Films for rural audiences specially in the field of agriculture: These should be instructional in nature and produced on regional basis.
- (ii) Educational films : Hardly any such films are being made in the country at present. The Ministry of Education and/or NCERT should direct the planning and production arrangements for instructional and educational films.
- (iii) Children's Films : Films should be made for children to inculcate in them the scientific outlook.
- (iv) Films to project India's image abroad: These should be made in a manner which fits in with the requirements of the countries where these are to be screened.

6. The seminar focussed attention on the urgent need for fuller utilisation of short films produced in the country and recommended the following measures to be co-ordinated by the proposed Film Board :

- (i) A effective non-theatrical

exhibition circuit should be built up embracing factories, educational institutions, hospitals; big commercial houses, panchayats etc.

- (ii) 16 mm theatres should be set up by local government bodies in the smaller towns and bigger villages for the regular screening of feature films as well as documentaries.
- (iii) Well-stocked film libraries should be set up in each district.
- (iv) Screening of educational films and documentaries in colleges and universities. The University Grants Commission should be requested to ensure that such use is encouraged as a part of the extra mural activities.
- (v) The facilities available for servicing and maintenance of projection equipment, which are extremely inadequate, should be augmented.
- (vi) Efforts should be made to exploit Indian short films commercially (in theatres as well as TV) in foreign countries.

7. The seminar strongly recommended the need for research and evaluation of the impact of documentary films on the audiences. There should be a proper neutral machinery for scientific evaluation and assessment of films on a regular basis.

8. Recognising the need for a documentary movement in developing countries particularly in South-East Asia, the seminar recommended the setting up of a Regional Institute providing training facilities under the auspices of one of the agencies of United Nations.

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New Book

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AND
ECONOMIC DEVELOPMENT**

Report of the 14th National Seminar

Price : Rs. 2.50, \$ 1.00

Published by :
 Indian Adult Education Association,
 17-B, Indraprastha Marg, New Delhi-1.

Education will Raise Earnings of Nation

Dr. P.S. Lokanathan, Director-General of the National Institute of Applied Economic Research, said in New Delhi recently that education was the only way to increase the earnings of a nation because there was a definite co-relation between education and increased earnings.

Inaugurating a seminar on human resources organised by the Delhi Productivity Council, he added a system of education that created unemployment and thus prevented a person from utilizing his knowledge was of no use.

Dr. Lokanathan stressed the need for "mass education" because it was a "must" for the long-term development of the country. India needed a large number of trained agriculture scientists and farmers in order to achieve self-sufficiency in food within the next 10 or 15 years. Equally important was the necessity for a bigger force of skilled workers.

Entire Village Made Literate

A newspaper report says that there is not a single illiterate in Mundkaria, a village in Bhopalsagar Panchayat Samiti of Chittorgarh district in Rajasthan.

Rama Teli, a local peasant, was the only literate in this village about four months ago. He initiated the literacy campaign.

The Panchayat Samiti made available slates, pencils, books and lanterns for adult education classes which the whole village attends at night. An honorarium was also sanctioned for Rama Teli.

The village has no school and children have to

Diploma Course in Adult Education

The Department of Adult Education, University of Rajasthan will hold a one-year Diploma Course in Adult Education from July 1967. The course intends to provide candidates with an overview of the field of adult education and to develop improved general competence and special skills needed in the field.

Persons with bachelor degree can apply for admission before 1st July 1967. Application forms can be had from the Director, Department of Adult Education, University of Rajasthan, Jaipur.

Associateship Course in Adult Education

The Department of Adult Education of the National Institute of Education (NFEC) has started a Course of Studies leading to Associateship of the National Institute of Education with specialization in Adult Education. The course, which will begin on August 16, 1967 seeks to train specialists in research, planning, development and administration. Its object is to equip potential associates with professional competence in selected areas of education at the level of post-graduate study.

The programme of studies will include Background Courses, Core courses, areas of specialisation and Practical work.

Each candidate admitted to the course will get a stipend of Rs 250 per month. Particulars and application forms, can be had from the Registrar, National Institute of Education, Mehrauli Road, New Delhi-16, before June 30, 1967.

walk about a mile to reach the primary school at Patolia, a nearby village.

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TWENTY EIGHT UNIVERSITIES JOIN University Adult Education Association

THE University Adult Education Association which was formed at a Conference of Vice-Chancellors held in December last year, has been registered and has started enrolling members. There has been an encouraging response from the Universities. So far following Universities have joined the Association :

1. Shivaji University, Vidyanagar, Kolhapur.
2. Punjab University, Chandigarh.
3. Rajasthan University, Jaipur.
4. Sardar Patel University, Vallabh Vidya Nagar, Distt. Kaira (Gujarat).
5. University of Indore, Indore.
6. Nagpur University, Nagpur.
7. University of Jadavpur, Calcutta.
8. Magdh University, Gaya.
9. Maharaja Savajirao University of Baroda, Baroda.
10. Kashi Vidyapith, Varanasi.
11. Annamalai University, Annamalinagar.
12. Varanasi Sanskrit University, Varanasi.
13. Bangalore University, Bangalore.
14. University of Bombay, Bombay.
15. Dibrugarh University, Dibrugarh.
16. Kanpur University, Kanpur.
17. Delhi University, Delhi.
18. Jiwaji University, Gwalior.
19. Gujarat University, Ahmedabad.
20. Aligarh Muslim University, Aligarh.
21. Sri Venkateswara University, Tripuri.
22. Kerala University, Trivandrum.
23. Poona University, Poona.
24. U.P. Agriculture University, Pantnagar.
25. Utkal University, Bhubneshwar.
26. Punjabi University, Patiala.
27. Andhra University, Waltair.
28. Lucknow University, Lucknow.

There are altogether 80 Universities in India.

In addition to these Universities, the following Colleges have also become members of the Association :

1. Shreemati Nathibai Damodar Thackersey Womens' University, Bombay.
2. Smt. N.C. Gandhi Mahila College, Bhavnagar.
3. Shreemati Nathibai Damodar Thackersey College for Women, Poona.
4. Shri Lalshanker Uma Shanker College for Women, Ahmedabad.
5. Shri Matunga Gujarati Seva Mandal Women's College, Bombay.
6. Z.F. Wadia Women's College, Surat.
7. D.A.V. College, Jullundur.
8. Lady Irwin College, Delhi.
9. Yashwant Mahavidalya, Nanded

Life Members of IAEA

The General Secretary's appeal to adult educators to become life members of IAEA has met with encouraging response. The following persons have become life members :

1. Shri Sayten Maitra, Secretary, Bengal Social Service League, Calcutta.
2. Dr. H.S. Bhola, Deputy Director, Literacy House, Lucknow.
3. Shri B.R. Patil, Deputy Director of Education, Maharashtra State, Poona.

Mehta & Chetsingh for Ceylon

The President of IAEA Dr. Mohan Sinha Mehta and the Vice-President Shri R.M. Chetsingh left for Nuwara Eliya in Ceylon on May 23, to take part in the Young Asian Leaders Conference, convened by the Quakers.

Both the leaders are likely to stay in Ceylon till June 3.

Correspondence Course for Higher Secondary

A four-year correspondence course for the higher secondary examination will be introduced in Delhi in July.

The course will be conducted by the Directorate of Education. It will be restricted to residents of Delhi initially.

According to a spokesman of the Delhi Administration, only those students who have passed the Class VIII examination from a recognized institution will be eligible for the course. Exceptions will, however, be made in the case of girls.

The students will have to offer core as well as elective subjects. The elective subjects can be either from the humanities group or the commercial group. The medium for the course will be Hindi.

Lessons will be sent by post, and the candidates will be required to send back written answers to the questions. The answers will be corrected, assessed and sent back to the students.

The students will also be required to attend a personal contact programme of at least three weeks' duration in May and June every year. Those who do not complete 70 per cent of the total attendance will not be allowed to appear at the examination.

The final examination will be the same as for regular students. The students will also have to pass a midterm internal examination.

The course is likely to benefit hundreds of students, particularly those in rural Delhi.

(Maharashtra).

10. M.L.K. Degree College, Balrampur, Gonda.

UTILIZATION OF SCHOOLS FOR PROMOTING ADULT EDUCATION

National Seminar To Be Held In Mysore

The next National Seminar of the Indian Adult Education Association will be on "Utilization of Schools for Promoting Adult Education" It is likely to be held in Mysore City from Oct. 15 to 18, 1967. The Mysore State Adult Education Council will be in charge of local arrangements.

RECENTLY the President of the Mysore State Adult Education Council, Shri M. Malli Karjuna Swamy, visited New Delhi and had detailed discussions about the Seminar and the Conference with the Hony. General Secretary of the Association, Shri S.C. Dutta.

Immediately after the Seminar, the Annual Conference will be held on Oct. 20 and 21, 1967. The Association has decided to request Dr. M.S. Adiseshiah, Deputy Director-General of UNESCO to preside.

All individuals and institutions active in the field of adult education are expected to participate in the Seminar and the Conference.

The Seminar it is expected will have a thorough examination of the proposal to utilize schools for the promotion of adult education. It will discuss to what extent schools could conduct educational programmes for adults as part of their normal work. A separate Committee has been set-up to study the various experiments undertaken in the country in this direction and also to prepare a practical plan of action as a Pilot Project which could be examined in the Seminar before finalization.

WCOTP representative in India, Shri Franklin has expressed his great interest in the Seminar. Dr. Roby Kidd in a letter to the General Secretary, from Canada has supported the idea of Schools being actively brought into the field of Adult education, thus making adult education a normal responsibility of the school system.

Extension of Reading Facilities Urged

The Union Education Minister, Dr. Triguna Sen urged that library facilities should be extended to everybody in the capital. The Delhi Municipal Corporation in cooperation with the Ministry of Education should start a library in every colony. He suggested that there should be legislation to make the well-to-do to pay for the education of the poor one.

Dr. Sen was speaking at the annual function of the Delhi Public Library in Delhi.

UNESCO MONOGRAPHS IN HINDI

The Indian Adult Education Association, has under contract with UNESCO translated two of its monographs into Hindi. These booklets are: *ABC of Literacy* by Mary Burnet and *Simple Reading Material for Adults: its preparation and use*. The translations have been finalised and the booklets are in the Press. It is hoped the Hindi booklets will be out of the Press within two months.

Editorial Board

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The Bhilwara District Literacy Project: A Study in Problems of School-Sponsored Literacy Programmes

William L. Day, Project Adviser, Department of Adult Education, University of Rajasthan

THE April issue of the Indian Journal of Adult Education reported summary findings of the Conference of State Adult Education Officers in New Delhi in March. The conference emphasized the need for post-literacy work, support by inspectorate staff, the training of teachers and workers, community libraries, and continuation schools for adults. In addition, it pointed out the need for "... constant guidance, encouragement and inspiration from educational authorities and others...."

The assumption underlying these statements is that the existing public education "machinery" is to be used for mass literacy programmes and that it is capable of doing this job well. These statements also clearly define the nature of the responsibilities of the educational administration at the District level. The writer has had the good fortune to have been associated with such a project at the planning, initial training, implementation, evaluation, and retraining stages.

He was struck with the importance of the recommendations summarized above, as he has seen their implications in practice. Therefore, in the hope that this experience will be of some interest to literacy workers and administrators planning school system literacy programmes, the "Bhilwara Project" will be described. In addition, we will offer some comments on the problems of implementation in terms of the needs defined by the conference. The writer is a Canadian with only a primitive knowledge of spoken Hindi, is a Hindi "neo-literate" himself, and does not profess to be an expert on the Indian educational system. Comments are made, therefore, with the humility necessary in one ignorant of many important con-

ditions bearing on the Indian literacy problem.

The work that has been carried on in Bhilwara District of Rajasthan over the past school year shows the value of continuous evaluation of a literacy programme, backed by a determination to use evaluation to improve its effectiveness. In addition, the "Bhilwara Project" has involved an exceptional number of specialized agencies, with generally beneficial results that could perhaps be duplicated elsewhere

Inspiration for the Bhilwara project was drawn from a successful attempt to bring an entire village to the neo-literate level in the summer of 1966, using Department of Education personnel and teachers employed by Panchayat Samities. The Deputy Director of Education for the Udaipur Region led and inspired this "saturation" teaching campaign in Village Garhi, of Banskara District.

This experiment encouraged the authorities to attempt the same task at the District level, with encouragement from the State Department of Education at Bikaner. Requests for a literacy programme had been received from the Collector and several Panchayat Samities in Bhilwara District, with support from the District Inspector of Schools, and so Bhilwara was chosen for the project.

Because of the problem of training teachers and organizing and supervising classes throughout a large district, it was decided that the two Sub-Deputy Inspectors (Education Extension Officers) attached to each Block should be used for this purpose. Eleven Blocks and 22 S.D.I.'s were involved.

When asked for advice at the planning stage of the project, the Department of Adult Educa-

tion of the University of Rajasthan suggested the need to give the S.D.I.'s as much training as possible in order to enable them to do an effective job. The University was requested to organize and teach the training programme, with financing to come from the Department of Education. The University agreed to do so.

A three day orientation course in Literacy administration, Teaching Materials and Techniques was offered in late September, with demonstration books and materials supplied by the N.C.E.R.T. Department of Adult Education. The trainees were responsive, and left the course generally eager to do a good job, though with concern over the problem of carrying out their new tasks in addition to their regular heavy load of constant tours and administrative tasks relating to the regular day schools. A detailed evaluation questionnaire was given to the participants, and in their opinion at the time, they had been given adequate preparation for their work.

The personnel from the University Adult Education Department were also worried about the responsibilities allocated to the S.D.I.'s, and wanted to evaluate their training course in the light of results in the field. Both the District and the State educational administrations also wanted information that would enable them to improve their programme, and so the Department of Adult Education of the University was commissioned to carry out a survey in December to evaluate progress of the project, identify problems, suggest solutions, and to identify weaknesses in the September training course.

A one-week survey was carried out. Field experience of the S.D.I.'s revealed many short-

comings in organization and content of the September course, and the S.D.I.'s were able to give enough information to enable the syllabus to be completely changed and rebuilt. The S.D.I.'s were willing to take the time to supply this detailed information because they believed that the information would actually be used, unlike so much information required by government departments and "surveys." They knew that they would be benefitted through improved training in the future.

As could have been predicted in any large literacy programme, results in terms of enrollment, sustained participation, instruction, and student progress were mixed—depending to some degree on individual energy and initiative among the S.D.I.'s, cooperation from Panchayats, and the skill of the teacher volunteers. Problems of transportation and time necessitated a great reduction in the field work in each Block—one or two villages only being selected for intensive work. As predicted by the S.D.I.'s in September, the November harvests interfered greatly with enrollment, and resulted in much irregular attendance. It became very obvious that little or no systematic assistance was being supplied to teachers other than a routine checking of monthly reports, and the supply of copies of the Naya Savera primer, slates, chalk, and lamps. The lack of teacher orientation or training was clear, as most classes evidenced questionable teaching practices in the light of current knowledge regarding adult teaching techniques.

This lack of teacher orientation, assistance, and training was felt to be the University investigators to be a symptom of the inadequacy of their training course, as well as reflecting the lack of time or sustained interest on the part of some S.D.I.'s. They were also of the opinion that to expect the S.D.I.'s to carry the whole load of organization of the programme was unrealistic, if it was to become

larger in size and more effective in its impact on the District.

Other problems centred around the fact that the teacher volunteers in the villages were being expected to work an extra two hours a day, six days a week, with no remuneration or compensation, and no end in sight of their task. By December, two and a half months after the commencement of the project, this was becoming apparent in the form of teacher fatigue, low morale in some cases, and difficulty in recruitment of new volunteers.

Discussions were held with the District Inspector of Schools, and the authorities at Bikaner on these difficulties. The University Department of Adult Education expressed a willingness to devise and administer an improved training course based on the survey findings. The District Inspector decided that involvement of Middle and Secondary Schools would increase the size and community impact of the programme. He also suggested the need for a summer programme that could be held during the school vacation, when many teachers, otherwise unwilling, could be involved. The State authorities pointed out the impossibility at this time of paying teachers, but indicated that it might be possible to arrange for some type of recognition or reward such as equivalent privilege leave.

On the basis of these discussions, a new course was arranged, of seven days duration, involving the original group of S.D.I.'s and a new group of 45 Headmasters who expressed an interest in literacy work. The course gave heavy emphasis to the prescribed Naya Savera materials as a basis for teaching and discussion, because the basic idea of the course was to provide everyone with the skills needed for the actual teaching of literacy, in order that they would be able to work with the instructors in a practical way. Each participant learned how to analyze and grade materials for neo-literates (again supplied by the N.C.E.R.T. Adult Education Department); wrote

neo-literate reading materials based on local subject matter; saw demonstration classes, and were themselves the subjects of demonstration lessons. In addition, they received information on adult learning psychology and the implications of current research for literacy instruction.

Meetings were held with each category of Headmaster and the S.D.I.'s and a summer programme of literacy classes was worked out that would include the preliminary training of all instructors. It was felt that a successful summer programme would generate enough momentum to turn the Project into a continuing, and growing, part of the education programme of the district.

The participants in the course felt that they had been now provided with enough knowledge to be able to do an adequate job of assisting their instructors to do effective work. The detailed syllabus is now in the hands of the Social Education section of the Department of Education, and will form the basis for future training programmes elsewhere in the State—thus justifying the care with which the original course was criticized and evaluated.

Problems yet to be faced in Bhilwara are the organization of post-literacy continuation classes and the necessary development of village libraries. These future tasks are powerful arguments for the appointment of personnel who will be able to spend most of their time organizing classes, helping teachers, and securing necessary financial support for libraries from the Panchayats and Block authorities. Certainly, if this is not done, the programme of building up the level of true literacy in the general population will run into difficulties, as it did after the neo-literate stage was reached in villages in Maharashtra under the Gram Shikshan Mohim.

One of the most significant and positive characteristics of this project has been the desire of all the officials concerned to secure accurate information on the progress of the work, and to

act on the basis of this information without trying to hide from, or to cover up, mistakes. This reflects much credit on the District and State administrations, and will be the basis for future success, just as the lack of this attitude has been the source of failure in many literacy projects elsewhere.

The need for post-literacy classes in Bhilwara will become pressingly obvious within another six months. However, the need has existed from the beginning. Many of the adult and adolescent students enrolled in the initial stages of the project were already semi-literate, and their desire to improve their competence should have been met by more advanced classes, rather than discouraged by being forced to repeat learning that had already occurred. Even at the village level there is a large backlog of school dropouts who have lapsed into functional illiteracy, but who can be the single most responsive group to attract, provided the instruction level is appropriate. In other words, if eight or ten literacy classes are to be set up at the beginning level, then certainly at least two or three classes at the second and third stages should also be organized to absorb school dropouts, and provide an immediate referral class for students who progress quickly, or who are discovered to know the alphabet already.

Library facilities have also been needed from the beginning. Even a small stock of books in each village would provide much stimulus to the students. There is an enormous selection of books for neo-literates available free or at very small cost, and a small standard stock of books (kits) could be issued to each village, just as primers are issued presently. The additional cost per head would be small, and the results well worth it. An adult student whose reading material is restricted to a primer will never learn to read in a functional sense.

In the writer's opinion, there

were two main difficulties experienced during the first stage of the project. The first stemmed from lack of proper training or orientation of teachers. The second training course attempted to ensure that all field organizers (S.D.I.'s and Headmasters) had a practical knowledge of literacy teaching so that they would be able to provide this training. The assumption that school personnel have sufficient existing knowledge of adult education to help teachers proved to be unwarranted, even though most of the S.D.I.'s have had some social education training. This is probably true elsewhere.

The second difficulty centered around the lack of time available to District level staff. The difficulties in the field were accentuated because no specific arrangements were made by the inspectorate staff to ensure that the organizers actually did carry out the training procedures expected of them, or arrange for a reliable supply of primers and books. Thus, the initial drive and enthusiasm of the administration was not translated into fully effective action in the field. To repeat again, the words of the Conference of State Adult Education Officers, there is a need for "...constant guidance, encouragement and inspiration from educational authorities and others..."

This is not to imply that there was a lack of will or desire to assist the field organizers. On the contrary, the District was selected partially because of its able and dedicated administration. However, the essentially voluntary nature of the extra duties required, plus the difference in the nature of the supervision and organization required for literacy programmes as compared to regular duties, coupled with an existing over-loaded work schedule, meant that adequate attention to the new programme could not be supplied at the time.

In Bhilwara, steps have been taken to correct both problems, but they are bound to arise in other school sponsored pro-

grammes.

The foregoing remarks could be inferred as meaning that the writer is doubtful of the ability of the school systems of India to carry out successful programmes of adult literacy on a large scale. On the contrary, I believe that it is the only existing organization that can handle the job on a continuing basis, as the personnel, administration and facilities already exist at the village level. They could be duplicated only at enormous cost. I do believe, however, that the education system is already overloaded with the responsibilities and problems related to the development of an adequate system of schools for children. Adaptation to systematic, long-term work in literacy cannot be made without taking existing pressures on administrative staff into account. In addition, training and re-orientation of supervisory staff is necessary, as theory and field experience have shown unmistakably that literacy work with adults is of an entirely different order than elementary education of children. Correspondingly, requirements for effective supervision change radically, and old habits and rules are no longer applicable.

School systems can operate large, successful literacy programmes, and Bhilwara among others will be an example of this. Experience has shown that this can be done on a continuing basis if:

1. (a) Provision is made at the District level for adequate supervision and assistance to field organizers. At the least, this means that Deputy Inspectors should have time allotted for this task. The real need is for a District Level Officer whose sole responsibility is for literacy and continuation work, including libraries.
- (b) The officers at the District level responsible for the literacy programme receive training in the nature of

(Continued on page 9)

Research in Adult Literacy¹

By H. S. Bhola²

I

Present Status

A professional area like adult literacy needs not only researchers and research⁸ studies but also a *research tradition*. A research tradition emerges when a whole series of studies by a large enough group of researchers are undertaken on a set of related topics and *when successive studies are influenced by those preceding*. There exists today no research tradition of adult literacy research in India though there are some researchers around and they have done some research.⁹

Universities and teachers colleges that should have generated and sustained a literacy research tradition have been unable to do so. Thesis and dissertations related to literacy and adult education have sometimes appeared¹⁰ but it has been a

8. Research is interpreted here as a broad term covering all kinds of studies, investigations, surveys, and evaluations.

9. Situation before 1947 was also as bad. Two studies that can be traced to the years before 1947 are: (1) Mande, A.B., *Scheme of Mass Education, 1925* that suggested a psychologically oriented integrated approach to adult literacy problems emphasising use of meaningful content and presentation of rewards to learners; and (2) McGee, *New Schools for Young India, 1930* (?) an analytical report of an experimental project in Moga, Punjab. McGee worked with children but his teaching methods had relevance for teaching literacy to adults. Information included in this footnote is owed to Shri K.C. Gupta of Literacy House.

10. The *Indian Journal of Adult Education, op. cit.* published a list of dissertations on the subject of education and social sciences. The list covered only the universities of Agra, Allahabad, Bombay, Delhi and Poona and included the following dissertations on the subject of adult literacy or on subjects directly relevant to literacy problems: (1) Legends in the Ramayana by Dharmendra Nath (Agra-Ph.D., Sanskrit, 1954); (2) Adult Education in India with Special Reference to the Province of Bombay by D.G. Apte (Allahabad-M.Ed.); (3) Education of Illiterate Adults in India upto the Census of 1941 by C.S. Naik (Allahabad-M.Ed.); (4) A Study of the Oral

trickle rather than sustained research output. Specialized institutions in the area of adult literacy and adult education seem to have done better than the universities.

The Department of Adult Education of the National Council of Educational Research and Training established a separate Literacy Unit in 1963 which has done some literacy research and has undertaken some more.¹¹

Literacy House, Lucknow established a regular Department of Research only a few months ago which has undertaken some useful projects of adult literacy research in hand.¹²

Vocabulary of Adults in the Rural Areas of Delhi by L.N. Sharma, *et al.* (Delhi); (5) Adult Education in Delhi State by Sohan Singh (Delhi-M.Ed., 1950-51); (6) The Problem of Social Education in the Bombay State by D.M. Ranchhod (Poona-M.Ed., 1954); (7) The Place of the Folk Literature in the Scheme of Social Education in Marathi by D.G. Borse (Poona-M.Ed., 1956); and (8) The Education of Adult Workers in the Sugar Factories in the Ahmednagar District (Poona, 1957). No complete annotated bibliography of university dissertations in adult literacy is available.

11. The *Annual Report, 1964-65* of NCERT, *op. cit.* reports the completion of three literacy-related studies by the Department of Adult Education: (1) A Study of Per Capita Cost of Literacy in India, (2) A Critical Study of the Gram Shikshan Mohim (Mass Approach to Literacy) in Maharashtra State, and (3) Working with Adults—A Collection of 12 Case Studies. The following studies and evaluations were reported to be in progress: (1) Evaluation of Books for Neo-Literates, (2) The Study of the Problem of Lapse into Illiteracy of the Adult Neo-Literate in Delhi Territory—Its Extent and Causes and Effective Follow-Up Work, (3) A Study of Factors Influencing the Growth of Literacy in Delhi, (4) A Study of the Growth of Literacy in India as Revealed by the Census Reports, (5) Preparation of Basic Hindi Vocabulary in Rural Areas, and (6) Evaluation of a Literacy Kit.

12. Dr. P. N. Singh and associates Dr. T. R. Singh and Dr. G.C. Tewari, according to the work plan for 1965-66, have the following projects in hand: (1) An Annotated Bibliography of Adult

A presentation with this title would have, normally, referred to an earlier 'review of research,' evaluated later studies, and suggested a new taxonomy for storing research results. It would have pointed important research trends, uncovering research areas needing attention, and suggesting heuristic propositions and hypothesis.

For an Indian researcher this format is difficult to follow. No review of adult literacy research seems to have appeared. Even a complete and up-to-date bibliography of adult literacy research is unavailable. This author has, consequently, worked with a partly annotated bibliography put out by NFEC³, an incomplete list of university dissertations⁴, annual reports of the National Council for Educational Research and Training⁵, and National Institute for Community Development⁶, and experiences of senior colleagues.⁷

1. Paper presented to the "Seminar on Unesco's Role in the World Programme for Eradication of Illiteracy" sponsored by the Council for Social Development (India International Centre, New Delhi) held at Hyderabad, November 4-7, 1966.

2. Dr. H.S. Bhola is Deputy Director, Literacy House, P.O. Singar Nagar, Lucknow-5, U.P., India.

3. *Researches and Studies in Adult (Social) Education: A Selected Bibliography (1948-1963)*; New Delhi: National Fundamental Education Centre (now Department of Adult Education, National Council of Educational Research and Training), 1963.

4. Academic Research—Dissertations in Education and the Social Sciences, *Indian Journal of Adult Education*, Vol. XVIII, No. 1, March, 1967, pp. 55-57.

5. *Annual Report 1964-65*; New Delhi: NCERT, 1965 pp. 29-30.

6. *Annual Report 1965*; Hyderabad: NICD, 1966, pp. 18-23, 49-57.

7. The assistance of Shri K.C. Gupta of Literacy House in developing portions of this paper is gratefully acknowledged.

There are other institutions like Social Education Organizers Training Centres, Orientation and Study Centres, and the National Institute of Community Development¹³ that have illuminated some aspects of adult literacy in the course of their research in community development and social change.

The available research studies directly or indirectly related to adult literacy can be put into three broad categories: (1) Studies done by adult educator on the problems of adult literacy, (2) Studies done by researchers in communication, innovation diffusion, and community development wherein literacy has entered as a variable, and (3) Studies done in the foundational disciplines of rural sociology, anthropology, political processes, and economics which can contribute to adult literacy research area through developmental¹⁴

Literacy Research, (2) A Survey of Meaningful Literature on Literacy, (3) Identification of Areas of Adult Literacy Needing Research and Developing a Research Strategy for Promoting Adult Literacy Research, (4) Definition of Functional Literacy—Its Theoretical and Operational Content, (5) Development of a Literacy Achievement Motivation Scale, (6) A Study into the Dimensions of Literacy Use in Rural India, and (7) An Exploratory Case Study to Generate Useful Hypothesis for Further Investigation.

13. During 1965-66 these institutions have reported the completion of two literacy-related studies, among many others related to community development: (1) Cyclic Process of Literacy Programme—A Case Study by I.B. Rawal, O. & SC, Junagadh; and (2) The Work-Load of Social Education and Panchayat Officers in Punjab State, O & SC, Nilokheri.

Planning, Research and Action Institute, Government of Uttar Pradesh, Lucknow has also turned out studies that fall in this same category. Two examples are: (1) A Study of Certain Aspects of Social Education Programme in the Community Projects of U.P.; Lucknow: PRAI, 1958; and (2) B.C. Asthana, The Panchayat Elections, 1961 in Uttar Pradesh, Lucknow: PRAI, 1965.

14. By developmental research is meant that kind of intermediate study that draws from pure and basic research to invent solutions for practical problems. It is now realized that the practitioner in fact cannot make use of pure research and that developmental

type studies undertaken by adult educators.

Category 1: Most research done in this category is descriptive or evaluative. Almost all research documented in the earlier part of this paper is this kind of research. While this action-research, hopefully, has been of help to adult educators and adult literacy experts and while much more of this kind of research must be done, there is no denying the fact that this body of research is theoretically barren. This means that there is no way of transferring findings and insights from one study to another, since theory alone provides those bridges between different sets of experiences.

It is difficult to draw any generalizations from this research for reasons mentioned before. We may, however, deal with a few of these studies to identify areas that have interested adult literacy researchers desirous of building better literacy programmes.

While the retention and use of literacy have been studied by at least one researcher¹⁵ the findings of the study are unavailable. This is an urgent and neglected area.

Shaw¹⁶ in the course of a literacy project studies drop-out rates for adult learners from literacy classes had found drop-out rates to be higher for married people (57.8 per cent) than for bachelors (35.3 per cent), higher for heads of families (52 per cent) than for their dependents (33.3 per cent) and found July, August, September, and October as high drop-out months for literacy classes in Uttar Pradesh.

Basu and Sharma¹⁷ prepared

research is the inescapable stage between research and practice.

15. Athavale, A.S., An Enquiry into the Use and Retention of Literacy in Case of Literate Adults in Gujrati Region; Gargoti, Mouni Vidyapeeth Rural Institute, 1963 (Unpublished.)

16. Shaw, E.C., Concentrated Team Approach for Raising Literacy Level in One Village; Lucknow: Literacy House, (1959 Unpublished.)

17. Basu, A.N., and Sharma, L.N., An Experiment in Preparing a Basic Vocabulary for Adults; Delhi: Central

a list of 1,500 most used words in the dialects spoken in the rural areas of Delhi State but the list, unfortunately, has become unavailable.

Reading materials¹⁸ for neo-literates, and the reading habits and interests of neo-literates, are relatively speaking, the most studied of literacy-related areas.

Tandon¹⁹ found literature on the top of the reading interests of the new reading public in Delhi (69.3 per cent) followed by social sciences, biography, techniques, history, philosophy, religion, science, arts, general knowledge, and recreation. A NFEC's study²⁰ found that rural subjects *desired* to read science, literature, religion and agriculture almost equally but actually two-thirds of the reading was in literature and folk literature, one-fourth in religion, and only one-tenth in science. Prose was read more than poetry, and poetry more than drama.

A PRAI study²¹ found that the neo-literates and the non-student literate adults read differently. The study also found that the villagers in literacy classes found these classes useful but were unwilling to support them financially. A small fee brought a 25 per cent drop-out though what was left was a more serious group. Chickermane²² found no

Institute of Education, 1956. (Unpublished.)

✓18. See Mushtaq Ahmed, *A Survey of Reading Materials for Neo-Literates in India*; Delhi: Indian Adult Education Association, 1957; and Mushtaq Ahmed, *An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests*; New Delhi: Jamia Millia Islamia (Research, Training and Production Centre), 1958.

✓19. Tandon, M.M.L., *Reading Interest of the New Reading Public*; New Delhi: Ministry of Education, 1961.

✓20. Reading Interests and Habits of Village People; New Delhi: NFEC, 1962, (Mimeographed.)

21. A Study of Certain Aspects of Social Education Programme in the Community Projects of U.P.; Lucknow: Planning, Research and Action Institute, 1958.

22. Chickermane, D.V., "Role of Village Libraries in Post-Literacy," *Journal of the University of Poona* (Humanities Section), No. XVII, 1962, pp. 105-117.

relationship between literacy classes and village libraries in the region he was studying.

Two studies one by Dutta and Kempfer²³ and another by Bholay²⁴ provide information regarding learner participation in adult education and literacy programmes. Dutta and Kempfer found an average participant of the Social Education Centre to be a young man or woman below the age of 35, belonging to lower middle class with income below Rs. 100 a month and education not beyond Primary. Bholay found that young adult farmers belonging to industrious castes having 20 to 40 acres of land were most desirous of learning.

Category 2: A few studies done by researchers in communication, innovation diffusion, and community development²⁵ have used literacy as an independent or a dependent variable and have generally found that literacy was positively related with information consumption and propensity to social change. A study by Asthana²⁶ presented data that showed literacy to be definitely related to political power at the grassroots. While only 9.1 per cent of village Pradhans were illiterate, illiteracy percentages for Gram Sabha members and Gram Sabha voters were 48.2 and 84.3 respectively.

Category 3: Research in the foundational disciplines of adult literacy, that is, sociology, rural sociology, cultural anthropology, political processes, and economics

23. Dutta, S.C., and Kempfer, Helen, *Social Education in Delhi*; Indian Adult Education Association, 1960.

24. D.A. Bholay, "Adult Learning Through Night Schools," *Indian Journal of Adult Education*, July, 1966, pp. 5-6.

25. Mathur, J.C., and Neurath, Paul, *An Indian Experiment in Farm Radio Forums*; Paris: Unesco, 1959; Thakur, B.S., et al., *Impact of the Radio on our Villages*; Hyderabad: Osmania University (Department of Journalism), 1963-64; and Roy, Prodip, Fliegel, Frederic and others, *Diffusion of Innovations in Rural Societies in India*, NICD-MSU Project, Hyderabad: National Institute of Community Development, In Progress.

26. Asthana, *op. cit.*

available in India is considerable. There are available, for instance, 300 studies on Indian villages alone. The resource needs to be used.

II

Needed Steps

In the light of the preceding reviews the following steps seem to this author to be necessary, even inevitable, to create a viable research tradition in adult literacy.

Step 1: Institutional and procedural arrangements should be created whereby one of the existing institutions can be developed into an information storage and retrieval centre for research in adult literacy. This centre must have available all research undertaken in this field—published or mimeographed; done in colleges or universities; by specialized institutions or individual practitioners in the field. This centre should be able to supply up-to-date bibliographic and duplication service to any interested researcher. Also such a centre should be the headquarters of an association of adult literacy researchers and it should invite some of them to undertake *yearly* reviews of research in adult literacy for regular publication. This will be the first inevitable step towards the establishment of a research tradition in adult literacy.

Step 2: The history of both physical and social sciences will testify to the fact that professional disciplines get enrichment when they draw ideas, insights, and methodologies from other research traditions. Adult literacy research especially can draw from the foundational disciplines of sociology, cultural anthropology, philosophy, history, political processes and economics. A mention has already been made of the body of literature available in these areas. These various research traditions need to be used to enrich adult literacy research by bringing available data and insights to bear on our problems and to look for productive

hypothesis. Studies like the following suggest themselves: The democratic directive for literacy and adult education: The sociology of adult literacy in urban India: The philosophic foundations of adult literacy: What does rural sociology research tell us about adult motivations? What does leadership research tell us about organizing adult literacy work? Many more questions and topics can be added to the list.

Step 3: The third important step that needs to be taken for promotion of adult literacy research is *theoretically-oriented* research. Unfortunately, the word theoretical gives to some people the impression of being impractical. It is, however, seldom understood by the empiricist and the utilitarian that *theory is the most practical thing*. It is the only way of making sense out of empirical data, for transferring results from one experimental situation to another, and for making predictions of any kind.

We have already done some describing and depicting and estimating in adult literacy research but it is a fact that we have done little *relating* (comparing and correlating) and hardly any *conceptualizing* (analyzing and synthesizing).²⁷ Correlating and analyzing is meaningless, if not impossible, without good theoretical models. Unless some researchers spend time and energy in the very practical task of constructing theoretical models for adult literacy research we will

27. Professor Egon G. Guba presently Director, National Institute for the Study of Educational Change, Indiana University, Bloomington, Indiana uses four verbs to cover all kinds of research activity of a researcher whatever may be his research tradition: *Depict* (describe, estimate), *Relate* (compare, correlate), *Conceptualize* (analyze, synthesize), and *Test*. While theory cannot emerge in a vacuum and must be preceded by lot of depicting and describing a research tradition will be barren unless there is good theory to compare, correlate, analyze, synthesize, collate, and test findings and to suggest new hypothesis.

never get off the ground²⁸.

Step 4: Inherent in the preceding is the need for developing a research strategy or a paradigm so as to map the whole research area. There does not have to be *one* paradigm, or *one* theory for adult literacy research. While too much theory in some research traditions presents problems and some theoretical models that should have been dead long since are still alive, adult literacy research suffers from a lack of theory and lack of paradigms. We can certainly afford some proliferation of theory and paradigms in adult literacy.

In the following is suggested one such paradigm with emerging research problems shown as examples within the contours of this research map. It consists of:

1. Cultural perspective
2. Sociological Perspective
3. Political Perspective
4. Economic Perspective
5. Communication Perspective
6. Linguistic Perspective.

This paradigm is not in any sense final and needs further development. A brief description of the various aspects of this paradigm is included.

A Cultural Perspective: Lots of misunderstandings can be removed through a study of adult literacy in its cultural perspective. How much of love for *shiksha*

and *shiksha-daan* are actually a part of Indian culture? What strengths can we draw from the Indian philosophy and Indian religions to promote literacy campaigns? How did Indian culture cease to be a problem-solving culture and came to absorb what is called the "cultural lag"?

Historical questions can also be asked to illuminate problems of Indian adult education and adult literacy.

A Sociological Perspective: Sociological questions about adult literacy are even more important. How does family structure and decision-making processes within families affect female attendance in literacy classes? How are urban and rural populations socially differentiated with respect to motivations for literacy. Is there any correlation between caste affiliation and desire for literacy? Literacy can also be studied in the context of the general problem of social change. Literacy has been equated with "empathy" and the ability to make "symbolic transformations." Very useful hypothesis can be generated and studied in the context of social change research tradition. This infact is one of the most promising lines of research in adult literacy.

A Political Perspective: Questions of political commitment to literacy need to be examined and answered. What is the constitutional directive for adult literacy? Do political leaders want literacy? How has literacy affected the power distribution in small village communities?

The Economic Perspective: What is the extent of public support for adult literacy? What is the cost of making an adult literate? What are the economic motivations for an urban neo-literate? What for a rural neo-literate? How is literacy related to manpower needs? Does adult literacy have any occupational utility in modern Indian economy? These and many other

questions need to be answered.

A Communication Perspective: Adult literacy can also be studied as a problem of communication or of increasing information-handling abilities of groups, and subcultures. Teaching can also be studied as a problem of communication. Many questions suggest themselves: What are the criteria for functional literacy? How can we measure it? Who is a good literacy teacher? What is the special nature of social dynamics within an adult group learning to read? What are the best methods of teaching neo-literates?

A Linguistic Perspective: The linguistic perspective is another most promising area but is the least studied. We have not got even the basic vocabulary lists to be used in primers and graded readers. Many useful questions suggest themselves: What is the relationship between the written and the spoken language? What are the socio-economic determinants of speech? What would be the possible effects of dialectical differences on learning to read? What would be the usefulness of studying reading as a perceptual skill? What is the validity of pause as an index of units in language? What is the acquired relevance of cues in reading? What is the distinction between information spaces and image spaces in reading? What is segmentation in speaking, and reading, and what are its functional uses?²⁹

These questions by no means exhaust possibilities and many interesting hypothesis can be suggested from the interaction of the various sets of variables listed.

To sum up, we have presented a note on the present status of adult literacy research, evaluating

28. Constructing theoretical models is now itself accepted as a useful research activity. Researchers do not have to wait for a century for a luminary to be born to suggest a theory for use by all other lesser souls but can construct and test functional theoretical models by "retroduction" (analogizing or substituting relevant variables in an already tested model in another research tradition to generate hypotheses and to study possibilities.) The work done in this direction by the Center for the Construction of Educational Theory, The Ohio State University, Columbus, Ohio, USA is both pioneering and impressive.

29. These various questions have been suggested by Reports 1-6 of Project Literacy, Cornell University, Ithaca, New York, 1964-66.

some of the research done, and attempting to identify some of the areas covered. Some steps are suggested to make adult literacy research a viable research tradition.

To do so will not be easy. It will need time, sustained effort, and dedication. So far most institutions of adult education and adult literacy have expended their resources in field work and in giving visibility to the movement. Now that we have a great national and international effort coming in for the eradication of illiteracy, research must become an important component of this effort. It must support and enrich action. It must invent solutions for the problems.

THE BHILWARA DISTRICT...

(Continued from page 4)

- literacy administration and the practical aspects of literacy instruction. In this way, they can render proper assistance to field organizers.
2. Field organizers are trained to provide well-informed guidance and assistance to literacy teachers. Their specified duties should include the training of literacy teachers, in groups or as individuals. If the work schedule of Sub-Deputy Inspectors or Headmasters is too heavy to

permit this, then full or part-time field organizers must be appointed. This is desirable in any case because of the need to spend time securing the full cooperation of Block authorities and the Panchayats.

Given adequate support in this way, volunteer teachers and others willing to work as instructors in the school-sponsored literacy programme will be able to do effective work. Idealism and desire to serve does exist in a high proportion of Indian teachers and citizens everywhere. It needs knowledgeable support and assistance to make it effective.



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YOUNG FARMERS & THEIR FARM EDUCATION*

Introduction:

AGRICULTURAL production and the rate of its increase commensurate with the rate of growth of population in this country have been a cause of concern to everyone. Of late we have become dependent on food from outside. There are several reasons for this, but one of the important reasons appears to be lack of information, knowledge and technical skills on the part of farmers about modern methods of farming and agricultural improvement. To remedy this situation, agricultural extension has been given a high priority in community Development, but a systematic programme for providing agricultural education to practicing young farmers has not been prepared.

Recognizing the need and importance of imparting such education to young farmers, the Department of Adult Education made a study of the agricultural education needs of young working farmers, with a view to developing a suitable educational programme for them.

Present Position

According to the 1961 census, India had a population of 439 millions. Of this, 360 millions, which is about 80% of the total population, live in villages. Out of 360 million rural population nearly 72 million (20% of total rural population) are youth in the age group of 15 to 25 years which is considered to be most potential human resource.

As regards the educational background of these youth, 55.5 million (about 78%) are illiterate.

India is at present providing primary education to 76.4 percent of children of the age group 6 to 11 years. Three fourth of these drop out before completing five years of elementary education. Of those who continue their education through middle school stage about 60% leave the school after the VI standard. The drop outs from these various stages of formal education either go back to their ancestral occupations main among which is farming or seek employment in cities and towns. Among those who have gone back to farming a majority would not have received any education in farming worth the name either in school or outside.

In the existing agricultural education programmes of schools, more emphasis is given on theoretical teaching of subject matter rather than on practice of farming. Also the programmes often operate independently of the needs of the pupils and their communities. Nor are our schools taking care of these dropouts who leave schools in such large numbers and go on the farms. There is no provision of

continuing education for the dropouts or for out-of-school youth farmers. Government have made some efforts to train young farmers and adult farmers through farmers' training wings, tractor training centres and farmers training camps but the scope of such programmes has been rather limited and it can hardly be called as systematic agricultural education built on the basis of needs and interests of farmers both young and adult.

The existing educational programmes have taken very little notice of educational problems of out-of-school young farmers which are of following nature:

- (a) A high rate of illiteracy
- (b) No access to formal education or incomplete studies, without even completing elementary education.
- (c) Need for education for upgrading skills and improving occupational competence even for those who have completed formal education.

The facilities for agricultural education in the country as a whole are inadequate and leave much to be done.

Purpose of the Study:

The present study was designed with the following objectives:

- (a) To determine some personal characteristics of young working farmers.
- (b) To identify the needs and interests of young working farmers in respect of their principal occupation, namely agriculture.
- (c) To determine the attitudes of young working farmers to selected aspects of agricultural education programme.

Geographical Area for the Study and the Sample

The study was conducted in two of the Intensive Agricultural District Programme areas of neighbouring states namely U.P. and Punjab with corresponding control blocks in the same states outside the Programme areas. Thus the study was confined to four C.D. Blocks of U.P. and Punjab. From these blocks 10 per cent stratified sample of villages was chosen and not less than 10 per cent random sample of young farmers was chosen for direct interview. Thus the actual sample consisted of 206 young farmers, 3.9 per cent of total young farmers of the 23 villages.

Conclusions:

In the present investigation while studying the characteristics of the young farmers it was found that the majority of the youths possessed the following attitudes though not well developed:—

- (a) Realisation that the present level of production is not sufficient;

* Review of a report of the study entitled "Agricultural Education needs of out of School Youth engaged in Farming" by Shri J.S. Pardeshi, Department of Adult Education, NCERT, New Delhi.

- (b) confidence in possibility of increasing production;
- (c) desire and willingness to try out new practices and to experiment;
- (d) confidence in the people like village level workers, extension agents, adult educators, school teachers, etc., who can guide them in bringing about desirable change.

Besides the above mentioned attitudes, one further desired attitude necessary to facilitate agricultural development is the readiness of the farmer to consider carefully the different alternatives and to make firm independent decisions based on these considerations.

Regarding readiness to make independent decision, it may be said that these youths in most cases did not have the opportunities, as they had to work under the supervision of the heads of their families who were responsible for such decisions.

In order to develop these attitudes firmly and to bring about a favourable change in them to facilitate agricultural production they needed education. Hence, to the illiterate farmers basic education in three R's becomes the first essential requirement for agricultural development.

A change from a largely traditional agriculture, as it prevails today in India, to a modern progressive agriculture necessitates on the part of the farmers, learning to take independent decisions of several kind. Some of these decisions must be taken by the political leadership of the country. Some of the main decisions in this regard are of the following type:

For agriculture to be progressive:

- (i) A balance between soils, climate, crops, live-stock and people must be maintained properly and with alertness as it goes on changing constantly with the slightest change in the situation;
- (ii) the proportion in which the land, labour and capital are utilised in farming are to be adjusted frequently to suit the changing situations;
- (iii) successful control of cost of production and increase in farming income along with the increase in crop yield becomes a necessity if agriculture is to be transformed from a subsistence level profession to a commercial one; and
- (iv) continuous adjustment between agriculture and other sectors of national economy must be carried out.

Therefore, besides basic education, they needed to have also developmental education concerning their occupation.

In India, the Community Development programme has tried to educate the farmers in this regard through extension education and literacy programmes. However, these had not been very effective

as would be seen from the low increase in food production of the country. While indicating their attitudes towards different items of agricultural education programmes of the Community Development set-up the young farmers have attached little importance to extension activities. The findings of this study about the attitudes of the young farmers towards agricultural education programmes indicate an over emphasis on the materialistic approach of the Community Development Programme and less attention towards the development of human material and resources.

Though in these programmes physical inputs like seeds, fertilizers, improved implements and insecticides etc., were made available and distributed among the farmers on a large scale it has not succeeded in improving agricultural production appreciably which may be due to a failure to bringing about the desired change in the economic behaviour of the farmer. This change can only be brought about by education based on needs and interests. This has been highlighted by the present study of the needs of out-of-school rural youth engaged in farming in the areas served by specialised programme like the IADP.

The study revealed that education plays an important role in increasing agricultural productivity. Among the young farmers interviewed it was observed that their agricultural productivity increased with the rise in their education. Also the progressive element in the youths was found to increase with the rise in their educational level, particularly among those who had education above the primary level.

In these high yielding areas with the Package Programme in full swing with all its physical and educational activities the average crop yield had gone up to about 37.5 mds of wheat per acre. However, the educated farmer among these youths on an average had produced a crop yield as high as 45 to 50 mds per acre. This showed how a basic educational programme in three R's is essential for improving agricultural production. This production can be accelerated by imparting developmental education related to farming.

This enquiry also showed that almost all the youths were interested in and desirous of learning new techniques of farm production, farm management and farm mechanics. The details about their special interests in different items under these instructional areas varied from individual to individual but there was not a single individual who had shown complete apathy to these items.

The interests expressed by these youths showed that they desired in order of preference, to study farm production (50%), farm management (44.4%), and farm mechanics (31.7%) respectively. Under farm production these young farmers were desirous of studying subjects like insect control (85.4%), weed control (83.9%), crop diseases (81.55%), soil testing and use of fertilization (68.9%), and vege-

table gardening (52.9%). Under farm management a majority of the young farmers desired to study marketing (78.6%), soil conservation (77.6%), co-operative farming (66%), farm laws (65.5%), farm finance (44.1%). These subjects were directly connected with investment and profits. The youths were, therefore, interested in learning things which were concerned with pecuniary gain. Under farm mechanics repair and maintenance of pumps, engines (70.3%), farm implements (64.5%), and tractors (54.3%), were the major interests of these young farmers. They also showed interests in learning irrigation methods and farm layout (46.6%) and use of electricity (20.3%).

These were the interests that were directly expressed by the young farmers during the interview with them. However, these interests did not appear to have been affected by the different educational levels of the young farmers as they were based more or less on their immediate farming needs.

But there was another area where they had remained silent during interviews and where most of them needed education. This was the area of an agro-based industries. Young farmers had yet to realise that these industries were part of agriculture and helped in increasing their income.

The study of attitudes of these young farmers towards certain selected existing programmes of agricultural education showed that the youth attached very great importance to self education and an educational programme through village level worker. This implies that the desire to learn new things through immediate practical application of the things in the field and built upon their practical experience. This also shows that though there is a definite need of an agricultural education programme for the young farmers the utility of the programme will mostly depend upon the immediate practical use in the field. Therefore, any agricultural education programme for young farmers will have to be broken up into small units for satisfying the immediate needs and interests of farmers. A complete agricultural educational programme should consist, therefore, of a ladder of such short courses which may lead towards the understanding of all the processes involved in progressive farming. While organising such courses their duration and timings should be in accordance with the convenience of the intending learners. This study has shown that the young farmers can spare two evenings in a week and a fortnight after each agricultural season for learning new techniques of farming.

That there is a definite need for such courses is evident from this study. However, it must be mentioned that these courses will not produce agricultural experts as in the agricultural colleges but will make young farmers more efficient. The ultimate aim of these courses should be to establish the young farmers and not to uproot them from their profession to go out in search of white collar jobs.

Adult Education Department of Rajasthan University

The Department of Adult Education, University of Rajasthan in collaboration with the Directorate of Secondary and Primary Education had organised a six day course in literacy Method and Administration in Bhilwara in April this year. About seventy teachers and educational administrators from all over the district attended it. The Department also planned and supervised the short subject-matter courses in English, Mathematics, Hindi, Indian Culture and Science for Secondary School teachers of Jaipur.

The Department of Adult Education also collaborated with the Department of Philosophy and with Malaviya Regional Engineering College, Jaipur in organising a two-week course in Western Philosophy and second course in Structural Engineering (Soil Mechanics) respectively.

Beside the regular language courses in Tamil, Sanskrit and Hindi, the Department is planning two courses in Principles and Methods of Adult Education for Education Extension Officers, and lecturers and Instructors in Panchayat Raj Training Centres etc.

Literacy Education and Training in Indore

The Bharatiya Vidhya Pracharini Sabha, Indore, is running 32 Adult Literacy Centres in various slum areas of the city. The Sabha was established in 1954 and upto now has trained 5225 workers in social education and audio-visual aids and has imparted literacy to 5725 adults.

Literacy Training for Indo-Tibetan Border Police

THE Department of Adult Education of NCERT has trained two hundred and sixty Adult Literacy Instructors of the Indo-Tibetan Border Police since 1963. The thirteenth batch of 16 trainees completed their four week training on June 9, this year.

The training includes all essential aspects of adult literacy work. The major topics covered under the training are: Adult literacy and various approaches: Syllabi, methods of teaching and evaluation of Adult Literacy classes and follow-up of Adult Literacy. Beside lectures, other methods such as guided group discussions, demonstrations, supervised reading and writing assignments and field visits for observations and practice teaching are also organised for the trainees.

Some Guide Lines for Rural Adult Literacy Programmes

Kumari Renuka Biswas

THE importance of adult literacy is widely recognised in the world. Today, it is an agreed fact that by illiteracy economic and social development of large section of population is retarded. It is also accepted that literacy is an essential part of any educational system. Attempts, therefore, have been and are being made by various agencies, public and private, both, in this country, to eradicate illiteracy. Unfortunately, in spite of fragmented efforts for improving literacy position, percentages of literacy remained 13% females and 34.5% males in India. In addition every year a sizeable additions to the illiterate population occur making the situation more alarming.

Literacy programme has two important dimensions: (a) treatment of the problem of illiteracy and b) prevention against further expansion of this problem. Unless and until literacy programmes are taken up with an accent on the significance of tackling both dimensions, complete literacy will remain a myth for many many years to come.

In view of the significance of both aspects of treatment and prevention and also of the difficulties faced in implementation, Women's Programme Section of P.R.A.I. undertook a study named **Project for Eradication of illiteracy** to find an effective method for implementing literacy programme among women. This project commenced initially with the objective of introducing functional literacy. It was envisaged that the adult education would be the final shape of the programme. But like all other literacy programmes gradually due to the interplay of various factors the scope of this programme became restricted within the periphery of knowledge of alphabets and numerals, skill for simple construction of words and sentences, writing of letters and addresses and also reading of books.

Coverage:

The programme was carried out for a period of 9 months in the three consecutive years. Each year classes were held for three months only. In the first and second year of this project, area of coverage was ten villages of Ajitmal, District Etawah. In the third year the programme was confined to six villages in the same block as a follow up of the previous year's classes. Three age groups were covered:

Girls of 6 to 12 years.

Young girls & adult women of 12 to 25 years.

Women of 25 to 50 years.

Coverage of first group was suggested from the point of prevention. There was plan for persuading village folks to send all the children below 12 years

of age to primary schools. In the other two groups focus was on adult illiterates only.

Survey :

For the assessment of prevailing literacy conditions, a survey was carried out in the area concerned. The survey not only spotted the illiterates but also contributed towards creation of a favourable climate for literacy programme. It also offered a base for measuring the achievements on the conclusion of the programme.

Cooperation & Coordination :

Full cooperation was received from the Literacy House, Lucknow for training the teachers and for supply of literacy kits containing books and other aids required for the classes. With the collaboration of Literacy House a training camp was organised for fifteen days. Participants were:

Local adult women with knowledge of 4th & 5th grade.	... 11
Youth Club members.	... 14
Staff of women's programme Section.	... 17
	(including two male members).

The training was imparted to both supervisory staff and the teachers for adult literacy classes. It was very useful for the last two groups, but, because of the sophisticated nature of the training programmes, local adult women with knowledge of 4th or 5th grade could not grasp the content and teaching skill properly. It is to be noted that local adult women were selected with a view to testing feasibility of developing local resources for future continuance of literacy programmes. But it was found that these teachers because of their limited knowledge and skill could not be effective in conducting the classes. Extension Section of the Institute simultaneously conducted literacy classes for males with the help of youth club members in the same area in order to bring about complete literacy in the villages concerned. Lady teachers were engaged in the Women's classes organised by the Women's Programme Section only.

Classes and Participation :

Classes were organised in the villages for both males and females. Younger age groups gathered in the Lady's classes. The attempt for sending the girls of 6-11 years to Primary School did not succeed, because, parents were reluctant to allow their girl-children to attend schools which were located at a

distance of a mile or a mile and a half. On the other hand, they were keen in admitting girls in the adult classes organised in their own villages. Therefore, the criteria for enrolment in the classes for facilitating their admissions had to be relaxed. Eventually, in the classes they were the ones who formed the larger sub-groups.

Out of the ten classes of ladies, seven classes were conducted by Gram Sewikas i.e. staff of Women's Programme Section and only three by local women. In the second and third phases only Gram Sewikas were engaged for teaching in the adult literacy classes. In the third year a new feature was added to the literacy classes, a children's programme was attached to each class for keeping little ones occupied during the class period.

Total number of classes in three years, is shown below:

	1963-64	1964-65	1965-66
No. of classes	59	56	40

The data shows that the classes were held only for a brief period. Actually from the very beginning a short-period literacy campaign was visualised; the prescribed period was six months, but unfortunately women were not available for regular classes for six consecutive months. Apart from this, classes could not be started before January and continued regularly after 15th of March when harvesting period set in. Rationale for a short period programme, therefore, was based on the observations regarding availability of adults for classes and also short spanned motivation of rural adults for such classes.

Total number of illiterate women of the ten villages under this programme was 885. The number of women covered in six villages in the third year is about 600. The participation in the classes and tests are shown in the following table:

	1964	1965	1966
Total number of illiterates in the villages.	885	885	600
Total enrolment in ten villages.	235	234	128
Average attendance per class.	16	12	10
Total number examined.	192	114	114
Total number of women passed.	128	71	83

The above table reveals that there is a decline in the number of students attending the classes. The climate created in the first year through publicity and propaganda in the campaign was responsible for higher attendance in the classes. There was more enthusiasm among the teachers also in the first year. The classes when repeated in the next years took more or less routine form. A decrease in the interest of the participant women also was visible whatever may be the reason. It is clear that out of total number of illiterate women [only 25 per cent could be touched in the first two years and about 21 per cent in the third year. In the first year percentage of women passed in the examination was 66 per cent of the women examined and 59 per cent of total enrolment.

In the second year percentage of women passed was 62 per cent of the examined and 30 per cent of the total number of women enrolled for the classes. In the third year 72 per cent of women passed out of total number examined and 65 per cent of the total enrolment. The table below will indicate the maximum and minimum classwise enrolment:

	Maximum	Minimum
1964	30	12
1965	33	10
1966	30	16

'Naya Savera' books of Literacy House were prescribed for the classes. Average number of students could complete about 12 lessons of the 'Naya Savera Praveshika' in 3 months' period. In the third year some students completed prescribed lessons of 'Naya Savera Prayeshika' and made progress to the extent to follow 'Naya Savera Paheli Pustak'. This group also completed counting up to 100 and learned some addition and subtraction. This achievement might be due to two factors:

- (a) The worker was made free from most of other duties. Thus, in spite of the routine nature of the programme she was able to give more time in the classes and preparation of the lessons.
- (b) A children's programme was attached to each class. So, the classes could be conducted unhampered by little ones who usually accompanied their mothers and sisters in the classes.

Observations and Findings

From the above study some valuable observations were made. These observations will offer some guide lines for the future literacy programme of U.P. villages.

1. The first step in any literacy programme should, be, to define literacy, objectives of the literacy programme to be taken up, and the prospective participants. Definition of literacy is urgently required before starting any literacy programme, because any vagueness about this concept may be a stumbling block in programme's success. It must be made clear at the very outset, whether the knowledge of alphabets and numerals or the functional literacy is the target of achievement. These terms are used as synonymous but truly speaking their connotations are different and their scope also. Literacy means ability to write and read. Question of the skill in writing and reading may be nominal. But functional literacy means more than that. Functional literacy is:

- (a) a level in the skills of reading, writing and arithmetic that could enable the newly literate person to apply these skills to his every day life and
- (b) an adjustment of the process of imparting literacy itself, so that from the very begin-

ning of the lessons, a connection is established between literacy and job requirements.

The clarification of the concepts and their scope will give a definite structure within which actions may be organized for achieving of the goal. For instance, clear ideas about what kind of knowledge should be imparted and to what extent, what the achievement-indicators are, what the syllabus is etc. will necessarily help both recipient and the communicator of knowledge, to understand the particular programme and to develop commitment for it. In the absence of such understanding the commitment for the programme may be reduced to nothing.

2. Selection of a meaningful syllabus for the trainees may be considered another principal requisite for creation of a sustained interest and impact on the adult students. It is observed in Ajitmal experiment, that teaching of some general knowledge along with the knowledge of 3-Rs helped in building up enthusiasm and interest among adult women for attending literacy classes.

3. The women participants of adult literacy should be identified and classified while planning details of the programme, there may be students of three types:

- (a) Young girls of school going ages who are deprived of the opportunities of school education. This group actually forms the largest sub-group in the village adult literacy classes.
- (b) Adult women of non-school going age (18 years—45 years) who are completely illiterate.
- (c) Adult women of non-school going age who had some knowledge of three-Rs at one time but at present are levelled up with the illiterates.

It must be decided from the beginning, which of these groups are to be covered by the literacy programme. Classes may be organised in a better manner provided a clear conception of the groups to be covered is formed.

Coverage of first group may act as a preventive measure against the spread of illiteracy. The coverage of other two groups will enhance the cause of literacy from two points:

- (a) Firstly literacy of these two groups will ameliorate the problem of illiteracy as a treatment of the problem itself and
- (b) Secondly it will be acting as a preventive measure against future expansion of this problem; because, we may expect that a literate woman will value the necessity of literacy and education and will assist in education of younger group with her newly learned skill and knowledge or by sending them to schools for education.

For running of successful literacy programme both treatment and prevention demand equal emphasis. Clarity about the participants to be covered, will

enable an easy identification of participants of the literacy programme.

4. Before starting the classes a door-to-door survey may be very helpful for identifying the prospective students of adult literacy programme. Such survey will reveal the actual literacy position of the area where a programme is to be launched and will contribute towards villager's motivation. The survey will also identify available resources for the programme and will lend a bench mark for measuring achievements as indicated previously.

5. Another pre-requisite for a successful Adult Literacy Programme is the creation of a favourable psychological climate in the area of the programme. In the present rural socio-economic set-up adult literacy is valued in the minimum. Moreover, this programme is not an institutionalised programme. It is actually temporary in nature, because, with the introduction of universal compulsory education necessity for adult literacy programme will gradually decrease. Besides, on account of preoccupation in agricultural occupation and household duties adults cannot devote much time in literacy classes. Hence a favourable climate only motivate them for attending classes.

6. A short period programme in slack seasons was found to be more effective for the reasons mentioned above. Adults are available for regular classes only during the slack seasons. In other seasons their attendance in classes becomes irregular, their attendance may be regular provided sustained interest is created in them and facilities are provided. It was found that women attend classes sometimes when these are combined with the craft classes during other seasons of the year.

7. Selection of methods and syllabus needs orientation towards the need of the participants, their motivation and education level and availability of required books and aids. Several methods which are connected with a particular kind of syllabus aim at imparting knowledge and skill of three-Rs. Any of these will show substantial result, if selected, considering the above aspects. Any of these methods can be successful if pursued by the teacher with sincerity of purpose and acquired teaching skill. It is the teacher, who is the central figure in the matter of adult literacy programmes. It is he who uses the magic wand of his skills, knowledge and understanding. An energetic teacher can convert any method to an interesting communication media and reach out his students effectively. Selection of teacher, therefore, is very vital in launching a literacy programme. A person with knowledge of 4th or 5th grade was found to be unsuitable for such programmes.

8. Finally it is found that a detailed plan of the implementation procedures including periodical and final test is necessary before introducing the literacy programme. Detailed planning of the programme such as duration of class period, teaching method and their requirements, supply of books and other

aids, arrangements for keeping youngster occupied during the class period etc., are essential. Usually adult women cannot pay full attention to their lessons because of their engagement with the children who accompany them. These young ones create disturbances and take away their mother's attention from the classes. From our experiment we have found better progress in women's learning when children were kept occupied in some activities during class time.

9. Many of the programmes undertaken to eradicate illiteracy fail for delayed supply or non-availability of required books and aids. This aspect must be taken care of before actual commencement of classes.

10. In conclusion, I must say that literacy of the people needs to be dealt as national problem. In this respect both private and public agencies may join hands to bring about literacy among wider section of the population. The findings of the Ajitmal experiment will lend some valuable insights and guidance for this. It will not be out of place to say that although literacy of both men and women are essential in a developing country, the women's literacy has more important role to play because they have primary responsibility for laying foundations for children's education. Therefore, women's literacy should be emphasised with all vigour and zeal.

J. C. Mathur Returns

Shri J. C. Mathur, member of the Executive Committee of the Indian Adult Education Association who had gone to Rome on June 10, 67 to attend the meeting of the Council of the FAO, returned to New Delhi on June 25.

Adult Education Specialist At UNESCO Bangkok Office

Mr. M. de Clerck, has been appointed Adult Education Specialist at the UNESCO Regional Office for Education in Asia, situated in Bangkok.

Adult Education And Vocational Education

The European Bureau of Adult Education will organise its bi-annual Conference on "Adult Educational and Vocational Education" in Strasbourg on 26th October this year.

Bibliography on Adult Literacy in India

The Indian Adult Education Association has been requested by UNESCO to assist it in preparing an annotated bibliography on research and experiments in functional literacy in India. The Association has agreed to it and is engaged these days in the preparation of the bibliography.

The bibliography is likely to be completed by the end of this month.

Association's New Publications

	Rs. Ps.
1. Adult Education and Economic Development —Report of the 14th National Seminar	2.50
2. Implications of Continuous learning —J.R. Kidd	2.50
3. New Trends in Adult Education in India —S.C. Dutta	2.00
4. On to Eternity—Vol. II S.C. Dutta	2.50
5. Seminar Technique —S.R. Ranganathan	1.00
6. Seekhna aur Seekhana—J.R. Kidd (Hindi translation of 'How Adults Learn')	7.50

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NATIONAL POLICY ON EDUCATION ENUNCIATED

Stress on Education for Transformation of Social System

THE Committee of Members of Parliament on Education has issued a national policy on Education. The Committee represented all the political parties in the country.

The Committee says : "Education is a powerful instrument of national development—social, economic and cultural. The highest priority should therefore be accorded to the development of a national system of education which will :

1. accelerate the transformation of the existing social system into a new one based on the principles of justice, equality, liberty and dignity of the individual, enshrined in the Constitution of India;
2. Provide adequate and equal opportunity to every child and help him to develop his personality to its fullest;
3. make the rising generation conscious of the fundamental unity of the country in the midst of her rich diversity, proud of her cultural heritage and confident of her great future; and
4. emphasize science and technology and the cultivation of moral, social and spiritual values.

From this point of view, the most important and urgent reform needed is to transform the existing system of education in order to strengthen national unity, promote social integration, accelerate economic growth and generate moral, social and spiritual values."

Agriculture and Industry

About the Education for agriculture and industry the Committee states : "Great emphasis should be placed on the development of education for agriculture and industry. The basic purpose of education

for agriculture is to increase agricultural production by improving the competence of farmers and, to that end, to promote agricultural research and to train personnel needed for research, training and extension. In each State there should be at least one agricultural university which will develop integrated programmes of research, extension and training, and where necessary, strong agricultural polytechnics providing different courses needed for agricultural or agro-industrial development should be established. There is urgent need, in rural areas, for suitable centres or institutions providing extension services to farmers and giving part-time intensive courses to young persons who have left school and taken to agriculture.

"In technical education, programmes of qualitative improvement should be stressed. Practical training in industry should form an integral part of the various courses. The existing institutions for the education of engineers should be consolidated and strengthened with special emphasis on the provision of project work to be done by the student who should also be initiated into the methodology of

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research by diversifying the courses and offering suitable electives. Technicians should be given a better status in industry and in society; and institutions situated in industrial complexes should be involved intimately in their training and should specially strive to organize sandwich and part-time courses. Both technical education and research should be related closely to industry, encouraging the flow of personnel both ways and continuous cooperation in the provision, designed and periodical review of training programmes and facilities. Government should give all encouragement and assistance to industry for starting research and training programmes within the industry.

Adult Education

About Adult Education and literacy it states: "The liquidation of mass illiteracy is essential, not only for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Plans to accelerate the spread of literacy should therefore be prepared and intensively implemented on several fronts. With a view to reducing new additions to the ranks of adult illiterates, part-time literacy classes should be organized for grown-up children age-group 11-17) who did not attend school or have lapsed into illiteracy. All employees in large commercial, industrial and other concerns should be made functionally literate within prescribed period of their employment and a lead in this direction should be given by the industrial plants in public sector. Similarly, teachers, students and educational institutions should be actively involved in literacy campaigns, especially as a part of the social or national service programme. The achievement of literacy should be sustained by the provision of attractive reading materials and library services to the new literates."

"Adult or continuing Education should be developed through facilities for part-time and own-time education and through the expansion and improvement of library services, educational broadcasting and T.V. The development of extension services in universities is of great significance in this context. In particular, the universities should organize special extension programmes to their rural leadership."

It also states that "facilities for study through morning or evening colleges and correspondence courses should be provided on a liberal scale."

Part-Time & Own-Time Education

About part-time and own-time education, the Report states: "Part-time and own-time education should be developed on a large scale at every stage and in all sectors and given the same status as full-time education. These facilities will smoothen the transition from school to work, reduce the cost of the education to the State, and provide opportunities to large number of persons who desire to educate them-

selves further but cannot afford to do so on a full-time basis. In particular, greater emphasis has to be laid on the development of correspondence courses, not only for university students, but also for secondary school students, for teachers, for agricultural, industrial and other workers; and facilities should be available, both to men and women, to study privately and appear at the various examinations conducted by the boards of education and the universities."

LITERACY HOUSE TRAINING COURSES

The Literacy House, Lucknow is organising the following courses during the period October 67 to February 68:

Course for Literacy Teachers: October 3-28, 1967. Minimum qualification: Matriculation. Imparts skills in teaching literacy to adults.

Course in Audio-Visual Education: November 6 to December 2, 1967. Applicants must be matriculates, with teaching/social work experience. Provides experience in the production and use of AV materials.

Writers Workshop: December 1, 1967 to February 29, 1968. Imparts skills in writing for new literates. Applicants should demonstrate ability in writing drama, prose, or poetry. Graduates preferred.

Course in Puppet-Making, Manipulation and Dramatization: December 11, 1967 to January 6, 1968. Imparts to teachers and field staff skills in using glove-puppets as medium of communication. Applicants must be matriculates and possess dramatic/musical talents.

Course in Literacy for Enrolled University Students: December 26, 1967 to January 4, 1968. Orients university students to needs and methods of literacy work among underprivileged communities.

Course for Literacy Supervisors and Instructors: January 15 to February 8, 1968. Imparts skills in literacy teaching and supervision. Applicants must be Graduates with experience in literacy work.

Course in Silkscreen Printing: February 19 to March 2, 1968. For teachers and field staff. Applicants must be matriculates and have aptitude for art work. Imparts skills in printing posters, charts, book jackets by self-made silkscreen stencils.

Courses open to both men and women. Selected trainees for writers' workshop eligible for stipend of Rs. 100.00 per month, free board and lodging, and third class railway fare as contribution towards travel.

Red Cross Joins Literacy Battle

The League of Red Cross Societies has decided to produce and distribute a series of low-cost elementary reading manuals on hygiene. The material, printed cheaply in the form of illustrated pamphlets, is to be offered to the Red Cross Societies in the countries chosen by Unesco for pilot projects in its Experimental Literacy Programme.

(Unesco Features)

ADULT EDUCATION MUST REVOLUTIONISE OR STAGNATE

By Ken Jones

Warden, Debden Community Association

ADULT education matters, and it has an important part to play in the future of our country.

But not adult education as we know it today--adult education must revolutionise or stagnate. Our present slow progress, however worthy, is quite insufficient to meet the challenge of today or the needs of tomorrow. For too long we have been trying hard to adapt old machinery to meet rapidly changing social needs; now is the time for us to create a new machine.

Adult education today tends to be register based instead of people based, classroom based instead of community based, study based instead of activity based. We have allowed development to be restricted by lack of money and have not sought alternatives. The result is that adult education today has limited appeal—and that appeal is to those who are most able to look after themselves. A good seventy-five per cent of the population are not even interested.

New Needs

We need to take a cold clear look at the whole field of adult education with the philosophy of "hats off to the past, coats off to the future." Certainly we should not ignore the continuing needs of our present work but priority must be given to new needs. What are they?

—to make a real contribution to the needs of leisure, which in the coming decade may well bring the greatest social changes since the industrial revolution;

—to extend outwards into the community—for unless an adult education centre plays an active part in community life it is not fulfilling its purpose;

—to help people to come to terms with new patterns of life—with science and technology, increasing centralisation and automation: to contribute to better industrial communication, consumer education, problems of modern parenthood, personal communication, appearance and health, and the like;

—to promote or support art centres and sports centres; to become an integral part of modern society

—to become leaders rather than followers—this was surely the achievement of the founders of our movement. For some time now we have ended to follow social and educational advance, to wait meekly for premises, for money—for inspiration? It is time to pioneer again.

Incidentally, we need some new names too, a new language for the seventy-five per cent. The

present vocabulary of education, classes, teachers, evening institutes—how out of touch they all are.

Money

First let us deal with money because it is important anyway and because the lack of it is becoming our classic excuse for stagnating. This is not worthy of our predecessors. I am afraid we must accept that adult education will need to be self-supporting to an appreciable extent. Most of us think the State should play a large part in financial provision and are appalled that England spends so little compared with other highly developed countries. However having bemoaned our fate, let us face up to it. Do we continue to sit back and groan at the unfairness of it all, or do we accept the plain facts of the economic situation and see what can be done?

There is no reason why even LEA institutions should not be run substantially by independent funds from the people who use the facilities. More money from participants, who in turn will have more involvement, more responsibility. This philosophy is not entirely new—it is the principle upon which many community centres have been developed under the Education Act of 1944. As Warden of a community centre, let me say that some centres have been a catastrophe from the educational point of view but others have shown that, given reasonable premises and staff, community involvement in adult education is not only possible but desirable. My own Association, for example, has become basically self supporting except for a rent-free building and provision of the warden as adviser. Apart from the extensive educational programme many facilities, including a tennis-court, five-a-side football pitch, rifle range and sailing centre (thirty miles away) have been added during the last few-years-at no cost to the tax or ratepayer.

Hence I think there is a strong argument for the principle that authority should provide adequate buildings and advisory staff—the users will do the rest.

Leisure

To provide for leisure is not a frill: it should be the bread and butter of adult education. Much nonsense is talked about leisure but the basic facts are clear; people have more time for leisure, more money for leisure, and more inclination for leisure than ever before and this will steadily increase.

The changing nature of work has great relevance to the importance of leisure. To large numbers of people work is less challenging and less satisfying:

as skills are narrowed there is a tendency for minds to narrow too, and this at a time when tolerance and understanding in social life are more essential than ever. People are increasingly inclined to seek self-expression and social prestige in leisure, and we must help to provide the necessary opportunities.

Increasing leisure brings great opportunities and great problems. It is vital for the well-being of our country that there should be adequate and balanced provision for all age groups. Because people are willing to spend money on their leisure, commercial provision will be well to the fore, if we are not to become a nation of bingo and betting shops, other forms of provision must be equally available and adult education has a vital role to play.

For those who fear that they may become pedlars of popular commodities surely there is a happy medium between that and repeating restricted programmes which can never appeal to more than a small minority of the population.

Our members should be enrolled not merely for a particular activity but as full members of the centre. This will entitle them and should encourage them to use the centre whenever they wish, and the social facilities should be adequate for this purpose and comparable with commercial provision. They do not just join a class but their own centre—or club, if you like.

Community

An adult education establishment must be an integral part of the community; at present very few are. This is why, despite advances in recent years, adult centres are still regarded by the bulk of the population as 'for them' rather than 'for us'.

If the users are to meet more of the cost, as seems desirable and inevitable, they must be deeply involved in organisation, they must have real responsibility. They must have freedom to act within a broad policy, to raise money and spend money. This is, after all is education in democracy which is what adult education is about. In these days of increasing centralisation this practical application of democracy is badly needed. Our liberal traditions bow to the altar of democracy—but provide precious little opportunity to practise it. People must even have the opportunity to make mistakes and learn from them, for this is often education at its most effective.

Adult Education Institutions should co-operate with local organisations and provide accommodation for them. They should be a central source of equipment such as visual and aural aids and duplicating equipment, and for professional advice from tutors and the like.

Adult Education should be to the fore when local radio and local television become a reality (my own centre housed Britain's first experiment in community television). We should be an integral part of the University of the Air.

We should seek the voluntary services of local experts who are normally only too pleased to give their knowledge for the community good—professional designers to advise on decor and design in the building, the bank manager for finance, the public relations man for publicity, and so on. By these and other means we can help our own community to realise its full potential.

Programmes

There are unlimited opportunities for expanding the scope of our programmes, which must at all costs be imaginative and challenging. They have been improving hand-over-fist but the average adult education programme does not include many of the new and expanding interests, hobbies, crafts and sports. We must always remember that our programme is our publicity, our public relations, our future all wrapped in one parcel.

We should make extensive use of outdoor facilities. These exist in any area—we must find them and use them. At present nearly every centre is essentially indoors based and this is simply not 'with it.'

Out programmes must include special provision for young adults, for on them the future of the country and our development largely depends. This implies the inclusion of an ambitious programme of recreational and sports activities. Our programme should include holidays abroad, public performances by well-known artists, exhibitions of quality.

We should extend the range of the more formal activities or groups; e.g. language groups can extend to holidays abroad, to visits to foreign films and restaurants, to a study of the national culture. Groups must not work in isolation—there must be co-operative work. This takes more time and effort but is eminently worthwhile.

The vogue is to think in terms of adding extensions to schools; it is argued that, in the light of circumstances, this is reasonable even though few consider it desirable. But we must plan with the future in mind and for the future this is neither reasonable nor desirable unless one thinks in terms of really adequate accommodation on a campus site. It is inevitable that we shall need premises which are available throughout the day—to provide for the ever increasing proportion of active retired people, the increasing number of women who want day provision and the increasing number of working people who will have some spare time during the week. Such accommodation can also doubtless be used for retraining courses for those at work—another increasing need. Despite today's financial restrictions our aim must be for adequate and separate adult education premises, with the use of schools for only specialist accommodation. For how much longer we be 'night schools'?

We must remember that our premises need to be for adults at leisure, to cater for adult interests and to provide the environment in which education in

its broadest sense can flourish. Particular attention must be paid to canteens and bars and to the provision of comfortable furniture.

If participants are to bear the brunt of other costs, the provision of adequate buildings is clearly the responsibility of the Government and authorities. However, heaven is not on the doorstep. How wonderful it would be if one or two centres would show what they are made of by building or paying some provision themselves. It has been done—by community centres, even by sixth-formers.

Staff

The Authorities must provide far more full-time adult education workers at all levels. The present inadequate number is one of our greatest weaknesses. These are the pump primers, the inspirers, the leaders. There is a need to think anew about qualifications, to see that the profession is open not only on the basis of academic qualification but also personality and leadership.

Part-time workers are a great strength to the movement. They have experience of life in many fields, they keep our feet on the ground, they are nearer the man in the street. But proper training is desperately needed and it seems that a strong lead from the Department is called for, to tell local authorities to organise training courses and set conditions of attendance for new entrants. It is regrettably true that most of our part-time workers have little knowledge of the adult education set-up outside their own subject. Given a wider view, given more full time staff to appoint the right people and then to inspire them with go ahead ideas, they should be our greatest strength for the future.

There should be most closer links in training between teachers, youth service, community service and other related services. This is desirable both for the efficiency of these services and the ability of staff to switch effectively from one service to another.

Publicity

Our publicity needs to be geared to today's customers, not those of Queen Victoria's day. Most of our publicity is boring, inadequate and inefficient; it appeals only to the converted. It needs to be much less inhibited.

The Future Scene

I foresee the time when:—

—authorities will provide the buildings and staff but otherwise adult education centres will be essentially self-supporting;

—centres will be a recognised and vital part of their community, playing a valuable part in civic development and many other aspects of local affairs, with programmes which reflect these important functions;

—they will sponsor their own sailing centres, rifle ranges, arts centres, sports centres—according to the needs of their community;

—they will be a recognised centre for concerts, exhibitions and similar events of high calibre: some may be the focal point of the local radio station;

—I suppose someone will say it cannot be done; but this is not idle dreaming, for most of the things I have mentioned have in fact already been done somewhere.

We must indeed provide opportunity in a variety of ways for adults to develop and extend their horizons—to enrich their leisure and lives and play their part in the community in which they live. But it is no good talking of the need for people to extend their horizons if we do not extend our own.

This is no time to under-estimate our capacity or our importance—adult education is vital to the continuing development of our democratic way of life.

— *Adult Education, London*
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FARMER'S TRAINING—AN OUTLINE

By J.C. Mathur

Member, International Committee for Advancement of Adult Education*

IN the past, talk of farmers' training programmes used to generally invite sceptical comments. This scepticism is now giving place to a vague and general appreciation of the need for providing information to the farmer on matters with which he is concerned. This is happening because of the growing change in the farmer's attitude. He has become aware that the use of new technology in farming brings direct and perceptible benefits to him. These benefits are not marginal in the case of the use of new seeds. They are so substantial, almost phenomenal, that conversion and conviction usually follow from the very first demonstration that a farmer sees. His curiosity is sustained by self-interest.

Farmers' training, therefore, is no longer a matter of the periphery. It is central to agricultural production. It has to be part and parcel of any programme of production. However, most decision-makers still have only a vague and general idea about the usefulness of the training of farmers or of its place in a programme of agricultural production.

Mostly it is imagined that training and information imply the production of charts, films, radio programmes and booklets. Both the decision-makers and producers of the programmes are satisfied once these are produced and the material leaves the point of production: What happens thereafter is anybody's business. *Little thought is given to the integral connection between a specific programme of farming and the information material that is prepared.*

As for training, much of it has remained confined to the extension workers. It is assumed that once they are trained in the essentials of a programme, they would automatically pass on the contents of the training to the farmers. This hope is not much different from Lord Macaulay's hope that the middle class brought under the influence of western education would transmit the fruits of modern knowledge automatically to the masses. Like the English man's hope, the hope pinned on the Village Level Workers is also likely to be belied.

Another set of people concerned with farmers' training are the educationists, specially those in the field of adult education. In their view, the issue is relatively straight. The farmer can receive and make use of informative material, provided he is made literate. Therefore they emphasise that no time should be lost in organising a programme of mass literacy, thus giving the farmers a much needed tool for using the new technology. This is good so far

as it goes. But the obvious difficulty is that the process of imparting literacy to a practising adult farmer (as distinct from an adolescent who has been a drop-out from the school) calls for strain without motivation. It is a deviation from his professional routine without being an entertaining diversion. Therefore the mass literacy programme's link with farmers' training will not be immediate unless it is built into their professional experience. It should be an essential and concurrent element in the adoption of new technology on farming. It should mean developing the capacity of farmers to write out the application forms for fertilisers, seeds and credit, rather than the ability to read a primer.

"Follow-up" is another basic issue involved in farmers' training. In an adult educator's language, "follow-up" means the provision of libraries and journals and reading material. To the agricultural administrator and specialist, "follow-up" generally has had not much significance.

It is vaguely accepted that the material which is published by the various agricultural information departments would be made available to the farmer by the extension workers, even after the initial training has been given. *The farmer's education is life-long because the technology of farming is changing from time to time.* It was not so until recently because the distilled wisdom of the ages had provided a sound bedrock for farm operations. That has now been shaken because of the need and pressure for reducing dependence upon the vagaries of the season. The traditional wisdom has to be supplemented by a continuing supply of new information. The extension worker by himself cannot undertake this. There must be some groups at the receiving end.

Is there any continuing institution for the farmer? The institutions provided at the village level are the panchayats, the co-operatives and recently, in some States, the youth clubs. The panchayats are only administrative bodies; the co-operatives may not specifically be for farmers and may be dominated by various kinds of people. And the youth clubs are by no means regular and continuing.

In a country with farmers forming an overwhelming majority of its population, it is an anomaly that there are no farmers' bodies. Even such organisations as the Krishak Samaj are there only at the national or the State levels. Hardly any of them could claim extensive or deep roots among the farmers. A farmers' body has to be a small institution of, say, 20 to 50 farmers. It has to be local, with a specialised interest in the farmers' problems and needs. It is such a group which could ensure a continuing point of communication to the farmers

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for supplying them information material and for the follow-up of their training.

These groups have another value also. One does not learn by listening or reading alone. One learns by thrashing out problems, discussing them, disputing assumptions and exchanging ideas. Farmers' groups or forums at the village level could thus be a continuing school for the adult.

The farmers' training and education should now be organised at least in those areas where specific and intensive programmes of agricultural production are being taken up. Farmer's training will become meaningful if it is treated as an essential input (along with fertilisers, pesticides and irrigation) of programmes like those of the High-Yielding Varieties, Multiple Cropping, Intensive Cash Crops, and, in the case of animal husbandry, intensive cattle development and poultry development programmes. The training programme should be given the same priority and attention by the organisers of agricultural production as by the trainers and educators.

Fortunately the experience, though somewhat fragmentary, in different parts of the country under the various extension programmes and by institutions and demonstration centres, has shown the validity of such a proposal.

The present High Yielding Varieties Programme (H.Y.V.P.), for example, was preceded by cultivation of these varieties on a limited scale. In a few cases, it was found that if farmers were given instructions about the use of various inputs when they were supplied to them, they were more attentive, assimilated information relatively quickly and responded clearly. This was tried among farmers around Ludhiana in 1965 and was later taken up in some other parts of the country as a programme of one-to-two-day demonstration-cum-training camps. Such camps have since gained popularity in several H.Y.V.P. areas.

Experience showed that at these camps, sometimes, farmers raised questions which could not be adequately answered by the average extension worker. V.L.W.s. and extension workers played a useful role in organising the camps, but their role as instructors was limited by their inadequate knowledge.

The Agricultural University at Anand conducted an interesting experiment by sending out a peripatetic team of some of the specialist members of its staff to the demonstration camps. It was found that these specialists of a level higher than the extension officers could lend to the training programme a more authentic environment. They could answer the queries of farmers and stimulate their curiosity. Early experiments in courses for farmers, lasting from a week to a fortnight in the V.L.W.s' training centres, have shown that young farmers could be attracted towards a training which gives them greater confidence in using machinery, sprayers and fertilisers. These short courses were held in 1965 at 62 Farmers' Training Wings of Gram Sevak Training Centres. It was felt that if they were related to

specific production programmes yielding direct benefits, they would appeal to a larger number of young farmers.

Some experiments have gone a step further. Regular Young Farmers' Institutes with courses extending to five to six months or even one year are being attempted by some institutions and State Governments. Their success has varied according to the practical nature of the training and the time that the participants could spare from their seasonal operations.

The success of these attempts, specially of the one-to-two-day training camps and of the specialists' direct dialogues with farmers, has prompted a number of State Agriculture Departments to introduce such training facilities in H.Y.V.P. areas since last year. Independently of this, the information media, specially the All India Radio through their Radio Rural Forums, have approached the farmer. The Radio Rural Forum was first tried in 1956 around Poona, which confirmed the importance of the discussion groups as an instrument of education for the rural adults. The number of Radio Rural Forums has gone up since 1956 in practically every State. These Forums, however, had concerned themselves with a diversity of rural problems rather than focussing on farm operations and the specific interests of farmers. All India Radio has, therefore, recently started 10 Farm Broadcast Units in selected centres.

Some educational institutions have also experimented with farmers' education, specially of rural youth. In Mysore, eight Vidyapeeths organised on the model of Danish Folk High Schools have been giving six-monthly courses in both general education, and poultry, dairy farming and cottage industries. Some other non-Government organisations have also established institutes of this kind.

A recent assessment done by the National Council of Educational Research and Training has shown that though the attitude of the rural youth covered by these institutions indicates their desire and willingness to adopt new practices in agriculture, they have not by themselves been effective, as decision-making vests with the heads of their families, that is, senior farmers whose involvement in such training programmes is more important for immediate results. Incidentally, the assessment also showed that, generally, in the package districts the production by educated farmers was higher than the average yield.

It was found by the National Council that the rural youth is also interested in studying specific subjects like insect control, soil testing, use of fertilisers, repair and maintenance of machinery, irrigation methods, farm lay-out and the use of electricity. The interest is greater when pecuniary gain is in sight.

All these experiments by the Agriculture Department, by information media, and by educational institutions, however valuable, have been rather isolated from each other. Their real value is in

certain policy indications that they give for future programmes. These might be identified as below :

1. Farmer's Training Programmes should be so co-ordinated as to converge upon the principal immediate objective, namely quick and improved agricultural production. All agencies should organise their programmes according to production requirements and cropping. The co-ordination should be effected by those directly involved in production at the field level.
2. The training should result in the acquisition of skills for the adoption of new practices and the use of inputs. At some point there should be a connexion between the supply of inputs and the imparting of training. It means also that demonstration in the use of these skills should be an essential element of training.
3. There should be two-way communication between the participating farmers and the experts. This means that farmers should be able to address their enquiries to experts of a level higher than the average extension worker and get replies in writing and through the radio.
4. There should be continuing institutions, in the form of small, local and informal groups of farmers. These groups should be affiliated to institutes where specialised and longer training would be conducted. These could be the base-line of operations and the points of convergence of the activities of various agencies and of co-ordination among them.

In the light of the experience gained from the unco-ordinated programmes of various agencies, it should be possible to work out an integrated programme of farmers' training in the districts that are to be covered by the High Yielding Varieties Programme. Already a beginning has been made with five districts in the country and it is proposed to extend the programme to 100 districts.

This is not the place to present a blue-print or to furnish details of this proposal. In fact, a training programme has to avoid the rigidity of a blue-print; it should be flexible and adjusted according to the local needs of the particular areas and of the agricultural practices in the area.

Broadly, however, the programme visualises (a) demonstration cum-training camps, (b) farmers' discussion cum-demonstration groups, (c) Farmers' Institutes or Kisan Vidyapeeths, (d) functional literacy sub-groups, (e) intensive broadcasting units at selected radio stations, and (f) provision of sufficient number of radio sets to the farmers' discussion groups. The proposal thus visualises co-ordinated working by the Departments of Agriculture of the States and the Centre (Extension Directorates) Departments of Education and All India Radio.

Demonstration-cum-training camps will be orga-

nized for one adult member per farm family in the H.Y.V.P. area, and as far as possible, the inputs cards (authority for drawing high dosage of fertilisers) should be issued at these camps. These camps should be organised by V.L.W.s and Extension Officers, but should be addressed by peripatetic teams of specialists who should move according to a time-table.

Farmer's discussion-cum-demonstration groups should be organised in each village of the H.Y.V.P. area, with about 20 farmers in each group. The groups should meet twice a week and serve as a continuing medium for imparting the latest information and discussing radio programmes and also function as a permanent extension vehicle. Each group would have a convener from among its literate members who should receive a small honorarium to defray postage and reporting expenses. Ultimately, these discussion groups should emerge as an informal voluntary group combining the atmosphere of a club with the strength of an interest-group.

Farmers' Institutes or Kisan Vidyapeeths may be one in each district. Not only should they provide a number of courses (7 to 15 days and three months courses for young farmers), they should also become the constant points of reference for any difficulties and enlightenment and should seek to establish a two-way communication through correspondence and personal contacts with the farmers' discussion groups. Each farmer's institute should have a demonstration farm and modern equipment, and should be located there. The short courses to be conducted by them may be broken into short periods according to the needs of the cultivators, so that they may not have to be away from their farmers far too long at a time. The participants in the courses should be provided food and other facilities and free transport.

Functional literacy sub groups should be organised by the farmers' discussion-cum-demonstration groups, for their literate members. The syllabus for literacy sub-groups should be so drawn up that during the process of learning itself, the adult learner is able to apply the skills (as he acquires them in stages) to specific farm requirements. Thus he would learn to fill in the input cards and progress cards, keep farm accounts, complete applications for loans and read simple informative material. This will make the process of learning a meaningful experience to the farmer and give him a sense of practical achievement. The object, thus, is to use Mahatma Gandhi's technique of "co-relation" (of basic education) to adult farmers' literacy courses. The reading material will have to be specially prepared for these courses.

The Radio Programmes should be drawn up according to the progress of the crop season and the training imparted at the demonstration camps. The low-cost transistorised receiving set will be the main vehicle of this activity. In every radio programme (twice a week), there should be sometime

(Continued on page 15)

Programme Extension Programme of Literacy House

By K.S. Muniswamy, Deputy Director, Literacy House, Lucknow

THE readers are no doubt aware of the work of Literacy House, Lucknow, which has been active in the field of literacy and adult education for over fourteen years. Its projects and plans, over the years, have been assisted by institutions and Governments both at home and abroad.

The United States Agency for International Development (USAID) through a substantial recent grant made to Literacy House, has made it possible for Literacy House not only to extend and diversify its own on-campus programmes but also to extend the literacy movement in the country by working closely with other adult education institutions in India and by providing them both financial and technical programme support.

The long range programme goals of the Extension Programme are:—

- (1) to stimulate and guide other centres to undertake literacy work based on sound adult education principles.
- (2) to organise presently available knowledge to make it useful to others and to begin thorough research on problems of motivation and technique in the education of illiterates.
- (3) to provide training in literacy teaching and to produce follow-up and teaching materials for the education of illiterates which will encourage them in the practice and improvement of their skills.
- (4) to provide training in communication skills, to produce a variety of materials designed to inform and educate illiterate and newly

literate audiences, and to devise effective means of distributing these materials.

- (5) to continue active work in villages and in urban areas as a means of constant testing of findings in realistic situations.

The Programme Extension Department seeks to achieve the above objectives by disseminating ideas and skills developed at Literacy House or elsewhere in other institutions and generally develop the field of literacy and adult education work by such programmes as:

- a. Establishing a clearing house of information and ideas and developing feedback systems on literacy.
- b. Extension work through helping establish new literacy programmes of research and action in other language areas by offering technical and financial support to other institutions.
- c. Holding seminars, conferences, etc., for institutions and individuals professionally concerned with literacy and adult education.

In pursuance of the above a survey of institutions engaged in adult literacy and adult education in the country was made recently by Literacy House by establishing first contacts by correspondence and by sending a list of materials giving complete information on Literacy House and inviting the institutions, to indicate their interests. In this connection the Directory of Institutions engaged in the field of Adult Education in the country compiled by the Indian Adult Education Association was of immense help. Promising institutions were visited by the officers of the Literacy House, including subject-matter

experts to look into the working of the institutions. Detailed work plans of projects were prepared.

At the first instance the following three institutions have been selected for assistance by the India Literacy Board:—

(1) The Bengal Social Service League, Calcutta;

(2) Mysore State Adult Education Council, Mysore;

(3) Shree Sharda Sadan Pustakalaya, Lalganj, Bihar, and these institutions will get financial support, in training of teachers, conducting of Writers Workshops (School of Writing) and organising mobile library and literacy programme respectively. Efforts are being made to select some more institutions in the country. It is the intention of Literacy House to establish three or four new major literacy centres in other parts of India.

The result of survey has revealed that out of about 40 institutions that were visited in the country it was found that most of the institutions which were willing and are capable of doing good work in the field of adult literacy and adult education were suffering from financial handicap. Some institutions were able to raise some funds from sources other than the Government, in other cases the Government grant came irregularly or had stopped. This has put the clock back and the progress of adult education activities has suffered a great deal for want of financial support. It is noteworthy that some of the institutions in the country have done very good job and built up a good base of trained staff and sufficient assets in building etc., but at present they cannot go further in organising suitable programmes due to lack of funds.

(Continued on page 10)

Concept and Problems in Workers Education

By B.C. Rokadiya

IN every country where industrialism has become a fact at any moment of their history, organizations have developed to express the collective will of workers and their specific educational needs. The role and function of Workers' Education has been interpreted in different countries against the changing social, cultural and economic background and the level of educational needs of the workers. In order to present a comparative perspective of the concept of Workers Education it would be worth while to draw briefly an over-view of this programme as it has developed in some countries of the world. I have included U.K., Scandinavian countries,

(Continued from page 9)

Literacy House plans to help some of these outstanding institutions engaged in Literacy and Adult Education in the hope that by this participating programme literacy education projects will be developed in different areas.

Another very important activity that has been undertaken by the Programme Extension Department is to undertake Translation, Publication and Adaptation of literature in other language areas. Under the project eight language areas have been selected for bringing out books by translating the Hindi publications of Literacy House into Bengali, Gujrati, Kanares, Marathi, Oriya, Telugu, Tamil and Urdu. The participating institutions are helped to build up a Revolving Fund so that they may develop their publications and produce the needed literature for new literates, in their own regional language.

The Literacy House has made this small beginning to promote and develop literacy education and hopes institutions will come forward to participate in this programme to eradicate illiteracy from the country.

U.S.A., Yugoslavia, Peoples' Republic of China and India for this purpose.

U.K.

In U.K. with the on-set of industrialization the demand for Adult Education grew out of a need for education of workers. The Workers Education Association in England had as the reason for its existence the promotion of adult education for workers. For that reason, the emphasis has all along been upon those educational activities which seemed to be most pertinent for the advancement of the aims and interests of the workers as adult individual and member of society. The most obvious characteristics of the 'Worker' in the early part of the 20th century was that he worked with his hands and so the main emphasis was upon the need to provide for the education of manual workers. With increasing use of automation, the progress of scientific management and greater specialization of the occupations, the proportion of the non-manual workers in the labour force grew enormously. Gradually, it also came to be realised that the large class of clerks, shop assistants and those in non-manual occupations were equally in need of further education. Thus the adult education designed originally to meet the needs of the under privileged and manual workers appealed more and more to the intelligent members of the main sections of the community. Since then the term 'Worker' came to mean in effect all workers manual or mental. It has ceased to have significance as the definition of a separate social class. Workers Education is carried out in the form of adult education, more popularly known as further education through Workers Education Association. The programme is a joint endeavour worked out

in association with universities and local authorities. The curriculum covers adult education related to needs of workers. Courses in liberal, vocational and labour education find their place in the programme of Workers' Education. The concept unlike in U.S.A. and other places, has carved out a place for itself in the total education system and yet is related to the needs of workers at different levels of their role in the industrial and social organizations. The programme is operated in the form of tutorial classes organized by Workers Education Association with cooperation of universities and local authorities. Courses specifically related to labour and trade union are also provided by Workers Education Association with the help of extra-mural departments of universities in the form of short-term and summer courses.

Some of the main approaches being adopted in practice for workers education are regular tutorial classes, special courses for labour leaders, summer courses, lecture-cum-discussion series, educational programmes in settlements, correspondence courses and organization of libraries.

Scandinavian Countries

Workers education in Scandinavian countries developed as an off shoot of adult education movement. The development of adult education with particular emphasis on liberal aspect as developed in Denmark, Norway and Sweden exerted an important influence on other countries. It is perhaps to Denmark that the world owes the idea of residential adult education. The peoples' High Schools conceived by N.S.F. Gruntvig, the great Danish patriot, teacher and educational reformer, acted as the forerunner of the concept of Folk High Schools which developed in

rest of the Scandinavian countries, West Germany as well as in other parts of Europe. This educational system was inspired by the need to awaken and educate peasant community in the midst of technological and industrial changes which were taking place, to a new sense of responsibility. Workers Education Association in Scandinavian countries, developed more or less on the British pattern and became an educational operation of working class.

There are several other citizens organizations which have initiated adult education programmes for workers and offer "Scientific, humanistic and aesthetic training."

Education for workers is provided in the form of tutorial classes, study circles, Leadership Training Courses, extension lecture series, educational theatre performances, net work of art exhibitions, film clubs, travel exchanges, and part-time courses for young adults preparing for the world of work.

Yugoslavia

Yugoslavia is a socialist democracy in which all adults are considered as workers, and all workers including young people, are considered adults. The idea that a man needs to educate himself not only during his youth but all his life and "each age must be fully lived" pervades the philosophy of education in Yugoslavia. The concept of Workers Education is so much interwoven with adult education system that one notices hardly a distinction. The Yugoslavia legislators expect from adult education "first that it should enable citizens to complete their general training and to broaden their knowledge of various fields of science, technology, and culture according to their personal interests, inclination and needs. Second that it should provide workers when their schooling is finished and they are employed in productive work, with opportunities for

further training and for adding new knowledge to what they learnt at school." Workers Education is placed within a wider framework of what the Yugoslav adult educators call 'further basic education, vocational training', civic education, general and cultural education of workers and education in self management. The only criterion which distinguishes Workers' Education from adult education is the different groups of participants. Workers' Education concerns with only working people in the sense of urban workers and employees in an economic enterprise, excluding rural workers and senior staff in industry and public services like, managers, engineers, and officials.

The rise and development of an all embracing concept of Workers' Education is linked with conditions peculiar to the development of socialism in Yugoslavia. Since the year 1948-50, Yugoslav reacted radically against manifestations of bureaucracy in its administration and state centralization and started with the intensive development of "Workers self-management." In this situation, naturally one of the most urgent problems was the education of workers to fit them for better and more successful management of the enterprises. At the same time the need for modernising industrial production made it imperative to train the workers as quickly as possible in the modern techniques of production and industrial operation. The large number of workers were either workers from inherited backward industry (craft oriented) or the new workers with a low level of general education, who were coming from the rural areas to enter factories in towns. These workers, it was felt will not be able to develop without having opportunity of general basic adult education. To make a satisfying adaptation with these conditions, Workers' Education was given a crucial importance.

The programme is operated through a net work of 'Workers' Universities' which specialise in education of adults who are already working and those who are preparing to enter undertakings and cooperatives. 'Workers Universities' have their direct connection with the factories or cooperatives. They mould the content, methods and procedure of education to meet their needs and to suit the learning needs of individual workers. In their operation, 'Workers Universities' have support from the Trade Unions, educational institutions, social, economic, political and cultural organizations. A new approach which has been adopted to provide multiple adult education courses for workers has been the setting up of Departments within the University set up and several branch centres in the field in different locations. The education is provided both on full time and part time basis through seminars, formal classes, workshop learning, assigned library readings, lecture-cum-discussion series.

There are separate adult education agencies for the education of adults in rural areas and for the higher level training of supervisory and senior staff of enterprises and offices.

Peoples' Republic of China

Workers' Education in China is considered to be an important area of adult education work. The goal of adult education in China is to produce a good communist. By definition a good communist is said to be a morally, intellectually, and physically developed communist minded worker who is able to undertake both mental and manual work. In practice adult education is considered as education of workers. The aim is to substantially advance the economic and cultural standards of the members of society. In order to realise this goal two pre-conditions have been laid down by the state viz. —the working day be reduced to six or even five hours in order

that members of the society might have the necessary time to receive the needed education. Secondly, an universal compulsory 'poly-technical education' be introduced so that the workers may be able to freely choose their occupation and not tide up with some one occupation all their life. On the ideological plane adult education is being used to break down the class barrier rooted in the division between mental and manual labour and thus fostering the union of workers and peasants who can contribute to the building up of a 'New China.' It is firmly believed by the state that construction of 'New China' cannot be undertaken without trained and educated workers. One of the tasks given to education of workers is that the education must serve the politics. In its implementation workers education is therefore used as the best weapon to fight the battle of illiteracy and national reconstruction and pave way for the goals of communism. The over all purpose is to create a new intelligentsia of workers through the creation of spare-time and short term literacy schools, middle schools for adults, peoples' universities, T.V. universities and vocational adult schools. Besides these, the programme is continuously organised through informal educational activities in the form of series of scientific exhibitions, lectures by T.V., cultural clubs, reading circles, lesson broadcasts. Universities also cooperate through their extension services.

U.S.A.

Compared to U.K. and Europe, Workers' Education in U.S.A can be considered as relatively a new venture. In U.S.A. the main initiative to provide education lies with the Unions. Programmes of Workers' Education, is perhaps a programme of adult education specifically for the Union members. Each Union has highly developed education and research departments of its own and make an extensive provision

for the education of their members. The national level co-ordination and guidance for Workers' Education is effected through the Education and Research Department of the AFL-CIO. The only other national body concerned directly with workers is the American Labour Education Service. These bodies provide consultations and supply materials, films and filmstrips to the Unions which organise courses at local level through formal and informal classes.

In U.S.A. the term 'worker' is substituted for 'labour' and it has come to be known as 'Labour Education,' and educational programmes include a rich variety of activities namely, week-end Institutes, workers evening classes—weekly or for several weeks resident full time study leading to employment by the Union, use of films, filmstrips, participation in community project and travel abroad. While great deal of education is concerned with training of members, old and new and local leadership for immediate Union services, such training often involves liberal education in the background subjects such as labour history, economics, labour management relations, national and international affairs, and promotion of participation in community affairs.

For a long the concept of workers education was not widely recognised in U.S.A. There were arguments that if workers were citizens like other citizens why should special education arrangement be made for them as a class. There were opposite arguments too suggesting claims for special educational service related to the needs of workers, very much along the lines of the Agricultural Extension Service available for farming communities.

In recent years, some of the State supported Universities such as Rutgers, Wisconsin, Cornell, Michigan, Indiana, and U.C.L.A. have created special departments, colleges, or schools, for either

research or training or for both for Workers' Education. Similarly, Harvard and Chicago are also taking up the higher level leadership training programmes.

A new and significant feature in Workers' Education in U.S.A. has been the development of programmes of vocational training, updating and re-training of skills, under the Manpower Development and Training schemes of the Federal Department of Labour and economic opportunity schemes initiated as a war on poverty programme. Under these programmes Public Schools, Adult Vocational Schools and 'Skills Centres' provide courses to adults to meet their own as well as the needs of the progressive modern industries. In an affluent society of U.S.A. the term like 'Poverty' and 'illiteracy' might sound strange yet it may be mentioned that these do exist as real problems and efforts to solve them are under way. Significant experiments are being made to integrate basic literacy course, vocational training and liberal education through 'skills centres' and projects like 'mobilization for youth.'

There is now an increased understanding among unions, state and universities to develop programmes of Workers' Education, making resources available with each for organising systematic learning experiences for workers.

INDIA

In India the need for education for Workers has vast and multiple dimensions. Some of the significant factors impinging upon the development of Workers' Education are as follows :

- (i) Low level of Literacy—According to 1967 census reports the over all literacy percentage in India is 24 (34.4% for males and 12.9% for females).
- (ii) Pre-dominately rural population—According to 1961 census report 82% of the

people live in 5,66,878 villages, depending directly upon agriculture and allied occupations. Only 18% people live in 2,699 towns and cities.

- (iii) A stable industrial labour force is still in the process of making. In general it is 'migratory' in character, largely consisting of temporary employment seekers.
- (iv) A constant drift from rural to urban areas—With the speedy growth of industries, transport and communications in recent years, there has been a constant drift of young adults from rural areas to urban industrial complexes. In most instances these adults and young people have with them neither technical skills nor the basic literacy skills except experience of work in farming and skills in agrarian crafts.

The groups that are interested in doing something for the cause of education of workers are state, employers and trade unions. The Government sponsored for the education of industrial workers an autonomous structure in the form of Central Board of Workers' Education for training the workers and the intermediary level leaders. The emphasis in the programme is largely on trade union oriented subjects plus the elements of liberal and social education. The programme does not however include provision for literacy and vocational education or up-dating or retraining of skills. An other aspect of the work being done through state and municipal corporations is in the form of centres, variously known as 'Social Education Centres', 'Adult Education Centres', 'Community Centres' or 'Labour Welfare Centres' located in urban industrial complexes. The main focus of the programmes in such Centres is on general cultural and recreational activities.

Trade unions in India have been engaged in creating agitational consciousness for organis-

ing and building up the labour movement. Unlike other countries unions have developed more on the lines of political parties and not based on occupational pattern of its membership. Leadership in these unions have always been supplied from outside, generally by the political party having ideological affiliation with the union. All trade unions have an ostensible interest in the education of workers but in practice none of them have any systematic programme and provision for education of workers.

Thus there are only sporadic and scattered attempts which have been made so far for the education of workers. Much remains to be done in terms of effecting proper co-ordination of several agencies at work.

Recently a new experiment is designed through the Department of Adult Education of the National Council of Educational Research and Training in the form of 'Poly-Valent Centres.' The assumption under this new approach is to recognise the worker not by class apart, but as individual adult citizen having right to education according to his interests, needs, inclination and potentialities. The 'Polyvalent Centres' as the name implies are sponsored to open up opportunity for multiple courses in basic literacy, vocational skills, education in arts and culture, family life citizenship and health and education for participation in organizations. The curriculum is to be designed so as to liberalise the vocational and vocationalise the liberal education of workers.

From what has been described in terms of what is being attempted, it can be said that in India Workers' Education has been considered more specifically for the industrial wage earners. The needs of workers in rural area have been covered mostly in general form under the nation wide programme of community development and state initiated crafts training schemes. For the needs of 'white collar' workers in

business, commerce organisations and offices there are however no specific adult education programmes except the courses of terminal nature conducted by colleges and universities and by few commercial type institutions.

Trends and New directions

Seen from the comparative perspective, the concept of Workers' Education may be crudely defined as education for workers. Another noticeable trend has been that Workers Education has been in its scope either a part of the labour movement or the system of adult education.

There seems to be an apparent unanimity as to the need of sharing the work of workers education among several agencies namely, trade unions, universities, adult education agencies, industries and the state. Opinions are however divided as to the nature of partnership. Unions express their deep concern as they consider Workers' Education as the operational aspect of building effective labour movement. Universities and Adult Education agencies are looked up to assume responsibilities as they are better equipped with resources to undertake the task and provide the needed services. Pressures are placed upon the state to support the education of workers as they form an important social and economic force in the present society and hence deserve facilities and opportunities of education. Industrialists are expected to share their responsibility by providing resources and equipment and facilities as the workers and their skills affect the productivity. Worker as adult is subject of interest to the adult educators who realise that greater contributions can be made by the developing discipline of adult learning in programming of Workers' Education. Judged from the point of purpose all these concerns seem to be valid. But problems and limitations of each, all the same remain. For instance the union's task of educating its members.

presents a net-work of problems. Workers want to know how to express themselves, how to conduct meetings with orderliness and fairness and express their opinion. They need to have an understanding of the industrial organization system in which they are employed and share the community concern in which they live. They want to know how to meet employer for negotiation, present problems with dignity on bargaining tables. They need to know basic facts of economic, wages, job analysis, productivity and interpret their skills in the light of new technological process. They evince interest in the local government and want to understand national and international problems. Workers want to acquire skills in basic literacy or trade. For one's individual growth and development they seek retraining and updating of skills. These are basically the

problems of educating the adults.

Universities are relatively better equipped having access to advanced knowledge and facilities. But their experience to relate the advanced knowledge directly with workers own experience, and their concern with facts of life is not without limitations. The crux of the problem is to cast the rigorously developed knowledge of the universities in usable mould for the workers and their leaders.

State may be eager to support and create a pattern of services for the education of workers. But the problem is what pattern should be developed to channelise the services? There are several claimants, unions, adult education organizations and universities.

Workers' Education being

educational endeavour it should have a place in the system of education in any country. Fundamental to Workers' Education is learning or the modifications of knowledge, skills, values and attitudes by worker as an adult. As such, it seems to have an appropriate place with programmes dealt by adult education agencies. As a functional concept Workers' Education is less a question of 'service' or administration by any state department but should be considered as an essential and normal educational opportunity for adult workers similar to such opportunity made available through schools to the pre-adults for education. Education of workers is potentially a component of all domains throughout the workers life cycle and as such will have to be in the realm of continuing education as against the terminal concept of training or education.



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Boom in U. S. Adult Education

In Los Angeles, there are more adults in night school than children and teenagers in day classes. In the whole of the United States, an estimated 25 million adults—or one in five—take at least one educational course. About 10% of this number are enrolled in basic education classes—learning to read, write and calculate; the rest are taking advantage of the opportunities for “continuing education,” mainly for practical reasons, such as to boost their job skills and improve chances for promotion.

—UNESCO FEATURES

Bengal Social Service League

The Bengal Social Service League which has completed 52 years of its existence, undertook the following major activities during the last financial year.

Teachers Training: It organized 19 teachers Training Courses in adult literacy and education—5 in rural areas and 14 in urban areas. In all, 548 men and women received the training.

Publications: Besides its illustrated news fortnightly for neo-literates ‘Chalti Jagat,’ the League brought out a book on poultry and family Planning for neo literates.

Milk Distribution: About 200 mothers and children which came for milk were taken in small batches for talks and practical demonstration at West Bengal Council of Child Welfare.

Film Shows: Over 150 films on varied subjects like education, family planning, cooperation, health and hygiene, etc. were shown to the adult education trainees and social workers.

University Adult Education Association New Members

The following have joined the University Adult Education Association:

1. Madurai University, Madurai
2. Rabindra Bharati University, Calcutta
3. Ramjas College, University of Delhi, Delhi
4. Anwarul-Uloom College, (Evening Session) Mallapalli, Hyderabad
5. M.L.K. Degree College, Balrampur, Gonda, (U.P.)

Eyford Joins Rajasthan University

Prof. Glen A. Eyford has taken over as Colombo Plan Project Adviser at the Deptt. of Adult Education, University of Rajasthan, Jaipur. Mr. Eyford is Associate Professor and Assistant Director of the Deptt. of Extension at the University of Alberta, Edmonton, Canada.

Before joining the University of Alberta, Professor Eyford had acted as Audio-Visual consultant to the Government of Iceland and was earlier with the National Film Board of Canada,

WCOTP Meeting on Education Permanente

The WCOTP will organise a specialised meeting on *Education Permanente* on August 8, in Vancouver, Canada this year. This will be followed by another meeting of the invited participants to discuss in more detail the issues discussed in the opening meeting. Dr. Roby Kidd, Chairman of the UNESCO Adult Education Committee on Education Permanente will initiate the discussion on “Implications of Life Long Learning for the Teaching Profession.”

The meeting among others will be attended by Dr. Wilmer Bell of USA and Mr. Miguel Gaffud of Philippines. Mr. Kwa Hagan, President, WCOTP Committee on Adult Education will preside.

Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association has been invited to attend both the meetings. Shri Dutta is a member of the WCOTP Committee on Adult Education.

Certificate Course in Adult Education

The Ontario Institute for Studies in Education, Toronto, Canada has organised a certificate course in Adult Education beginning from September 18, this year. The course is designed to assist mature people to carry out more effectively the responsibilities in which they are engaged.

Persons employed in a responsible position in adult education can apply for admission before August 20, this year. The course can be taken on a full time or a part-time basis. The total fee is \$ 300.00. Particulars and application forms can be had from the Department of Adult Education, Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto-5, Ontario, Canada

FARMERS TRAINING.....

(Continued from page 8)

set apart for ensuring questions sent by the farms' groups. Recording teams should also be sent out to the villages to record the voices of the farmers who are advancing in H.Y.V.P.

Systematic evaluation at all stages should be an important feature of the project. An attempt should be made to determine the relative effectiveness of the various teaching methods and projects, singly and in combination. The evaluation should be entrusted to a suitable and experienced agency.

The new approach to farmers' training seeks to fill the ‘communication gaps’ that have been noticed in the extension programmes. This has become possible primarily because the farmer sees in the use of the new seeds and the attendant package practices an unprecedented opportunity for the betterment of his lot. If we have to make full use of the farmer's expenses for charge, merely producing a programme over the radio or giving talks to the farmers or even supplying them the tools and the inputs would not be enough. Every aspect of the extension programme and farmer's education should revolve around the agricultural production programme.

—Yojana

South-Pacific Commission and Adult Education in the South-Pacific Area

The South-Pacific Commission is an advisory and consultant body set up in 1947 by the six governments then responsible for the administration of island territories in the Pacific region (Australia, France, the Netherlands, New Zealand, the United Kingdom and the United States of America). The participation of the Netherlands Government ended by the end of 1962 while the independent state of Western Samoa was admitted as a participating Government in 1964.

The Commission's purpose is to advise the participating governments on ways of improving the well-being of the Pacific Island territories. It is concerned with economic and social developments (including a broad programme related to general health problems) in an area which stretches from the Mariana Islands in the north to New Caledonia and Norfolk Island in the south and from the Tuamotu and Marquesas Islands in the eastern Pacific to Papua and New Guinea in the west.

In the social development programme of the Commission a good deal of attention is paid to **adult education**, including language teaching, community education, home economics, library development and special work with youth. One of the major projects in community education was the establishment of a Community Education Training Centre in Suva, Fiji. The S.P.C. Community Education Training Centre carries out a variety of activities and training programmes sponsored either separately or in combination with governments, F.A.O. or the 'East-West Centre.'

During 1966 the report of the Mission on Higher Education in the South Pacific, or the so-called 'Morris Report,' was published. In this report attention was paid to the contribution and possible future place of the Community Education Training Centre in relation to the proposed regional university at Laucala Bay in Fiji. The Morris report emphasizes in particular the role of the Centre as a link between formal and informal education in the South-Pacific. In its 29th session the Commission gave serious consideration to the future Centre in relation to these recommendations. It is proposed that the Centre be developed into a multi-purpose community education centre to provide training for extension, welfare and youth workers, with the intention that the Centre eventually is to be incorporated as a permanent educational institution into the extra-mural (or adult education) planning of the Fiji University. Plans are to be made in 1967 for the organisation in 1968 of a community education training course for extension workers.

The major activity of the Centre since 1963 has been the organisation of one year training courses in home economics for community work. The third of these courses concluded in September 1966. These courses are being run in collaboration with the Food and Agricultural Organisation, the Australian Committee of the Freedom from Hunger Campaign, and the Government of Fiji and were supported by the sixth South-Pacific Conference which expressed the hope that training of an equivalent nature could be made available for men.

The South-Pacific Commission has paid particular attention to the field of **youth work** in the South-Pacific and appointed a youth work officer who took up duties early in 1967. He will be concerned mainly with training youth leaders, but his services will be made available to territories in the South-Pacific in an advisory capacity. A training course for youth workers is planned to be held for one month (August-September) possibly in French Polynesia for the benefit of French speaking participants.

The South-Pacific Conference has also given a good deal of thought to the improvement of **library facilities** throughout the South-Pacific regional area and has included basic library training in the Commission's work programme. A nine weeks course was held in Apia from August to October 1966 attended by English speaking participants from American Samoa, Fiji, the Cook Islands, Niue and Western Samoa. It is proposed to hold a similar course for French speaking trainees in New Caledonia in September of this year. The assistance of a specialist in specific bibliography, former Chief Librarian of the Alexander Turnbull Library in New Zealand, Mr. Clyde Taylor, has been secured and a core bibliography of South-Pacific material is in preparation.

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ADULT EDUCATION MUST BE ONE OF FUNCTIONS OF UNIVERSITIES

The President, Dr. Zakir Husain called on the Universities in India to add two more functions to their traditional functions. The two functions are: service to the community and adult education.

DELIVERING the convocation address of Bombay University on August 21, Dr. Husain said "The traditional universities had three main functions—teaching, research and the training for leadership in a few select fields. Modern universities will have to continue and expand these functions to cover all walks of life and to add two others: service to the community and adult education."

Dr. Husain stressed that universities must involve themselves intensively in the study of national problems and in the implementation of programmes of community service or national development.

Course in Citizenship

"These new activities will provide proper scope for the development of research, making teaching more realistic and effective and create in the student body an awareness and understanding of national problems which will be a refreshing contrast to the apathy and ignorance that is now common," he said.

Dr. Husain said that university students irrespective of their fields of study should be given a basic course in citizenship which would include a study of the freedom struggle, the Constitution with special reference to the principles enshrined in its preamble, the new social order, we desired to create and the problems and programmes of national development.

Dr. Husain pointed out that the idea of social service being an integral part of education was first adopted at the primary stage as an important facet of basic education. The Education Commission had recommended that it should now be made an integral part of secondary and higher education as well. "I fully share this view because it is really at these stages that the white-collar attitudes tend to

harden and the gulf between the people and the intelligentsia tends to widen."

He referred to Mr. P.B. Gajendragadkar's plea for the development of a nationwide university movement of service to society and said: "I hope the Government will help through the provision of needed resources and that this university would give a valuable lead which would soon be adopted in all parts of the country."

Extension Deptt.

The President visualised the establishment of strong extension departments in universities to look after such programmes of community contact and social or national service.

These departments should also develop programmes of adult education. "Intensive drives have to be organised for liquidating mass illiteracy and

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teachers and students in higher education can play a valuable role in them."

Dr. Husain said that if university teachers could meet this leadership in small seminars or groups and discuss with them the major issues facing the country and its programmes of development, the entire character of Government policies, the quality of public participation in them and the efficiency of their implementation would be revolutionised.

Joint Committees

He wanted students to be closely involved in the day-to-day management of affairs with which they were concerned, especially in the maintenance of discipline and the creation of a climate of "confidence, mutual respect and appreciation between them and the teachers."

Dr. Husain felt that the appointment of joint committees of teachers and students in all institutions of higher education, which had been recommended by the Education Commission and the Vice-Chancellor's conference, might go a long way in achieving this. "It deserves implementation on a priority basis," he said.

Dr. Husain said that he regarded these programmes of reconstruction of higher education as extremely urgent and significant. "We have no time to lose. The next five or 10 years will probably be the crucial period in our history and the future of the country will depend very largely on what we do or fail to do in this period. In its turn, this will largely depend upon what happens or does not happen in education and especially in higher education."

Quoting Mr. Nehru's convocation address at Allahabad University in which he had said: "If the universities discharged their duties adequately then it is well with the nation and the people." Dr. Husain said: "I am afraid that at the present moment, all is not well with the universities nor are they in a position to discharge their duties adequately."

Teachers' Duty

"It is therefore, a programme of the highest priority to develop higher education on proper lines. This depends to some extent on the Government. But it largely depends on you, the present generation of teachers and students," he said.

"What we need most urgently therefore is a revolution in education which can trigger off the cultural, economic and social revolution we need."

He asked: "Why is it that we have not yet been able to spark off this revolution whose need and importance are universally granted even in the 20

National Seminar in Mysore

The Indian Adult Education Association is holding its 15th National Seminar in Mysore from October 15 to 18 this year. The theme of the Seminar is "Utilisation of Schools for the Promotion of Adult Education."

The Chief Executive Officer, Mysore State Adult Education Council, Mysore has very kindly agreed to look after the local arrangements of boarding and lodging, at the Administrative Training Institute, Lalitha Mahal Road, Mysore. The Institute will also be venue for the Seminar and the Conference. 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 Railway Board has given the non-official delegates the concession of "Single Fare for Double Journey."

The 21st All India Adult Education Conference will also be held in Mysore. The two day conference will begin on October 20.

All Educational Workers connected with Adult Education are entitled to attend the Seminar and the Conference. To secure accommodation, to receive railway concession certificate and to receive reading material, the intending participants are requested to send delegation fee of Rs 5/- per delegate for the Seminar and the Conference separately by September 20, 1967, to the Hony. General Secretary, Indian Adult Education Association, 17 B, Indraprastha Marg, New Delhi.

years of independence?"

He was inclined to attribute this failure to the absence of the proper type of educational leadership. "Ideas are important no doubt. But they cannot be effective unless there is an adequate number of competent and dedicated individuals who can stand behind them and help them to take root, to grow, to flower and to bear fruit. Money is, indeed, important. But it cannot necessarily create such workers. The crucial need is the right type of leaders and if it exists, the required funds will be found or ways would be discovered to achieve the desired objectives even with meagre material resources."

Large Intelligentsia

Dr. Husain said that the large-scale reconstruction of national life which we envisaged could be accomplished only with the help of an intelligentsia of adequate size and competence and of deep commitment to the service of the masses and the development of the nation.

Why should Universities Engage in Adult Education?

Ieuan Hughes

Director of Extra-Mural Studies, University of Hong Kong

I. What is meant by "University Adult Education"?

"ADULT Education" has a different meaning for almost every person who uses the term. Generally speaking it includes all forms of education for adults; it therefore has a multiplicity of facets and confusion arises because the term is often used just to cover one or other of these. Here we are concerned with University adult education; this usually falls within one of three main categories:—

(i) '*Adult Education*' as an academic discipline for study and research and usually incorporated into a regular graduate or post-graduate degree or diploma programme—this is the area of adult education training and research.

(ii) *Part-time Degrees* (Diplomas or Certificates). Here the adult attends either

- (a) the regular courses but takes fewer p/a and therefore longer to complete his degree or classes
- (b) specially arranged, usually in the evenings or during vacation time, which either repeat or are similar to the regular courses. Again the degree takes longer to complete and may not have the same standing.

The American credit system lends itself readily to this provision which is often described as "Extension" as it more literally 'extends' the University's normal programme to a wider range of people.

(iii) The wide and varied field of *general Extra-Mural education*. Very often these three are the responsibility of one separate and distinct Department usually called Extra-Mural, Extension or Adult Education. The nature of each category and the balance between them will vary with each University depending on the needs of the communities they serve—for basically adult education is a social service. The place and functions of (i) and (ii) are fairly self-evident; this paper will deal mainly with (iii). It is 'Extra-Mural' in the sense that it is an adult education provision, appropriate to a University, intended primarily for those who are beyond the walls, i.e. outside the community of the University—in other words the public at large.

Immediately there are striking comparisons with the undergraduate student. The Extra-Mural student is an adult the amount of whose formal education, usually well behind him, varies enormously; he is a part-time student who comes quite voluntarily. The programme offered must therefore be sufficiently interesting and relevant to make him want to come in the first place, and the lecturer needs to give both satisfaction and dis-satisfaction in order to ensure that he continues—satisfying in that he knows he's had something worthwhile and dis-satisfying in that he realizes the necessity to come back for more—an educational experience of no mean significance. This is a severe pragmatic test of any programme. As an adult he will seek to relate what he hears

to his own knowledge and experience of life and question assumptions. This is a challenge to any teacher and imaginatively tackled brings its reward.

The content of an Extra-Mural programme

The range is enormous and again each University must decide on the priorities for its community though each community will probably need something from each sector. The programme consists of specially designed courses etc. and will be recreated each year reflecting demand, response, new needs and student development in follow up courses.

Extra-Mural teaching is not held captive by University syllabuses or confined to the subjects taught within the University—its duty is to discover and meet the educational needs of the adult community. It has therefore to develop and utilize the resources both within and without the University through, e.g. a judicious use of part-time tutors. In addition to University staff there is huge reservoir of talent and at hand in the community who have had a University, or equivalent training, e.g. teachers, members of most profession, Government officers, businessmen, housewives with degrees, etc., whose experience frequently equips them especially to help, but who, often, can only be available part-time.

The Department gives shape and form and ensures the University quality in all provision, which can include (these are not formal or rigid divisions—more of a convenience for description):

- (a) *General Subjects*—i.e. liberal studies, the humanities,

social sciences, medicine, mathematics and the sciences, architecture, engineering, electronics, international affairs; local studies, etc.

- (b) *Leisure—Cultural subjects—* Music and the Arts: Literature: Creative Writing: The Cultural inheritance.
- (c) *Languages:* the national and essential local languages: foreign languages.
- (d) *Vocational and Professional Studies*—These include preparation for a wide variety of professional qualifications and examinations as well as specially created courses to meet local vocational and professional needs—the University has often a pioneering role here, in the absence of which urgently required provision is either not made or falls into inadequate hands. Groups served in this may include teachers (who constantly need refresher and up-grading courses covering both the latest in subject material and in methodology) lawyers, accountants, doctors, police, civil servants, planners, and people engaged in a variety of levels in industry, business, commerce, agriculture and voluntary and public services.
- (e) *Topics of the Days.* Social and economic problems and issues: current affairs: subjects of public concern.

The Form of provision. The variety and flexibility of approach is so considerable that tailor-made provision can be designed for all possible contingencies e.g.:—

- (a) Regular classes, weekly or otherwise, lectures, lectures cum discussion or demonstration
- (b) Tutorials, seminars, the 'teach in' symposium, group methods, role playing.
- (c) Public lectures, short or long courses—weekly, day time, evening weekend, vacation,

intensive, residential.

- (d) Study Tours, Radio, T.V., Correspondence.
- (e) Non Credit, Credit or Examinable, Certificate, Diploma, Degree (awarded either by the department or the University); outside qualifications e.g. professional examinations, external degrees.
- (f) level varies from introductory to highly specialized post-graduate work.

Training—if only 'in service' and of the Department's own staff and part-time tutors—is an essential departmental responsibility. In this way the reservoir of essential expertise and experience is built up, for this is highly skilled and specialized work—all this can only be effectively achieved through permanent full-time staff. Training should also be available to adult educators in the community and as part of the regular teacher training programme.

Research is another essential—in a sense it is a vital part of the day to day work. for the setting up and evaluation of each course is in itself a piece of research. But broader and more specialised research—both action and pure research—must not lag behind. So much requires to be done re. e.g. needs, motivation, methodology, adult learning etc. Some of this can be incorporated into a degree programme, but, one way or another, it must be done.

Organization. Essentially, Extra-Mural provision should be made through a special and separate Department. In any case it needs to be under the direction of a person for whom this is a full-time responsibility. Such an appointment is the real take-off point for it means exclusive commitment and involvement, a continuing repository for experience and expertise and a clear focal point for activity and development. The 'director' should have high academic status (so that the value of his work is

recognized from the start both within and without the University), if possible at professional level, and take his full place in University organisation and affairs along with his fellow heads of department.

If the work is quite new in a country it is probably impossible to get a local person with experience to start it off: in which case it is not difficult to get an experienced person from outside on loan or secondment to lay the foundations working along side local people (and then to move out). This is invaluable for, where they are unknown. Extra-Mural programmes are almost impossible to visualise, but once started and on the ground the impact is immediate and the work grows rapidly.

Although an impressive start *can* be made by only *one* person, additional staff will be required if the work is really to develop and acquire solidity. They too should have the same status as internal University staff. Adequate clerical assistance is another necessity—but relatively inexpensive.

Finance is a matter for local consideration but in all South-East Asian departments, at the moment, the programmes are self-supporting (from Students' fees), only full-time staff, office accommodation etc. falling on the University budget. This then can be a cheap, even profitable, service rendered by the University, though is vital to ensure that policies are based on educational rather than financial considerations. It is certainly true to say that nowhere in the field of education can so much be done, for so many, by so few, for so little.

What are the Uses and Values of Extra-Mural Work?

These questions have been asked and answered many times and there now exists a mass of concrete evidence from widely differing countries which attests to the unique value of Extra-

Mural work as a major factor in a nation's constructive progress and development. (Consider e.g.:

I. (a) Carr-Saunders Commission on University Education in Malaya:

"A university is first and foremost a seat of learning, a society of teachers and students, whose prime function is to transmit the store of knowledge and to add to it, and whose research is organically interdependent with its teaching. But the life and activities of an academic society are not all enclosed, or are not best enclosed, within the walls of its physical habitation. The community at large endows the University with free time for intellectual work of a kind which must be long sustained in order to be effective, and which therefore seldom yields an immediate economic return.

The endowment imposes on the University obligations which may sometimes seem to conflict with one another, since they involve both a certain withdrawal from the dust and sweat of the struggle for existence and at the same time a reaching out for new and ever-widening contacts with the community. If these contacts are not energetically sought and appropriately organized, there is a danger that the academic society may degenerate into an intellectual caste."

(b) Raybould summarising Asquith and Elliot reports on African University development:

"There are many persons who would have profited by a full-time university education but had not the opportunity for it, and who should therefore be given the chance to attend extra-mural classes; that facilities of a "refresher" kind should be provided for people who have already had a good

general, specialized, or professional education, so that they may keep abreast of new thought in their own fields of interest and work; that the universities should influence educational and cultural activity in their countries at all levels; that it is in the interests of the universities themselves that through extra-mural activity their existence and work should become widely known and valued in their territories, and that by the same means they themselves should learn how best to relate their own work to the needs of their own communities; that unless the universities establish close and friendly relations with the people of their territories their staffs and alumni may become a divisive rather than a unifying influence."

(c) Quotation from "The Universities and Adult Education" published by the Universities Council of Adult Education (U.K.) 1961:

"If the question be asked, What is the value of extra-mural provision?" We can best answer by a series of further questions. It is a good thing that people should have the opportunity, not as full-time students but in the midst of their daily avocations, not as raw undergraduates but as mature and experienced men and women, of acquiring a better understanding of themselves, and of rights and duties as individuals, workers and citizens? Of extending their acquaintance with the history and present organization of the society in which they live and of other societies in other parts of the world? Of securing some insight into the great adventure of the human mind in its attempts to penetrate

the mysteries of the physical universe? Is it good that such people should be brought face to face with the fundamental, moral, social and political problems of our times, and should be encouraged to think about such problems clearly and dispassionately? Is it good that their understanding should be deepened, and their range of enjoyable experience enlarged by the study of the great creative masterpieces of literature, music and art?

If these things are good, extramural teaching is good, for these are the things which extra-mural teaching sets out to accomplish."

II. Some other factors

- (1) Spreads the University's influence and services far beyond the campus (by the use of Resident organising staff or branch centres it can penetrate remote areas; every district of a country is usually served extra-murally by one University or another) and, invariably, to numbers far in excess of internal student enrolment. It can thus also ease the pressure on the regular University provision.
- (2) Provides a two-way channel of mutual benefit to University and the Community: reduces the gap between them: takes University into the community and brings the community into the University. Deepens the community's awareness, understanding and appreciation of the University—for whom informed public support is often crucial. (It also does wonders for the University's "Image.")
- (3) Provides channels for the Universities to pass on to appropriate elements in the community results of recent research, thinking and additions to knowledge as well as its general fund of knowledge.

- (4) It is of value to the University staff—develops their teaching skill (no better “training” school, in fact): provides opportunity to teach what they are interested in; to consider their subjects from an interdisciplinary point of view: to re-evaluate their work and research by contact with mature minds and assess its relevance to contemporary society: a class can frequently be utilized for research enquiry or as a human laboratory.
- (5) Enables alumni as well as staff to share their knowledge and experience and so avoid being cut off in water tight compartments from the general community.
- (6) It also harnesses the talent in the community by involving it, part-time, in the extra-mural provision (teaching) and giving it practical form, standards and continuity.
- (7) Provides much needed opportunities not only for those who have missed out educationally (i.e. the majority of adults in a developing community) but also for those who have had education but need refresher, upgrading, updating, renewal and other continuing education facilities, (we are all continually getting out of date). This is of particular significance in a situation of rapid social economic change for it is the (se) adults who have to carry the community on their backs over the decades that it takes to educate and train the young through the formal education system.
- (8) Develop a sense of social responsibility and purpose in the students not merely by direct teaching but by its approach and atmosphere: Teaches *how*, rather than *what*, to think and

thus encourages constructive flexibility and adaptability in continually changing circumstances,

- (9) Extra-Mural provision attracts and caters for the vital “thinking elements” in the community—never many, they provide the leaders and sub leaders, the leaven in the loaf, essential to constructive progress and stable growth.
- (10) Extra-Mural provision is contemporary and up to date—has to move with the times and meet existing situations: must always be alert and to meeting new needs in the community as well as catering for recognized gaps in educational provisions, and being rooted in a University, in so doing ensures shape, discipline, standards and continuity in study.
- (11) Brings problems and issues of the day into the arena of rational discussion under trained and experts minds—provides meeting place for informed exchange of views and knowledge between, e.g. decision makers, layman and skilled “brains”—be they academics or others with specialised experience or information.

III. Factors affecting the Development of University Adult Education in Asia

1. We live in a rapidly growing society in which traditional skills and knowledge, whatever their merit, have become outdated and as a result the bulk of the population is, in the contemporary sense, educationally ill equipped and under privileged and the core of older trained talent to lean on is pitifully small.
2. The need therefore is to develop and transmit (a) new knowledge, skills, understanding and values, (b) a constructive comprehension of new national values and needs side by

side with the preservation of what is best in their traditions and culture.

3. *Direct* literacy work and basic education is not a University function—it would be a waste of time and talent: (but see Bangkok Conference and ASPBAE Seminar—New Delhi)
4. Great though the needs of the mass are, even more vital and continuously urgent is the need for well informed, imaginative constructive, critical thinking and action in the middle and top sections of society, for this is where the leadership must be given if change is to take place let alone be successful and realistic. This is a target area especially appropriate for universities through the Extra-Mural provision.
5. We can expect students to be vocationally orientated and to seek programmes which lead to an improvement of job or earning prospects—promotion etc. Considerable vocational provision therefore necessary (though, of course, not at the sacrifice of balance) but this needs to be correlated carefully with manpower needs: this applies particularly to part-time degree programmes. There is also the grave danger of education being confused with the mere acquisition of paper qualifications, or that extra-mural provision adds unnecessarily to the proliferation of paper qualifications.
9. The aims, must therefore be to produce minds capable of functioning in an area of rapid change—this means more than the acquisition of information, techniques and know-how or even the principles underlying these, but the desire and ability to continue their acquisition by self effort

Educational Planning in the Industrialized Countries*

By Malcolm S. Adiseshiah

WHEN we talk of education and national development, our thoughts turn away from Europe to Asia, Africa and Latin America, the areas where education is battling the dire enemies of development—poverty, hunger, ignorance and disease, where the comparatively poor three-quarters of humanity, despite their struggle for advancement are growing comparatively poorer. Why this neglect of Europe, of industrialized societies?

Dimension of the Problem

Perhaps because of the terminology we use in referring to so-called "developed" countries, perhaps because that terminology expresses a kind of deep-rooted belief that these societies have solved all their really serious problems in becoming comparatively rich and in growing steadily comparatively richer, we tend to discuss the role of their educational systems almost exclusively in terms of past achievements and historical models for others to follow. We sometimes forget that the process of development poses for the industrialized, highly-advanced quarter of our globe a whole new series of problems, no less urgent because they are more complex, no less dramatic because the goals are more difficult to define, and no historical models exist to help in defining them.

These problems are often different from those faced at earlier stages of development; they call no less imperatively for decision and choice. They pose questions more of purpose and direction than of competing priorities,

yet they demand immediate attention. And the development problems of the industrialized countries, like those of all countries, involve fundamentally and centrally the education system through which the accumulated experience of the human race is not only preserved and transmitted, but also renewed and restored, and education is no less fundamental to their solution...

I believe the contribution which education is making to development in industrialized countries can and should be radically increased—by a deliberate effort to respond more adequately to three sets of growth problem: the economic problems of stagnation and underdevelopment, technological unemployment and under-employment and skill shortages; the social problems of community wastes, use of leisure, youth and special education; and the international problems of economic equity and peace.

Such an increased contribution imposes a number of constraints on educational systems. It is these constraints and the adequacy of response to them that will determine, for industrialized countries and indeed for the entire world, the perspective of the future.

The first imperative that the industrialized country faces is the planning of education. Too long, in these countries, has planning been dismissed as a socialist fantasy or something smacking of underdevelopment. It has been held that unplanned chaos is a mark of advancement, that the "laissez faire" ostrich is the lamp post of development. These short-sighted ideas and misleading slogans now belong, I hope, entirely to the past in the industrialized countries. I, for one, take seriously the ominous paraphrase of Clemenceau's memorable words heard

repeatedly in these countries: "Education has become too important to be left to the educator." Education is going to be planned for a variety of reasons. If educators do not plan education, it will be planned by the technocrat and the amateur

Planning—a Tool, not a Master

This does not mean that planning is substitute for innovation—the out-pouring of the free human spirit. Nor does it mean that from somewhere up atop, decisions on education will be handed down. Educational planning is a tool, not a master. It simply enables the alternative educational paths, which are consistent with national objectives to be set forth clearly, and so provides a rational basis for decision by the appropriate authorities. Its necessity follows the recognition that in the complex demand and supply relationships that comprise education, the market mechanism is incapable of functioning adequately and can provide no assurance that anything like optimum investment will be reached. What are these demand and supply relationships? They include technological unemployment, disguised unemployment, skill shortages, bulging defence and service producing sector demands and reconciliation of all these production constraints with the all important demands of consumption education. But this is not all.

In terms of policy educational planning must also assist in reconciling such contradictions as the objective of economic growth with the principle of equalization of opportunity, international understanding and co-operation with the need for national defence and integration, the increased payoffs to educational investment in the developed regions of an industrialized coun-

(Continued on page 10)

* Extracts from the opening address given by the Deputy Director-General of Unesco on 12 June 1967 to the Finnish Educational Planning Seminar organized by the Finnish National Commission for Unesco and Seinajoki Summer University.

Utilisation of School for the

At present, the importance of schools and school teachers for the development of adult education is being strongly emphasized. The Education Commission has recommended that "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 competent and desirous of receiving education."

2. In ancient India, tradition had accorded to the schools and school teachers, a place of great eminence. The *Gurukuls*, *Maths*, *Ashramas*, *Pathshalas*, *Maktabas* and *Madrassas* were not only educational centres for children and adolescents but also sources of authority to which king, courtiers and common folk could turn for advice on problems confronting them.

3. Today, when the Education Commission has called for "a drastic reconstruction, almost a revolution" in Indian education, the situation demands of the schools and school teachers to provide the leaven of new knowledge, new values, new skills and a new pattern of social behaviour and personal conduct. The school must become not only centre for the education of the children but centre for the education of the entire community. It should not only cater for children but also for out-of-school youth and adults and should take a hand in preparing youth and adults and civic leaders for civic responsibility.

4. The present school system should give serious thought to the suggestion of the Kothari Commission, which calls for the creation of a parallel system of education to provide adults with opportunities for taking the same certificates, diplomas and degrees as regular students in schools and colleges. It would be worthwhile for the Seminar to deliberate on this suggestion and make concrete proposal for its implementation.

5. The Committee of Members of Parliament on Education has recommended that "Part-time and own time education should be developed on a large-scale at every stage and in all sectors and given the same status as full-time education." Based on this suggestion the Ministry of Education has worked out a proposal for the organisation of part-time courses of study as Pilot projects (Printed separately in this issue). It would be worth our while to examine this proposal so that the Seminar is able to prepare a suit-

A draft working paper for the National Seminar to Readers are requested to send their comments by the it before the Seminar begins.

able blue-print of action for utilizing the present school system for adult education.

6. Educational institutions could also organise courses which could help people to understand and solve their and country's problem. Self-help and community action needs to be the watchword of our present educational reconstruction. The existing schools should be transformed into centres of community life, awakening adults to their latent abilities, instilling in them correct attitudes which could help them to discharge their new civic responsibilities. We should attempt to orientate the present school to become a positive agent of social progress. The need of the moment is that "the school should not only guide and direct the physical, mental, social and moral growth of boys and girls, but also improve the quality of community life. It should concern itself with the happiness, welfare and success of the people, their recreation and amusement, their health and their occupational success."

7. To achieve these objectives it is necessary that each school should have a staff member specially designated for adult education. It should be his job, in collaboration with his colleagues to organise educational programmes for adults. In short, attempts should be made to make the school serve the national need of educating adults and provide them with competencies and skills for greater and better production and for efficient running of our democratic structure of society.

8. To serve in this role the curriculum of the primary and secondary schools in each community should be designed in whatever ways are necessary to enable it to serve the need of children and adults living in that community. It should be endeavoured to build and maintain a dynamic curriculum for the schools so that a link between the school and life in the community should be established. Side by side, a concept of education should be accepted, which does not separate elementary, secondary, higher secondary, university and adult education but makes them part of a continuous and inter-related pattern of growth and change. The concept of lifelong learning should pervade all our discussion.

9. Some of the adult education programmes

WORKING PAPER

Promotion of Adult Education

held in Mysore from October 15, is published below.
of October, 1967 to enable the Director to finalise

which the school can undertake are:—

- (i) Community living and leadership.
- (ii) Literacy education.
- (iii) Continuation Education for young adults who have not completed primary or secondary education.
- (iv) General Adult Education, like family planning, folk music, civic affairs, agricultural innovations.
- (v) Vocational Education like tailoring, bricklaying.
- (vi) Women's Education-Child care, health and Hygiene.
- (vii) Programmes for community improvement
- (viii) Programmes for personal advancement and upgrading of Education.

10. The Seminar may also spend sometime to discuss about the training and orientation of school teachers for adult education work.

11. To facilitate proper discussion, it is suggested that the entire theme be discussed under the four broad questions given below, keeping in view the points mentioned above.

Points for Discussion

1. What can be the role of schools in the promotion of adult education in India in the present rapidly changing needs of the country?

2. What specific measures need to be taken to utilize the schools for the promotion of adult education?

3. What is the extent to which the school could undertake educational programmes for adults and out-of-school youth as part of their normal work and what adjustments need to be made in the existing pattern of school system to make it serve the national need of educating adults and youth for development?

4. What should be the organisational, administrative, financial and other changes necessary to make adult education programmes a normal responsibility of the school system?

Unesco Fellows Visit Association

Three UNESCO fellows from Turkey visited the headquarters of the Indian Adult Education Association on August 25, 1967. They had discussions with the staff of the Association on various adult education programmes carried out by the Association in this country. They also explained about the literacy campaigns carried out in their country. According to 1965 census the literacy percentage in Turkey was 49 per cent.

Sarvshri Akyal, Kolukisa and Pekgoz are on a tour of India to study the adult education programmes under UNESCO Fellowship.

Special General Meeting of UAEA

The University Adult Education Association will hold its Special General Meeting on September 12, 1967 at 5.30 p.m. at Vigyan Bhawan, New Delhi to consider the report of the Secretaries and the plan of future work.

The meeting will also elect the Office-bearers and Executive Committee members of the Association.

Selman Elected CAEE President

Dr. Gordon R. Selman, Director of University Extension of the University of British Columbia, was elected as President of the Canadian Association for Adult Education at its Annual Meeting held on June 23, 1967, at the Centennial College of Applied Arts and Technology in Scarborough.

The Canadian Association for Adult Education is a national, voluntary, non-profit, educational organization speaking for continuing education in Canada.

Ottawa Conference

The Community Planning Association of Canada will hold a conference in Ottawa, Ontario from October 8 to 11 this year. The theme is "Man in his Community—Today's challenge."

Just Out

Educational Institutions and Adult Literacy

(Report of the ASPBAE Seminar, New Delhi, 1966)
Price Rs. 7.00, \$ 1.00 or 7 s.

Published by:—

Asian South Pacific Bureau of Adult Education,
17-B, Indraprastha Marg, New Delhi.

Educational Planning in the Industrialized Countries

(Continued from page 10)

try with the need to develop the backward areas and the nation's poverty pockets...

In all educational planning there is one risk. In the absence of planning, I should add, this risk becomes a certainty. The risk is that a given strategy with its priorities for action might sacrifice what is most fundamental to all education—its content and quality. In the last resort, what justifies the high investments in education prevalent in industrialized countries and what makes education a dynamic factor of growth and development is quality as well as quantity, the standards of education as well as the output in numbers.

Referring to the serious migration of talent and skill—the “brain-drain”—from Britain to the United States, (it is estimated that 20 per cent of the annual output of 2,000 Ph. D. scientists so emigrate), Quintin Hogg, Minister of Science in the previous Government, declared in the February debate in the British House of Commons: “Our only prospect (to counter this outflow) is excellence in everything, politically, socially, economically and technologically. Three broad conditions are necessary for that. A first-class system of primary education is the first.” And that is where educational planning begins.

The price of quality is eternal vigilance. The continuing breakthroughs in content and methods in many subjects make it vital to up-date teaching programmes in schools and colleges. The methods of learning and the techniques of instruction are also undergoing rapid change and need similar evaluation and updating. Referring to the use of new media by industrialized countries, Wilbur Schramm describes the development in graphic terms.

Italy uses them to make up for a shortage of secondary schools; Japan to provide further education for young people who have full-time jobs; and Washington County (Maryland) in the United States is using six channels of closed-circuit television throughout the school day to make expert teachers available in the classrooms, where otherwise their specialties would not be taught as well.

A number of courses have always been considered necessary to general education courses—namely mathematics, history and science—not merely because of their practical value but also and primarily because of their contribution to the individual student's culture and mental discipline. This means that in contrast to my own school days, when language and literature were compulsory and a choice had to be made between science and mathematics or history and arts, there is need today for the educationist to re-examine the content of general education. In view of the diversity of life and complexity of problems confronting contemporary man, why should not courses which have greater practical value and increasing social meaning be evolved to deal with these problems and likewise be considered compulsory. These matters have been under discussion long enough, now for over a century and a quarter. Grundtvig started the debate in 1840 in Denmark. Is it not time that they should pass from the desirable to the necessary and from there on to being considered compulsory, just as elementary education itself has passed from being considered desirable, to necessary and now to being compulsory?

The Machinery for Innovation

More generally, curriculum reform and development require the urgent attention of industri-

alized countries as part of their educational policy and planning. The curriculum must be continuously adjusted to meet the new and different interests represented by their expanding school population. It must provide for the incorporation of new knowledge and for reinterpretation and re-orientation of the existing corpus. It must enable the identification and nurturing of individual and unusual talent. It must mobilize the wealth of knowledge and experience of the teaching profession in the planning and execution of these tasks.

Indeed it is time for the very machinery for continuous reform, revision and updating of the content, the teaching techniques and the learning methods of education to be provided in every industrialized country. Such machinery must rely for its substance and technical guidance on the research work and potential of the universities. The university tradition of being in the vanguard of human knowledge, probing into the unknown and providing stimulation for young inquiring minds, as well as an association and inter-action between different disciplines, places the university and its research resources for educational and scientific content and methods in a key position. And as the portals of the university open out to the community on the one hand, and industry and governmental research establishments on the other, the resulting cross fertilization can only enhance the service of the universities to the reform movement in education.

This contribution of universities is part of a larger contribution that they must make to growth in the industrialized countries. And that contribution is to humanize technology, to ensure that growth serves its objective, which is man.

PROPOSAL TO UTILIZE SCHOOLS FOR THE PROMOTION OF ADULT EDUCATION

Introduction

ELIMINATION or reduction of adult literacy, though crucial, is not susceptible to simple approaches. Rather the process is a lengthy and complex one, the ultimate goal being the improvement of self and of community living and not merely the ability to recognise and pronounce word symbols.

Thus, while mechanical devices such as radio, television, motion pictures, and the like might be effective educational aids to education, their contribution becomes significant only when applied by properly trained persons, i.e. teachers—and used to impart instruction according to a functional curriculum.

Unhappily, the focus of teacher training throughout the world is limited to working with children and youth and in a formal situation. Similarly, the conventional curriculum of elementary and secondary education is frequently geared to passing examinations rather than towards equipping the student to participate in community improvement.

The mass of adult illiterates even within one country, region or culture, presents a staggering variety of dimensions which call for special perspectives and competencies for which teachers normally are not completely prepared. On the other hand, since the problem is one demanding professional competence in education, the trained teacher is most nearly prepared—and is readily available agent to perform the essential task with further appropriate orientation. Fortunately in India, the pattern of basic education accepted as national policy provides enough basis for trying out on an experimental basis a project which will use school as the centre for improving community life and for the eradication of illiteracy.

The objectives of the project which will be of 5 years duration and will be tried in 4 States (28 schools in each State) are:—

(1) To develop curriculum for the elementary—secondary school which are related to the needs and aspirations of the village and involve both children and adults in the process of community improvement.

(2) To organise training and orientation courses for elementary secondary teachers and equip them professionally to work with adults as well as children and youth.

(3) To impart literacy education to adults of the

area using the curriculum and the resources of the community.

(4) To prepare text-books based on the curriculum evolved. The text books for the children and the adults may be the same except the Primer and the Language Reader I. The assumption is that vocabulary presentation and conduct depth may be different for adults and children in the case of these two-text books; in subsequent books, perhaps these can be the same. But this assumption will also have to be tested.

(5) To involve professional teachers' association in lending their influence and resources for accelerating educational development in the country.

The project will have a built-in evaluation service, to evaluate the programme from time to time in addition to the final evaluation.

Basic Assumption

The basic assumptions of this proposal are:—

(1) That the village or community school must be seen on the part of both governmental authorities and individuals living in the community as a resource designed to aid in the development of the entire community not merely the formal education of the boys and girls attending the schools.

(2) That the curriculum developed for boys and girls must be so closely related to the actual needs of the community in which they will live the rest of their lives, that the education they receive will prepare them to be productive workers, effective family members, and contributing members to community life.

(3) For improving the community life, both children and adolescents who are students, their teachers and their parents will work jointly using educational processes.

Operational Procedures

1. Two committees should be set up (a) Planning Committee (b) Implementation Committee.

The Planning Committee should consist of (1) WCOIP representative in India (2) Two nominees of Indian Adult Education Association, (3) One nominee of the Education Ministry (4) One nominee of State Department of Education (5) One nominee each of the State Teachers' Association and State Adult Education Association and (6) Two persons interested in promoting adult education to

be coopted, one of them could be a nominee of the National Council of Women/Central Social Welfare Board.

The planning Committee will have the benefit of technical consultants from countries which have demonstrated a successful experience in devising curricula designed to cooperatively engage children, youth and adults in meeting the development tasks of the country.

The Implementation Committee will be set-up at the local level and will consist of (1) Supervisor of the project appointed by the Planning Committee (2) Headmaster of the school (3) Two representatives of the Staff of the School (4) Three representatives of the village (these may be Village Council Members-Panchayat).

2. Training and Evaluation Unit:—Consisting of a Director of training assisted by qualified research and training personnel.

It is proposed that a block in each of the four states where pilot projects are to be located should be selected. At least 25 elementary schools and 3 to 5 secondary schools should be selected for this experiment, in each State.

Budget

1. One full time supervisor will be needed for each project. He will be specially selected and will have to be paid adequately. It is suggested that he should be paid a monthly salary of Rs. 500/-. In addition, fund should be allocated for transportation charges, for the supervisor who will be constantly moving about. Rs. 200/- per month for this purpose should be set apart.

2. One teacher specially designated to work with the adults will have to be appointed. In 28 schools, we must have 28 teachers in each project.

3. Funds for production of text-books, literature and reading material will have to be provided for. It is proposed that a sum of Rs. 7500/- for each project be set apart.

4. The project will involve correspondence and maintenance of records, reports, analysis and so on. One person of the same status as the supervisor will have to be provided. It will be his job to see that the entire programme under the supervisors and the teachers of the various centres is carried out.

5. Training of the teachers, will be an essential part of the project. While the job training will be provided by the Supervisors, in service training and orientation would be necessary. Evaluation unit could function along with the Training Unit.

6. All this work will involve a fair amount of office work and two office assistants will have to be provided. Their salaries will be Rs. 250/- per month each.

7. In addition, there will be certain office equipment that will be needed. For instance, two typewriters one of Hindi will be required. Some

filing cabinets, almirahs, office tables, chairs and other sundry equipment will also be needed (Rs. 7500/-).

8. The Association will have to be reimbursed for the direction that its office will provide for the entire project at the rate of Rs. 2000/- per month. This will also include the rent of the premises that the Association will have to hire for locating the office of this project in the States.

Thus the total cost works out to be:

Supervisors	500x12x4	Rs.	24,000-00
Teacher	150x1x12x28x4		2,01,000-00
Transportation	200x12x4		9,600-00
Literature	5000x4		20,000-00

Office

Supervisor	500/-		
2 Office Assistants			
	250x2	500/-	48,000-00
		1000x12x4	
I.A.E.A.	2000x12		24,000-00
Non-recurring	5000		5,000-00
Evaluation and Training Unit	8000x12		96,000-00

Central Planning Committee

Expenses for holding meeting and travelling of members			15,000-00
	Total	Rs.	4,43,200-00
	for 5 years		22,16,000-00

COMMENTS ON THE PROPOSAL

Dr. M.S. Mehta, President IAEA

"However, reading your draft note for the project, I have the strong feeling that it would be most difficult to implement it. Some parts of your scheme will be rather impracticable, at any rate, their administration and proper supervisions would pose many complicated problems.

Writing of text-books is a subject which you seem to have treated rather lightly. That itself will involve serious obstacles and complications. The responsibility of the Supervisor will be so delicate and will require for him qualities both of an educationist and an efficient administrator. His area of action will be large and somewhat scattered. You are not likely to secure easily the services of a competent person on the salary proposed by you, unless you have some suitable persons in mind who would be prepared to undertake the responsibility.

I am also of the view that the financial estimates proposed by you will be found to be inadequate for certain items.

Would it not be better to reduce the size of the project from 28 to 15 or 18 schools and also I am of the opinion that instead of taking 4 States you should suggest 6 States. This would give a greater stimulus to the scheme and improve the chances of the scheme being more widely adopted, in case the pilot project shows a substantial measure of success."

Shri J.C. Mathur, ICS

"As you have yourself indicated, a discussion will be necessary. The discussion is particularly necessary to be clear in our minds about the scope and objectives of our project. Making the schools into Centres for improving community life is undoubtedly a feasible proposition and could fit in with the idea of parent teacher relationship. But if the emphasis is upon literacy, then the feasibility would need to be more thoroughly examined. However, I consider both to be desirable objectives.

The third proposition could be to build up in selected schools, library-cum-community centres. That could be a centre for neo-literates particularly designed for that category of people.

We have had numerous experiences in the past of trying to build up community centres. It is better to take the result of such experiments into account when launching a new one."

Dr. T.A. Koshy

The principal idea of using the School for the improvement of community life, including a major effort in the eradication of illiteracy is very good and needs to be tried out. It is presumed that the scheme is to be implemented as a pilot project or as an action research project. In that case, the scheme will have to be re-drafted, preferably in two sections. The first dealing with the objectives, basic assumptions and expected outcome. The second part may deal with the operational aspects of the scheme, going into detail of the programmes to be taken up each year, the area to be covered etc.

2. The objectives of the proposed scheme need to be re-considered for the following reasons:

(i) To develop a curriculum for elementary secondary schools which are related to the needs and aspirations of the village would be difficult to achieve in the short period for which the project is to run. Besides, to introduce new curricula in a recognised educational institution in India takes a lot of time and effort. It is doubtful whether under the rather rigid educational system in our country, such experimentation would be looked upon with favour by the educational authorities or the parents of the children attending schools. This difficulty is not insurmountable, but is to be kept in mind while developing a new curriculum. It would be much easier to make certain alterations or additions in the

existing curriculum to meet the objectives rather than attempt to develop a complete curriculum.

(ii) Involving children and adults in the process of community improvement through the regular curriculum of the school would be rather difficult. Perhaps, a better way would be to include this under extra curricular rather than curricular activities.

(iii) In objective three, it is stated that the same curriculum is to be used to impart literacy education to adults. This does not seem to be a workable idea because the two curricula will have to be different as the needs, aspirations, level of knowledge etc. of the children and adults differ considerably. Therefore, the effort should be to prepare two separate curricula in which certain parts relating to the involvement of the school and the children and the adults in the locality in improvement of community life could be the same.

(iv) Objectives two and four can be achieved without much difficulty, although there might be some doubt regarding the assumption made for the use of textbooks.

3. As regards the basic assumptions, these are very good from the point of view of idealism. However, the main purpose of education, namely the development of the potential of the individual may not be lost sight of in the collective effort for the development of the community. This will mean reorientation of the basic assumption that although education is for the development of the individual, he cannot exist apart from the community in which he lives. Consequently, the development of the individual and the community complement each other.

4. The operational part of the scheme needs to be further discussed before it can be finalized. A few suggestions are given below:

(i) The activities to be taken up or to be regarded as contributing to the improvement of community life should be spelt out; for example, in the rural areas these may include adult literacy, campaign for cleanliness, use of irrigation water, improvement of agriculture, improvement of handicrafts, etc.

(ii) The plan of operations of each activity should be prepared jointly by the schools, and the members of the community who are involved. This would be necessary as a general plan may not create much enthusiasm for everybody unless they know of the specific benefits they are going to get.

(iii) The area of responsibility for each participating groups, namely, children, teachers, members of the community and the government will have to be clearly indicated and a suitable implementation machinery will have to be worked out according to the needs of the situation.

5. As regards the budget it may have to be revised in accordance with the new plan of operation.

Part-time courses of Study as Pilot Projects in Schools—A Proposal by the Union Ministry of Education

THE Education Commission has highlighted the need for organising part-time education at all stages and in all sectors. It has recommended that "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 competent and desirous of receiving education. We thus suggest the creation of a parallel system of education for those who can attend educational institutions only during the few hours they can spare in the evenings or at other convenient times in order to enable them to qualify for the same certificates, diplomas and degrees as those for which the regular students in the educational institutions work" (17.35).

2. The Committee of Members of Parliament on Education recommends that "Part-time and own time education should be developed on a large scale at every stage and in all sectors and given the same status as full-time education. These facilities will smoothen the transition from school to work, reduce the cost of Education to the State, and provide opportunities to the large number of persons who desire to educate themselves further but cannot afford to do so on a full-time basis."

3. Though it is visualised that every educational institution should ultimately provide for such part-time or own time education also, it is suggested that for the present we may try out some Pilot Projects for Part-time education in each State and Union Territory. These pilot projects may be started from the beginning of the next academic year 1968-69.

4. It is proposed that these projects may provide for three levels of part-time education.

First Level: Primary Stage: The duration of this course may

be one full academic year, so that the students may reach sufficient level of proficiency at the end of the course. In this connection attention is invited to the recommendation of the Parliament Committee that, with a view to reducing new additions to the rank of adult illiterates, part-time literacy classes should be organised for grown-up children (age group 11-17) who did not attend school or have lapsed into illiteracy. The enrolment for this course may be mostly confined to this age group.

Second Level: Post-primary Stage: Those youngsters and adults who have already completed their primary stage should be provided facilities for studies up to the end of the middle stage. Normally the full time Middle school course is for 3 years. But in this part-time course, physical education and craft activities will not be included. Hence the duration of this course may be 3 or 4 years depending on the number of working days in a year.

Third Level: Post-Middle Stage: This course is meant for those who have studied up to the middle school stage to enable them to pass the High/Higher Secondary Examinations. Here also physical education and other craft activities need not be included in the programme. The duration of this stage may therefore be 3 or 4 years depending on the number of working days in a year.

5. For organising these part-time courses no expenditure on buildings, furniture, equipment should be incurred. The existing facilities should be availed of, without any hire charges.

6. While it may be necessary to provide the students of the first level with free textbooks and writing materials, the students at the higher levels can be expected to provide themselves with necessary materials. Assistance should, however, be made available to the needy students.

7. It may be enough to provide some remuneration for the part-time teachers and some contingencies to cover the cost of lighting etc. The rate of remuneration for this part-time work cannot be the same in all States. On a rough basis it is estimated that the cost of one class of one section at the first level may be Rs. 400/- per annum.

8. The cost for the post-primary stage may be about Rs 500/- in the first year but a 3-year course may cost about Rs. 3,000/- in all. It is likely to be about Rs. 500/- in all, if a 4-year course is contemplated.

9. In the case of a 3-year Post-Middle Stage, the overall cost for 3 years may be about Rs. 10,000/-.

10. It is suggested that each State may open 250 schools for the 1st level. It may cost one lakh of rupees per year. During the entire Fourth Plan period it will mean a total expenditure of Rs. 3 lakhs only.

11. As regards the Post-primary stage 200 centres may be opened by each State in 1968-69. It will cost Rs. 1 lakh in the 1st year, about Rs 2 lakhs in the 2nd year and Rs. 3 lakhs in the 3rd year.

12. At the Post-Middle School level 40 centres may be opened in 1968-69. It may cost about Rs. 1 lakh in the 1st year and may cost Rs. 1½ lakhs in the 2nd and Rs. 1½ lakhs in the 3rd year costing in all Rs. 4 lakhs, if the course is one of 3 years.

13. The Union Territories may aim at a target of 25 centres for the first level, 20 centres for the second level and 5 centres for the third level.

14. It should not be difficult to organise in each State 250 first level centres, 200 second level and 40 third level centres and secure for each at least 20 students. Nor is the estimated cost so high as to be unmanageable.

Functional Literacy Vital in Adult Education Plans

Functional literacy, which related the skill to read and write to the professional functions of the learner, was the answer to the present inertia and apathy of the great masses of Indian villagers towards the adult literacy programme, Mr. Bhagwat Jha Azad, Union Minister of State for Education, said in New Delhi on September 8.

PRESIDING over the International Literacy Day celebrations, organised by the Delhi Administration in association with voluntary organisations in the field, Mr. Azad said the basic lacuna in the conventional methods for eradicating illiteracy was that they did not properly motivate adults for acquiring the skill to read and write.

He said the technique of functional literacy linked the use of fertilizers, seeds and machines to the daily professional needs of the adults, by means of various audio-visual media.

Part of Economy

Mr. Jha was also of the view that adult literacy programmes, instead of being taken up in isolation ought to form an inseparable part of economic development programmes.

Talking of Central programmes for the purpose Mr. Jha said the Workers' Social Education Institute at Indore had "blazed a new trail." A similar institute was being set up in Nagpur shortly. Two more were proposed to be set up in other States in 1968-69.

Mr. Jha also mentioned the pilot project for eradication of illiteracy among women spinners, working under the Khadi Commission, undertaken by the Indian Adult Education Association.

With over 350,000,000 illiterates in the country, by whom nearly 130,000,000 were in the 15-44 age group, the adult literacy programmes had to be speeded up vastly, "if we desire to achieve progress socially, politically, and economically."

Unrealistic Attempt

The acting Chief of UNESCO Mission in India, Mr. F.J.C. Pala, said that while the adult literacy rate in all countries was decreasing, the total number of those who could not read and write was increasing, notably in Africa and parts of Asia. "Today, there are in the world about 750 million adults, who cannot read or write; in 62 countries, the adult illiteracy rate is over 90%. Two out of five adults today cannot read and write."

(Continued on page 16)

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Illiteracy must go, says President

PRESIDENT Zakir Husain said on September 7, that the experiment of building up a democratic and socialistic society could succeed only if the country has an educated electorate and an enlightened and well-informed community.

In a message broadcast on the eve of the International Literacy Day he said every single instance of illiteracy was a human tragedy. To the nation a large percentage of illiteracy represented the waste of one of its most precious sources.

During the first decade of planning, he said, some five and half million persons were made literate but this was not sufficient progress to make any appreciable impression on the prevalence of illiteracy in the country.

School : Focal Point

Dr. Husain added, "Clearly we have to do much more than we have been doing so far in the matter of adult education and, more especially, we must make a concerted and sustained effort to eliminate mass illiteracy."

The school, he said, should no longer confine its activities to the education of children only. "It should throw open its doors to students at all levels and become the focal point of all types of educational activity.

Those who desire to acquire literacy of the primary standard should be given the opportunity to do so. Those who dropped out for one reason or another at the primary or middle stages should be provided facilities for part-time education to enable them to pass the middle and high school examinations."

The President emphasized that they must first concentrate on teaching illiterates to read and write. "It seems to me that every school could immediately provide a period when adults of the neighbourhood could come for simple literacy classes. These would best be held in the evenings after the day's work is over. It is not to be expected that our already heavily burdened teachers could alone cope with this additional work, but I am sure that many of our graduates, in all walks of life, would very willingly volunteer their services for holding such simple evening classes."

Message

In a message sent to Director General of Unesco Renu Maheu, Dr. Husain said that the experimental

world literacy programme of the Unesco had India's warmest endorsement and every effort would be made to promote its objectives.

He said the International Literacy Day was a timely reminder to India and other countries suffering from the scourge of illiteracy to intensify national action for the redemption of the pledge taken at Teheran to end illiteracy in the world.

Dr. Husain said that India considered literacy as an essential factor in economic development and envisaged a massive adult literacy movement to enhance production both in the factory and in the farm.

India conceived adult literacy as functional in character linked with the work and life of the people.

UN Secretary-General U Thant called on the people of the world to support the literacy movement.

FUNCTIONAL LITERACY VITAL IN ADULT EDUCATION PLANS

(Continued from page 15)

Mr. Pala said that, according to many specialists it was unrealistic to attempt to cover the entire adult population under the literacy programme. Governments of many member-States of UNESCO had, therefore, decided to concentrate on illiterates between 15 and 44, "in other words, on those who are working now and will have some years left for work once they become literate."

The Chief Executive Councillor of Delhi, Mr. V.K. Malhotra, said that eradication of illiteracy in the Union Territory had been given a prominent place in the Fourth Plan. Complete success was sought to be achieved in the next Plan, he added.

Mr. Sohan Singh speaking on behalf of the Indian Adult Education Association suggested that a national board of adult education be set up. Secondly, a scheme for farmers' education in the high yielding varieties programme, with literacy as its essential component, should be taken up immediately, he said. He also spoke of our international commitment to the cause of literacy and pledged the Association's and India's support to UNESCO'S campaign against illiteracy.

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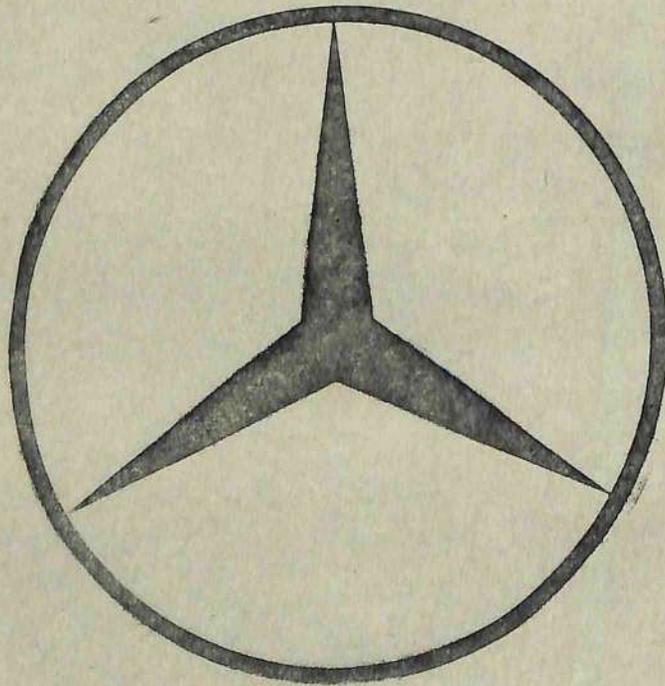
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Messages

PRESIDENT'S MESSAGE

"The President sends his best wishes for the success of the Seminar and has asked me to send you the enclosed copy of his message to the nation on International Literacy Day which may be utilized for the Seminar."

Message to the Nation for International Literacy Day

The Educational, Scientific and Cultural Organisation of the United Nations has called upon all the countries of the world to observe the 8th September every year as International Literacy Day. We are all very conscious of the importance of education and need no convincing that every child should go to school and if possible to college also. But we are apt to forget those who, mainly because the facilities were not available to them, have not been able to learn even to read and write.

There are, I am informed about 350 millions illiterates in India of whom nearly 140 million are in the 15 to 44 age group which is economically the most productive period of their lives. The 1961 census figures showed that 72.8 per cent of the people between the ages of 25 and 44 were illiterate and, sadder still 61.6 per cent of the young people between the ages of 15 and 19. Illiteracy is more pronounced in the rural areas—in 1961, only 19 per cent were literate as compared with 47 per cent in the urban areas. There is a wide disparity in the extent of literacy among women and men and also from State to State. Several States fell far below the national average of 24 per cent.

During the first decade of our planning, some 5½ million persons were made literate, but this is not sufficient progress to make any appreciable impression on the prevalence of illiteracy in the country.

This is a sad and depressing picture. Every single instance of illiteracy is a human tragedy. To the nation a large percentage of illiteracy represents the waste of one of its most precious resources. The bold experiment on which we have launched of building a democratic and socialistic society can only succeed if we have an educated electorate and an enlightened and well-informed community.

Clearly then we have to do much more than we have been doing so far in the matter of adult education and, more especially we must make a concerted and sustained effort to eliminate mass illiteracy. The school should no longer confine its activities to the education of children only. It should throw open its doors to students at all levels and become the focal

point of all types of educational activity. Those who desire to acquire literacy of the primary standard should be given the opportunity to do so. Those who dropped out for one reason or another at the primary or middle stages should be provided facilities for part time education to enable them to pass the middle and high school examination.

But, firstly, we must concentrate on teaching illiterates, to read and write. It seems to me that every school could immediately provide a period when adults of the neighbourhood could come for simple literacy classes. These would best be held in the evenings after the day's work is done. It is not to be expected that our already heavily burdened teachers could themselves cope with this additional work, but I am sure that many of our graduates, in all walks of life, would very willingly volunteer their services for holding such simple evening classes. The point I want to stress is that this is not something that should be left to municipal and governmental agencies. It has to be a community effort with the full support of individual members of the public behind it.

We, who have had the opportunity of education, have a responsibility to our brothers who have been denied that opportunity. We have been educated at the cost of the community. Let us, therefore, resolve on this International Literacy Day to do something to repay that debt.

Zakir Husain

.....

Shri V. V. Giri, Vice-President of India

"I am glad to know that the Indian Adult Education Association is holding its 15th National Seminar on the "Utilization of Schools for the promotion of Adult Education" from October 15 to 18, 1967. I wish the Seminar all success."

.....

Smt. Indira Gandhi, Prime Minister of India

"Sends her greetings to the participants in the Seminar and wishes success to their deliberations."

.....

Dr. Triguna Sen, Union Education Minister

"I am happy to note that the Indian Adult Education Association is holding a National Seminar on "The Utilization of Schools for the promotion of Adult Education" in Mysore. The school should be the focal point for educational activities of various kinds. It should play its proper role in the promotion of adult education at the primary, post-primary and post-middle stages of education. We have already suggested to the State Governments

to take up such pilot Projects in selected areas in their States.

"I do hope the Seminar, being organised by the Indian Adult Education Association, will inspire the workers, engaged in adult education programmes, to undertake such projects in their jurisdiction. The Seminar will, no doubt, work out detailed proposals on this subject which we shall study in the Ministry of Education with interest. I wish the Seminar every success."

.....

Dr. V. K. R. V. Rao, Union Minister of Transport and Shipping

"I am happy to know that the Indian Adult Education Association is holding its 15th National Seminar on the important subject of "Utilization of Schools for the promotion of Adult Education" The Indian Adult Education Association have been doing pioneering work in the cause of adult education and I would like to congratulate them on focussing the attention of Government and the people on the various facets of this much neglected field.

I am of the firm conviction that, without adult education and adult literacy, there can be no worthwhile social and economic development. Economic and social development requires education on a mass scale and this is not possible, in our present context, without adult literacy. I must add that literacy, unless used, is not of much use, because it creates the illusion of being able to get an entry into the houses of knowledge. Neither is the retention of literacy sufficient. The utilization of literacy, in a functional way, should be our objective.

I would like to conclude by saying that any programme of adult education, if it is to be a success, has to be preceded by a nation-wide campaign for the eradication of illiteracy at least as far as the initial phase is concerned. This is necessary in order to break the initial inertia of the illiterate adults towards literacy, create the needed motivation, and mobilise public support, all of which constitute an essential pre-requisite for the success of this vital programme.

I strongly believe that the educated have a responsibility towards those who are not and the literate have to make literate the illiterate. When this fundamental social responsibility is recognised, accepted and given effect to, it would be possible to make a quick break-through in the field of adult education. This has been the theme of my addresses on the subject of adult education for the last quarter of a century in various capacities. In this light, I welcome the theme of your Seminar and hope that

it would be possible for you to make some concrete and worthwhile actionable recommendations.

I wish the Seminar all success."

.....

Shri Asoka Mehta, Minister for Petroleum and Chemicals and Social Welfare

"I understand that the Indian Adult Education Association will be holding its 15th National Seminar at Mysore from October 15-18, 1967.

I believe that educators working in this specialised field have a special contribution to make in enriching the life and thought of the community. Students, teachers, workers and housewives can be organised with a certain amount of cooperation and goodwill to contribute to the running of these classes. In their turn, the adults who attend these classes will be helped to develop into full-fledged citizens with an understanding of their true role in the working of the community.

I am glad that this Seminar will concentrate its discussion on making full use of the existing school system in order to further the objectives of adult education."

.....

Shri G.M. Sadiq, Chief Minister, Jammu and Kashmir

"Convey his good wishes for the success of the National Seminar being organised by the Indian Adult Education Association in Mysore."

.....

Mohan Lal Sukhadia, Chief Minister, Rajasthan

I am happy to learn that the Indian Adult Education Association is holding its 15th National Seminar on the Utilization of Schools for the promotion of Adult Education.

I wish the Seminar all success.

.....

Shri Bhagwat Jha Azad, Minister of State for Education, Government of India

It has given me great pleasure to learn that the Indian Adult Education Association is holding a National Seminar in Mysore on the "Utilization of Schools for the Promotion of Adult Education." The schools should undoubtedly make a more effective contribution for the promotion of Adult Education at various levels. The young boys and girls who have not been able to complete their school education at the primary, middle and high school stages, for one reason or the other, should be given necessary facilities to resume their studies. There is no better place than the school where such facilities can be provided without much extra cost. I am sure the Seminar will study the problem in all its aspects, including administrative and financial and make concrete proposals.

I wish the Seminar every success.

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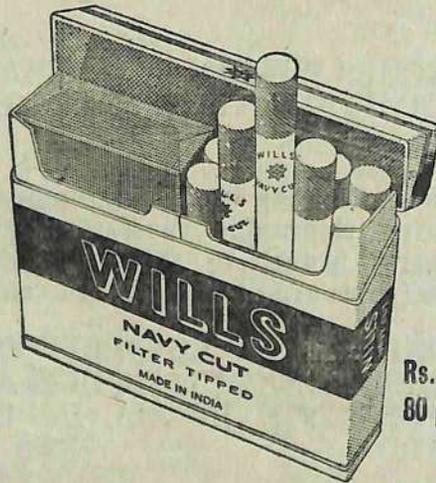
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THE ROLE OF SCHOOLS IN ADULT EDUCATION

A.S.M. Hely

National Secretary of Adult Education, New Zealand.

Introduction

SCHOOLS and elementary school teachers specialize in the education of children. The schools are designed and the teachers trained for this purpose rather than for the purposes of the education of adults. Yet so great is the problem of adult literacy in many countries that all possible existing resources must be utilized fully and effectively if the eradication of illiteracy in the adult population is to be achieved. All the educational institutions that can make a contribution must be put to work on the task. It is for this reason that attention has been focussed on the part that schools and elementary school-teachers can play in the adult literacy campaign.

Case for and against use of School and School-teachers in Adult Education Work

Before examining the ways in which the school and the school teachers can be used in adult education and adult literacy work one must be prepared to face up to possible limitations. There are those, for example, who would say that elementary school-teachers should not be used extensively in adult literacy work. Those who take this view do so from two different points of view. There are those who would admit that the school teacher, having some fundamental training in the principles of teaching and being possibly the only person with this experience in a village, could make a very great contribution to the adult literacy programme. They go on to point out, however, that the teaching of children is a full-time profession and that teachers must devote all their time, all their energy, all their thought to this task, that to burden teachers with the additional responsibility of

teaching adults to read and write is likely to reduce their ability to carry out their primary functions effectively.

There are others who express doubts on the wisdom of using teachers extensively in the adult literacy programme because they question whether the experience elementary school teachers gain during their professional career fits them for leadership or full participation in adult education work, including adult literacy work. They point out that the teacher is accustomed to dealing with immature minds; that children are at school by act of law or the decision of their parents—they themselves have no say in the matter. This is quite unlike the position of adult students who are there voluntarily and cannot be forced to study. In the case of children it is possible for discipline to be exercised and for some minor forms of punishment to be utilised to encourage the young children to study assiduously. This type of discipline cannot be exercised against adults. Moreover children have no experience of life and are expected to accept what their teachers tell them without questioning. In such circumstances it is natural that the teacher, no matter how imaginative he may be, tends to become a little authoritarian in his approach; his teaching may become inevitably formal and didactic. The adult students on the other hand, even if they are illiterate and have enjoyed little or no formal education, possess maturity and experience of life. In some areas of knowledge they may know more than the teacher himself. They are unlikely to accept without question what the teachers say. In fact, doubt and questioning form part of the learning processes of adults. For all these reasons some would deny that teachers are equipped to

take a lead in the adult literacy programme. Moreover, the school, they point out, is designed for the instruction of young children. It is seldom that the facilities in the way of chairs and fittings are designed for the use of adults. To many adults, the school is something for the children and is, therefore, not a centre to which they would normally turn when it is a matter of their own further education.

All of these points are valid within limits. It is true that teachers have a full-time job, and a very responsible job, in the education of young children. It is true that for many of them the experience of teaching children may make them less sensitive to the special approach and methods required in the teaching of mature adults. It is true that the schools in many cases are not very suitable for adults meetings. However, it is clear from the experience gained throughout the world that many teachers do possess a sensitivity to adult needs. Teachers have played and continue to play a constructive and leading role in the literacy programme in many countries. It is also evident from experience that with a little special training in the techniques and methods of adult education, many teachers at present ill-equipped to teach adult, could be made more effective adult teachers if they received some guidance in adult education techniques and methods.

Since the school teacher may be the only literate person in the village possessing understanding of teaching techniques; since the school may be, or could be, the most suitable centre for all the educational activities of the community if a little thought was given to adjusting its furnishings, equipment and setting; it is obvious that schools and elementary teachers can and should

play a most important role, not only in the literacy programme but in the continuing education of the adult members of the community.

The Philippine Experience with Community Schools

The ways in which schools and school teachers can be used constructively in the literacy campaign are perhaps best illustrated by reference to the Philippines experiment. It is not that other countries have not experimented widely in the use of schools and school teachers in the field of adult and community education but it is the Philippines that has had the longest and broadest experience in the techniques. In fact, many of the other countries doing useful work in this area such as Thailand and Jordan, have modelled their programmes and methods to a very great extent upon Philippine experience. The Philippines inaugurated a Bureau of Public Schools with a department of adult education (later called Department of Adult and Community Education) after their independence in 1947, so that, by now, they have had almost twenty years of experience in using schools as centres for adult and community education.

The tasks of adult education in the Philippines were defined in the following terms:—

1. The immediate objective of adult education is the eradication of illiteracy and the promotion of better ways of life for those of the population who have not yet received the benefit of education;
2. broader long range objectives shall be the improvement of community life in all its aspects through the provision of vocational, recreational, social and other educational opportunities for adults to make themselves more efficient citizens.

This emphasis on education as a means for leading to better living has resulted in the evolution of indigenous practices in the Philippines which led to the emergence of the concept of the community school, which has been defined as follows:—

“The community school is one whose programme is aimed at promoting the optimum growth and development of the school child, giving basic education to the out-of-school youths and adults, and helping effect improvement in all aspects of community living.”

The means by which the community school achieves these objectives can be discussed under four main headings:—

- (a) adult and community education through the school curriculum;
 - (b) adult and community education through extension services provided by the school;
 - (c) adult and community education through working with local community organizations and service agencies; and
 - (d) adult education through the radio.
- (a) *Adult and Community Education through the School Curriculum*

One of the most effective means of achieving the objectives of adult and community education in the Philippines is through the school curriculum itself. The curriculum under these circumstances is designed to effect changes in the peoples' attitudes and ways of life and improve community living through functional class room instruction. The knowledge, skill and abilities acquired by the pupils and students are carried over to the homes through meaningful activities related to the class room work or studies. This procedure, in which the school curriculum is designed to equip the young students to meet the sort of community problems and ways of

living they will face when they leave the school and enter the community as young adults, represents an attempt to ensure that the new generation will be flexible in attitudes and will be prepared to modify and change existing practices where necessary. However, the approach affects not only the young children who are students in the school itself but, by its very nature, involves the adult population (particularly the parents) as well as the children. The parents are involved through an elaborate network of class-room and school Parent Teachers Association, so that the parents are actually involved in the planning of the curriculum. Even though the curriculum must be designed in such a way that it provides all children with a basic standard education, and therefore to a certain extent must be uniform from one school to another, the actual application of the curriculum and the methods used to ensure that the children reach a certain accepted standard can be varied and modified according to the needs of individual communities. The very fact that parents are involved in planning how this can best be achieved means that they themselves are involved in a concern with the problems of the community and with the extent to which the education of the children can fit the children to meet them. In this process they themselves identify the problems and learn about methods of overcoming them.

In the Philippine community schools, however, the parents are involved even more directly in the actual carrying out of the curriculum, particularly in the area of practical projects which are tied to curriculum studies. The curriculum approach is used effectively for adult and community education by involving the children, out-of-school youths parents and other adults in:

1. a survey of the needs, problems, interests, and resources of the community;
2. the formulation and

- development of resource and teaching units on the basis of the survey results;
3. the study of the problems, and possible solutions by the resource and teaching units;
 4. formulation of plans for launching action projects in the homes of the community;
 5. the actual carrying out of the action projects in which knowledge, skills, habits and appreciations developed in the classroom are called into actual plays; and
 6. the evaluation of the end-results of teaching-learning activities in which the participants experience thinking and working together as an essential factor in the democratic process.

The community school builds the curriculum around the interests, needs and problems of the homes. Community surveys are made not only to enrich and vitalize class-room instruction but also to discover problems which will arouse awareness for the need for concerted effort on the part of the community.

The community-schools service programme is then an outgrowth of classroom instruction. It provides work experience for children and students in and out of school, thus promoting integrated activities between the school and the community.

(b) *Adult and Community Education through the Extension Services provided by the School.*

The Philippine community schools render a number of extension services directly to the community for the improvement of community living. These services take the form of:

1. demonstrations
2. community assemblies and forums
3. study sessions
4. organized literacy classes
5. mass educa-

tion through audio-visual aids, broadcasts etc. 6. library and museum facilities 7. field trips and intervisitations 8. Barrio fairs in connection with festivities and 9. home industry centres. Such "school to the community" services are usually rendered with the assistance of the various community agencies both public and private.

A decade of experience with community education led to the discovery of what has been termed "Little Democracy" but, locally called "Pook or Purok." The Purok is the functioning unit for the community school. It is composed of closely associated neighbours numbering roughly from twenty to fifty families. All its activities are carried out by all its members for their own good and for the advancement of the neighbourhood. It develops a sense of responsibility in group living and group action amongst the Purok members. Each Purok is organized for self-help by which citizens can be brought together to work out effective solutions for their own neighbourhood problems. The Purok organization, with creative leadership and reasonable support and cooperation from other agencies, contributes significantly to the improvement of community living. Problems study committees composed of Purok members are created to study and resolve problems in connection with the promotion of literacy, economic production, health, recreation, moral and spiritual values, citizenship and so forth. Solutions of problems requiring services and technical aid from outside agencies are usually referred to these agencies for action.

A few of the different agencies have representatives who serve as consultants and resource persons to the study committees. Other organisations such as the P.T.A., Barrio Councils and civic and religious groups have been stimulated to coordinate and help plan one integrated programme for the solution of some of the major problems of the community. In

all of these Purok activities the Community School in the Philippine Barrio takes a leadership role.

(c) *Adult and Community Education through Working with Local Community Organizations Service Agencies.*

Besides the organization of Puroks, the community school helps stimulate all community agencies, both government and non-government, as well as voluntary organizations to participate in the promotion of a programme of adult and community education in the community. The school acts as the catalyst and as the leader in this process. The teachers know the problems of the community and know the resources of the other agencies and community groups who are in a favourable position to act as the liaison between the needs of the community and the resources that are available to meet the needs. Through such stimulation a favourable interaction is made possible and the full potentialities of each agency are utilised in the programme.

(d) *Adult Education through the Radio*

Radio in the Philippines has been referred to as the "University of the Air" for many of the Philippine people. Realizing this the Bureau of Public Schools conducts a radio broadcast every Sunday afternoon from 5.45 p.m. to 6 p.m. over stations in Manila, Cebu city, Dabo city, and Baguio city. The topics which are presented in a dramatised form over the main areas of Philippine-personal and environmental health, parent education, education for better citizenship, and education for better livelihood. To utilise more effectively these broadcasts the Bureau of Public Schools organises listening discussion groups. The class-room P.T.A., school P.T.A.'s, Purok organizations and other organized clubs are encouraged to form such listening discussion groups. The members schedule their

meetings to coincide with a Sunday broadcast and immediately after each session they discuss the points raised in the broadcast talk.

Recently, a new series of broadcasts for organized groups willing to attend the course regularly has been started with the 1966 school year. The focus of this new course is citizenship and it includes twelve lessons broadcast three times each week over a period of twelve weeks. The broadcast serves as a basis for group discussion. Group members attending the listening and discussion sessions for the full course are given certificates of attendance as an incentive. Other courses for the instructional broadcasts are now being organized as a preparation for an extension and generalization of the scheme.

Functional Literacy

The preceding description has outlined the ways in which the community school in the Philippines is used extensively as a centre for adult and community education. The community schools in the Philippines have played leading role in the literacy campaign in that country. They provide two main courses coming within the sphere of the literacy campaign. The first is the functional literacy course itself and the second is the programme of post-literacy work or continuing education of adult and out-of-school youth.

The functional literacy course which is given to illiterate adults and out-of-school youths involves sixty hours spread over a period of five months and includes the following subject:

(a) *Reading and Writing*

The subject includes the development of the ability to read and write simple messages and brief personal letters and notes; to read and understand the vernacular newspapers and easy reading books; and to understand meaning and use of commercial and business in students such as

paper money, order cheques, public advertisements, and public notices. Emphasis is given on legibility and correct use of capital letter and punctuation.

(b) *Arithmetic*

This includes simple arithmetic problem related to market deals, prices of prime commodities, cost of materials and products of farm and industrial businesses, household purchases and ordinary family transactions.

(c) *Health and Sanitation*

This includes the development of essential skills, practices and attitudes related to home sanitation such as proper installation and use of toilets, proper disposal of garbage, proper construction of drainage, better home arrangements and closer co-operation in community health activities.

(d) *Citizenship*

This includes activities that encourage the participation of adults in community projects such as the Red Cross drive and other humanitarian campaigns, improvement and beautification of roads, streets and parks, and it gives emphasis to the acquisition of knowledge about the rights and duties of citizens, local ordinances and government policies, tax regulations and payments, peace and order, etc.

(e) *Vocations in Industry*

This subject is intended to provide the adult student with the essential knowledge of the vocations and industries of the locality and to arouse in him a desire to engage in gainful economic activity.

The functional literacy course is usually carried out through the organized literacy classes which are mostly handled by teachers who are paid a moderate allowance provided from national and local funds. Many voluntary teachers, however do not receive any pay or allowance though there may be some reward of a non-money type.

Continuing Education for Adults and Out-Of-School Youth

The course in continuing education is an extension service offered to out-of-school youth and adults who have been awarded certificates of proficiency in the functional literacy course and others who desire to improve further their ability to read and write or increase their competence in the vocational, social and other fields of endeavour and who can prove that they are competent to read and write to the level demanded at the end of the 'functional literacy' course.

This second course is normally provided over a period of three months with a minimum of sixty 'one hour' sessions. For fast or advanced students the course may be shortened. The whole course covers three major subject areas, 'education for better livelihood', 'education for better health,' and 'education for better citizenship.' It is believed that with a working knowledge and understanding of these three aspects of life the individual will be better prepared to secure for himself, his family and his community a decent and more abundant life.

In places where regular classes cannot be organized, the continuing education courses are conducted through study discussion groups, seminars, workshops, and work conferences. Local resources and services of competent persons in the government or private employ are freely made use of. Veterinarians, agronomists, physicians, treasurers and many others are involved in this continuing education programme.

Continuing Education Through Folk High Schools

The programmes I have discussed so far concern the role of the schools and the school-teachers in the Philippines in general community education with special reference to literacy and immediate post literacy work. However, in the Philippines, the majority of young people have obtained an education equivalent

to the basic elementary school education. One of the disturbing features to Philippine educators however, is the high percentage of youth who leave school before obtaining a secondary education that might equip them for the work available. According to the Swanson Survey Report, out of 2,200,000 youths ranging in age from thirteen to sixteen only 392,768 are in either public or private secondary schools. Over 82% of those of high school age are not enrolled in secondary school. Philippine authorities have experimented with providing secondary education for out-of school youth. One such experiment is what they call the 'Philippine Folk High School.' Starting with only three folk schools in the summer vacation of 1961 (Bayambang, Capan, and Morong) with 297 students there were during the summer vacation of 1966, 27 folk high schools with over 8,000 students in 176 classes. These folk high schools are organised in the summer vacations when the high schools are no longer being used for the

formal education of full-time students. Because the regular classes are not in session the facilities of the schools in buildings, equipment and sites are available for the out-of-school youth. One interesting development resulting from the inauguration of folk high schools is that a number of students attending the folk high schools have become interested enough to return to school as full-time secondary school pupils. Many other graduates of the folk high school have been assisted to start money earning projects of their own and have been absorbed into the economic life of the country.

Apart from the folk school movement the Philippine Bureau of Public Schools has opened a number of evening classes in some of the larger centres. Several of the big high schools in Manila are now offering a regular secondary school course to boys and girls who are not able for various reasons to attend the regular day classes. The general secondary curriculum of four years has been redesigned in such

a way that the required courses can be completed during a period of five years. Ten high schools offer these academic classes with an enrolment in 1966 of nearly seven thousand students, two-thirds of whom are boys and about one-third of whom are girls. These students range in age from sixteen to twenty-six years old. Moreover, a number of the big secondary schools in Manila well-equipped with vocational training facilities are also offering vocational and technical courses at night for out-of school youth. Among the courses offered are dressmaking, cosmetology, food and cookery, secretarial courses, hand and machine embroidery, automotive engineering, general metalwork, general electrical work, stenography, men's tailoring, commercial and graphic art, photography, radio and electronics and drafting. Other cities are following the example set by Manila.

Conclusion

This brief outline of the Philip-
(Continued on page 22)



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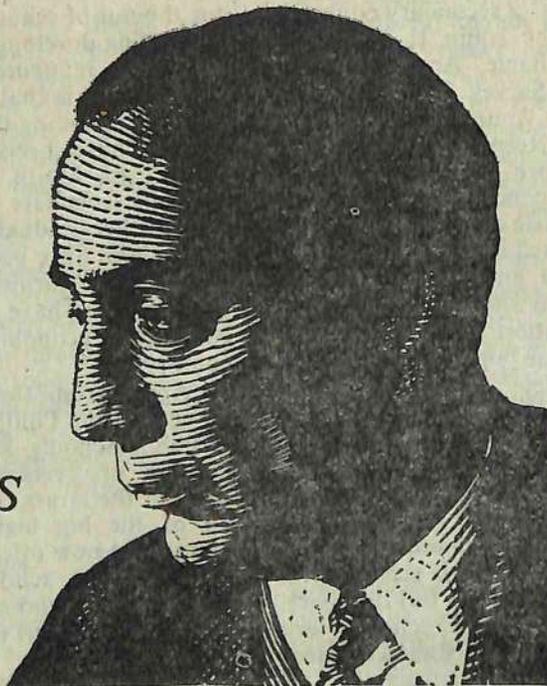
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Utilization of Schools for the Promotion of Adult Education— An Organizational Perspective

By Dr. Harbans Singh Bhola

AN important assumption hidden in the theme of this year's National Seminar is the need for adult education to find a home. Social and educational movements must remain mere hopeful moves and revolutions unless they are *institutionalized*. Institutionalization consists in operationalizing ideas, creating patterns within which such operations may be performed, and making available resources of men and money to implement the ideology. An adult educator in India today would find it hard to disagree with the statement that adult education programmes need to be institutionalized for them to have a chance and the needed continuity.

Another assumption antecedent to the theme of the National Seminar, and again completely supportable, is that adult education should come home to the school system. It should stop being at the mercy of a Central Ministry or a State Department or specialized institutions of which there are so few. The expectation is reasonable. Adult education must come within the mainstream of public instruction in India. Also it is beyond available national resources to create an independent and parallel system of adult education in the country. On a rough and ready basis such a system must probably be seven times as extensive and expensive as the total system of formal education even if we cover in our adult education programme only the productive age group of adults between 15 and 44 years of age.

Most of us would wish that adult education should come to be a part of the formal system of education. Most of us would wish the schools to become active

community centres with roots in the society. We would want them all to assume a new mission. But what are the chances for this new ideology to be institutionalized. Are our schools the kinds of organizations that would accept this new role for themselves? An answer to the question could make us see more clearly the possibilities of this happening and would help us develop more adequately the strategies for institutionalizing adult education within the formal school system.

Schools have personalities of their own. They are well-defined social organizations within the larger system of education. They are, again, particular kinds of organizations and it puts them under definite constraints with regard to what they would do and what they would not do. An analysis of the Indian school as an organization would give some useful indication of the possibilities of assigning them new adult education roles.

While with the coming of the new Schools of Business Administration and the Management Institutes in the country some attention has been paid to the study of industrial organization no such attention has been given to an understanding of educational organizations which are different from industrial organizations at least in terms of their being partly normative rather than completely contractual. Such studies are awaited.

An organization essentially is a set of *roles* and *rules* for relating those roles with each other for the fulfilment of the objectives set down for the organization. People filling the various roles in an organization come to acquire particular self-concepts, statuses,

and behavioral norms. The rules for relating different roles with each other allocate hierarchically rights and obligations to communicate and make decisions. Rules become sacred to those working within organizations because they provide them all "a mutual set of expectations," saves them from uncertainties and dissonance, and eliminates the need for establishing a "pecking order" every day anew. Organizations also come to love the objectives set for them like men come to take their psyche for granted. These objectives can be changed, and upgraded but not without a long course of "psychotherapy", trauma and psychic expense. Organizations also come to have their public images like the public character of individuals and it becomes difficult for organizations, as for men, to change so easily their patterns of relating in a group or a system. Roles, rules and objectives of organizations are highly interdependent and mutually interactive variables. We cannot change organizational objectives without restructuring of roles and rules peculiar to an organization.

Let us now analyse some of the organizational characteristics of our schools and see what they promise for the assignment of adult education roles to these little bureaucracies. As indicated before there is little research available on the sociology of Indian education and on the topic of schools as organizations for us to make any definitive statements. Much of what is said is advanced on the basis of expert opinions, and common experiences of educators.

1. Schools are *rigid organizations* with no built-in flexibility. The whole school system in India

could be conceived as a pyramidal bureaucracy. This network is suitable for handling administrative orders but not professional information. Even if by legislation and through administrative orders adult education is put into the schools that would not mean the functional installation of the programme in the school system. The fortunes of basic education in India during the last two decades should provide every one some food for thought.

2. Schools are *inward-looking organizations*. Schools in India as we know them, were given to communities by the government. They were not demanded or created by communities. Hence they have not been and are not responsive to community needs but have come to acquire their own synthetic culture. At the same time the democratic form of government and the existing political imperatives make it impossible for India to restructure schools and their missions with the thoroughness and despatch exemplified by some of the socialistic systems. Adult education is outward-looking, the schools are inward-looking.

3. There has been an obvious *goal-displacement in the organizational objectives* of the school. The educational objectives of the school have been substituted by the need to perform well at the examinations. This makes the teacher direct all his energies to the examination and not to the PTA or the education of youth leaders. The existing system of examinations also takes away from the teacher the freedom to build his own curriculum that could provide links between the school and the society. This, however, means that, other things being equal, programmes of adult education closest to the existing patterns of school education, such as correspondence courses and part-time and own-time education programmes will have a better chance of successful installation in schools than many others.

4. The *public image of the school is not that of an extension organization*. The need for continuing education of the community and the role of the school in this continuing life long education must be accepted by all communities in India. It is not a matter of convincing ourselves alone and other fellow adult education workers. Basic education was seen as inferior education, adult education may be seen as betrayal of the school's actual functions.

5. While some of our school teachers have come to be leaders of international stature, the school system on the whole shows unrelieved mediocrity. Adult education programmes have to be locally planned and locally executed and may be beyond the competences of most teachers and headmasters that we have today. Again, the people filling the various roles in the school organization are *unskilled* as far as adult education procedures are concerned. Their professional training does not prepare them for undertaking any such work. Finally, classroom oriented and field oriented teachers will be different kinds of persons. Most teachers would not be field oriented and their self-concept would not permit them to participate in adult education programmes.

There will be some very serious snags in using community resources for adult education work especially in the area of economic skills. Economic skills are one way of competing for a living and the good village artisan will not teach. We must not only give the school more teachers to spread adult education work all over so that every teacher can be released for some adult education work but demonstrate that adult education is an equally important part of the school's work. This may be done by appointing a Vice-Principal or Deputy-Headmaster for Adult Education trained as an adult educator in every school and in some cases making the Principal or the Headmaster an Adult Education man while giving the school education pro-

gramme to the Deputy. By putting adult education programmes into the schools we can save considerable resources but we cannot have too much for absolutely nothing.

Provision of funds for organizing such activities is important. The school that undertakes adult education work must have a much greater range and amount of equipment than the common school has today. It must have better libraries for adults and for teachers to prepare themselves to answer the questions and the calls that the community may make on them. It would need additional furniture in some cases because adult knees do not fit under children's desks. Adult education groups may need demonstrations which would mean going places or it may mean bringing a canned demonstration done on the film which would mean projection equipment.

Last of all the whole enterprise envisaged by the National Seminar must be supported by an elaborate training programme not of the crash type but a good honest-to-goodness programme that gives trainees a new ideology, gives them skills for working with adults and organizing programmes for adults, tells them how to build curriculums, and teaches them to roll with the punches in the field situation. Also the huge resources of media—the AIR, the Films Division documentaries, the Press, and other Information media must all accept themselves as educational agencies—another huge problem of rebuilding organizations!

The task is difficult and requires bold decisions and hard work if schools have to be changed into professional organizations that look both inward for identity and outward to the community, that have resources for personnel, equipment and skills to do the job. The restructuring is not easy nor can it be handled as a crash programme. All that crash programmes can do is crash!

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P.M. Sapre

Schools in the Community

THE school occupies an important place among the various institutions in a community. As it is engaged in preparing the next generation of adult citizens for the community, it is important that it does this in close cooperation with other institutions and in accordance with the specific needs and resources of the community. This requires a constant effort to integrate the school and its functions with the rest of the community. And yet, during the past, and to some extent even in the present, many schools have unfortunately operated as though they existed in a vacuum, apart from the community which nurtured them. Each community has a variety of institutions which reflect in some measure the aspirations of the community and foster the values which are cherished by it. Each institution tries in some way to improve life in the community. It owes its existence to some specific need of the community. Its contribution usually depends upon the support both material and moral that it derives from the community.

What is a Community?

'Community' seems to be a nebulous term, yet it is a tangible concept; it can be defined for the purposes of convenience. It suggests a sharing in common. According to Allen and Cook (A Sociological Approach to Education), a Community is

- (a) a population aggregate,
- (b) inhabiting a delimitable, contiguous territory,
- (c) sharing in historical heritage,
- (d) possessing a set of basic service institutions,

- (e) participating in a common mode of life,
- (f) conscious of its unity, and
- (g) able to act in a corporate way.

It is served by institutions and agencies. It can act in a cohesive way to meet crises or problems resources as their leadership differs. Yet the common elements recur.

Major Emphases

The urge to integrate the schools with the community is usually reflected in two major emphases: first, service to the entire community and not merely to the school age children, and second, discovery, development and use of resources of the community both for enriching the instructional programme of the school and for enriching the community as a whole. This necessarily suggests a two-way traffic between the school and the community. Whereas education has in recent years emphasized the importance of using community resources for class room instruction, they have not recognised in full measure, their responsibility for discovering and developing such resources.

A fear is sometimes expressed that a school which is concerned primarily with local matters might develop in the children a narrow view of life and hamper their full development. This, however, need not be so since the concern of the school with the local community is intended not to restrict the school's attention to local matters but to provide a focus from which to relate further study and action in the broader context, state, regional, national and international. Each community has its own distinctive

characteristics, attitudes and a mode of life. Children drawn from the community have already had some exposure to these. It is desirable to capitalise on the experiences which the community provides. But this is only the starting point for all learning. Let us illustrate this point. In teaching Agriculture, the school ought to relate initial learning to local conditions which are already familiar. It would then be easy for the child to learn about other problems and practices in other communities, in other parts of the country and even in other countries of the world. Schools often teach the concept of democracy and democratic institutions. The learning should begin with such institutions that already exist in the community, like village panchayats. Once the concept is clear, further learning about District Boards, State Assemblies, Parliament and even the United Nations should be meaningful to the child. The same can be said about other areas of instruction.

The concept of School-Community relationship is by no means new; nor is it foreign. Some of our schools in compact and well-knit communities do exemplify an excellent relationship through participation in a variety of community activities. This is more manifest in the case of schools started through local effort and supported by local funds. Established in response to felt needs of the community such schools offer programmes geared to the community requirements. In the United States—there has been, in recent years, a great deal of emphasis on this relationship out of which has grown the concept of a Community School. The movement for progressive education provided a corrective for the academic school, reducing the emphasis on discipline, rote

memory, and abstract knowledge. The progressive stressed activity programmes, education for life and individual expression. More recently, many educators have focussed attention on certain grave defects in the child centred school of the progressive education group and have advocated the community school concept. This transition from the old academic school to the more recent community emphasis is sometimes described as a movement from book-centred through child-centred to life-centred school. While it would be unrealistic to claim that all schools have gone through this growth, there is sufficient evidence to say that, in various degrees, the schools do not reflect community needs.

Characteristics

It might be useful to identify the major characteristics of an ideal school-community relationship:

1. Most of the educational experiences provided by the school grow out of and are developed in terms of life in the community.

2. Students participate fully in the activities of community living, studying the life of the community and taking part as organised groups in a variety of community activities sponsored by different organisations. These may include social services like cleanliness, road safety, construction work, spread of economics, literacy, cultural and recreational activities and the like.

3. The people of the community play a significant role in determining the programme and policies of the school. Local leadership is encouraged and fostered to take up responsibility for developing sound programmes.

4. The school is an important part of a total programme of community living. As such, it constantly seeks to coordinate its

programme with the activities of other agencies in the community like Rotary Clubs, Youth Organisations, Professional Associations and other service organisations. An effort is made to pool the resources for undertaking service projects cooperatively.

5. The facilities and resources of the school are used by the people of the community to carry on desirable aspects of community living. Each school has a fund of educational resources profitably used for educating the community.

6. The school makes full use of community resources for enriching its instructional programme. These include, besides individuals and institutions, the history and traditions of the community, the environment and physical features, the major occupations and the developmental programmes.

7. The school staff concerns itself with the activities of the students outside the school so that life may be rich and may also be coordinated with the students' life in the school.

Stages of Growth

Like all other relationships, school-community relationship is a matter of gradual evolution. Some schools are more involved in the total community life than others. It is thus a matter of degree. It is possible to identify a few important stages of this growth.

1. *The stage of publicity*: The school must first make its existence known and felt by the community. Its objectives and programme must be published effectively to gain acceptance and support. This can be done through a carefully developed public relations programme, publications and periodical reporting. Occasion must also be found to invite parents and community leaders to the school,

2. *Use of the Community as an educational resource*: Every community is rich in a variety of resources that can be profitably used to supplement classroom instruction and to provide opportunities to see the application of knowledge in real situations. If good public relations are established by the school, it should have no difficulty in drawing upon these resources for educational purpose.

3. *School as an educational resource for the community*: Since school-community relationship is basically a two way traffic, the school needs to place its own resources at the service of the community. The school ought to think of offering definite service to the community to the extent its resources permits. Adult education programme, use of library and other physical facilities, contribution by staff to the cultural and intellectual activities are some of the possibilities.

4. *Community as a partner in the educational enterprise*: To the extent the community matures as a result of the first three stages, to that extent it is ready for more responsible and extensive involvement in the school programme. It then becomes possible to associate community leaders with the management of the schools and to develop an educational programme which represents the best thinking the entire community is capable of.

5. If a school can successfully demonstrate this kind of relationship, it will soon find that it has become a partner in improving community living. It would possibly be an instrument of social policy providing leadership in all areas of life. Its involvement in the community would be total with the result that the school community and the community school would become one and the same.

(Courtesy RECORD—Regional
College of Education,
Mysore)

Tanzanian Girl Students Win First Mohammed Reza Pahlavi Literacy Prize

They teach in homes, barracks and community centres

THE young students at the Tabora Girls' Secondary School in Tabora, Tanzania, mostly between 14 and 19 years old, were the winners of the first international Mohammed Reza Pahlavi Prize for outstanding work in literacy.

Their campaign, promoted by the headmistress, Miss B. Johansson, and supported by the local Community Development office, started in March 1966. Tabora is an important road and rail junction in the heart of Tanzania, south of Lake Victoria and some 450 miles from the capital, Dar-es-Salaam, on the coast.

This student programme—the first of its kind in the country—operates in three areas in one particular ward of the town. About 95 students are involved. They go to people's homes and conduct group classes in the courtyards of ten selected houses; they run classes in army barracks for the wives of soldiers; and they hold classes at community centres. All this work takes place every Tuesday and Thursday late in the afternoon and early evening. Each group is made up of two of these young teachers who take their classes in turn. School staff pay regular visits to classes to encourage the grown-up pupils and also to check on the teaching methods of their own younger pupils. Altogether, it is reckoned, more than 400 people are being reached by the young girls of this Tabora school.

Equipment for the programme, blackboards, tables, books, pencils etc., are supplied by the Community Development Division, which also organizes seminars and instruction courses for the teachers, where much stress is laid on why adults should be educated and the many advantages of being literate. Local officials of TANU, the Tanganyika African National Union—called "balozi" or ambassador—each in charge of a group of ten houses, arrange which homes are selected for classes, and supply lists of illiterates.

The 100 or so soldiers' wives being taught in the barracks are divided into five groups. Besides literacy, which is the main concern, each group is also taught about cookery, needlework, housecraft, child care and laundry. By rotation, everyone gets a chance to participate in all activities. All this is taught by the young students with occasional help from the local woman camp commandant and education officer. Extra equipment for these classes has also been obtained through selling some of the

things made by these women and through financial help from Sweden organized by the headmistress.

Classes at the community centres are for both men and women and for all ages. Here is how one student describes her work at one of these classes: "Formerly it was mostly men who attended these classes, the women going to the classes held in their homes, but now it is quite mixed and this has proved very satisfactory. Several of the women have proved to be very clever and enthusiastic, and when they have learned to read and write they ask us to teach them simple arithmetic....We have older men and very young boys, older women and newly married women, who bring their babies with them."

Although basically started for illiterates, with beginners classes in both English and Swahili, the programme has been expanded at the request of some of those newly able to read and write to include more advanced courses in both languages.

Since they started their work, the young "teachers" have been asked to start similar groups in other parts of Tabora. Unable to do this because they are already fully occupied, they have handed over some of these classes to other secondary school students, including many at boys' schools.

Why do these young girls carry out this programme which has won them the Pahlavi prize? As one of them explained: "Because we belong to a small, privileged group of people who are able to get a really good education in our country at the moment. We are very grateful for this and we want to play our part in helping our Government in the great efforts to educate more and more people...We also hope that our work will inspire other students to start similar work themselves."

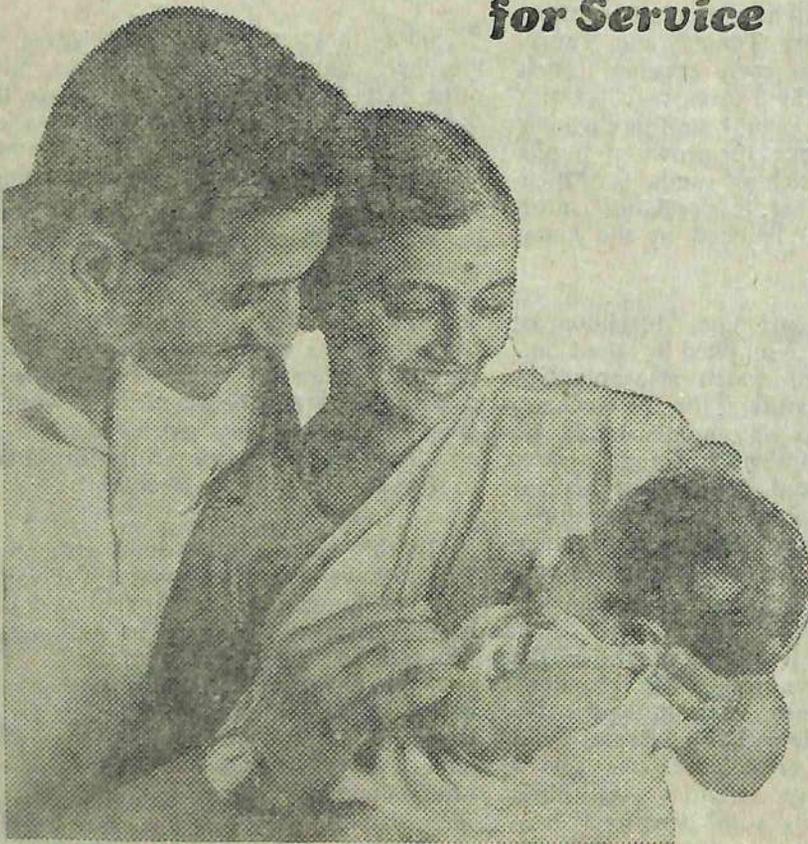
In this way, these young girl students from Tabora have given their answer to President Nyerere who, in launching a campaign of popular support for his country's literacy programme, proclaimed: "It can be done, play your part." Though these students have just won for their country the first award of this international prize for outstanding work in literacy, since 1964 literacy programmes have been developing throughout Tanzania as an integral part of the country's national development Plan. In January 1965, a total of 7,257 literacy classes were in operation, attended by 541,562 adults, 206,214 of them men, 335,348 women. And since then the number has been regularly increasing.

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International Literacy Day and India's Responsibilities

Sohan Singh

(Speech delivered on behalf of the Association, on the occasion of the International Literacy Day at an official function held in New Delhi.)

FOR nearly 15 years now we have been celebrating Literacy Day in India. It was December 6. From the very beginning, the idea was that it was important that illiteracy should be eliminated from Indian life and that every year we should remind ourselves that the task remained unfinished. The International Literacy Day has given a global background to this concern of ours. If this Day has any significance for us it means that we are now answerable to the world community for what we do or fail to do in making illiteracy a phenomena of India's past and not of the Indian present—answerable that is to say not as a matter of law, but of the conscience of the human species. And let us tell ourselves frankly that, in spite of the good work that we have done in building up a trained personnel and the know-how and the necessary institutions of literacy work, we have very nearly let the personnel rust, the know-how fade away from our minds and the institutions atrophy. The distance between our doctrines and our practices continues to grow.

The world thinking on literacy has now come to a stage we reached in 1962. In the first flush of our enthusiasm after independence we were impatient to see the day when our peasants and workers would be literate, because we saw in illiteracy the diminution of the Indian man or woman. We put in great and memorable efforts in the fight against illiteracy, but these were halting and spasmodic. Soon the national will for eradicating illiteracy eroded away. What was more hurtful was that even the literacy achieved by us was not good enough to enable the new literates to tackle the problems of the day. So, in 1962, in

a seminar organised by the National Fundamental Educational Centre we said, firstly, that only the objective of functional literacy could be the legitimate aim of the national effort and, secondly, that this functional literacy must be considered as an investment and the national finance applied to areas where the investment would yield more and more results. This was no abandonment of the stand that literacy was a human right. But in order that large number of men and women have the opportunity to exercise this human right, the nation must achieve a certain degree of economic productivity and literacy was seen as an instrument of greater productivity. In 1964-66, Dr. V.K.R.V. Rao preached this way of literacy with a crusading zeal. But on the plane of reality things stood where they were.

In the memorandum which Unesco has issued in connection with the International Literacy Day it is mentioned that the celebration of the Day "should mark start of a more active stage." It says further that this Day should be chosen to announce, among other things:

"the launching of new literacy programme or projects increases in budgetary allocations for literacy.....

the beginning of further programmes within the frame work of enterprises, rural development projects or non-governmental organisations"

We hope that Ministry of Education will make all of us happy by making an announcement or two in the spirit of this memorandum. Meanwhile, let me mention some of the things which we believe are ripe to be taken up and some of which we have been looking forward to for

some years.

First of all, persons interested in the problem of illiteracy have for several years now been clamouring unanimously for a National Board of Adult Education. This is our priority number one. We call this The Board of Adult Education, but literacy is an inseparable part of this Adult Education. It is not possible to separate the two. For we have now come to the conclusion that nothing short of functional literacy will fill the bill for our times and functional literacy is adult education through literacy or literacy through adult education, whichever way may you like to look at it. Secondly, we are keen that the scheme for farmers' education in the High Yielding Varieties Programme with literacy as its essential component, should be taken up immediately. In so far as the literacy component is concerned—no one imagines that it can be separated from other elements in farmers' education—Unesco is looking at it as one of the very important projects in the world, which will hopefully go to establish the concept of functional literacy as the most significant form of adult education in the developing countries. Thus we owe it both to ourselves and the international community in whose name we are celebrating this Day that the different Ministries in the Government of India should take up this project and work together to make it successful. I happened to be in Paris in July this year. Unesco is keen to associate themselves with it. In India the association of the Ministry of Education with this project will be watched with keen interest by those who regard literacy as the act of opening the door to the modern age of rising technology.

The Indian occupational

pattern being still dominated by agriculture we would like to give a high priority to farmers' functional literacy, but we would also like a similar project to be taken up in industry. The decision-making role of farmers is, of course, of much greater concern to us, who live perennially on the verge of starvation. But workers in industry are also a force in developing India's industrial productivity, or keeping it stagnant. This, along with the strength that accrues to them on account of their membership of trade unions, makes it necessary to bring the illiterate among the workers within the ambit of a productivity-oriented literacy. We, therefore, believe that the Ministry of Education, in close co-operation with other concerned Ministries, should also open channels of functional literacy into an industrial area.

Last year it heartened us all to know that Dr. V.K.R.V. Rao, then Member of planning Commission, had stuck against heavy odds to his resolve to boost functional literacy in India. But all the promise vanished into thin air with the collapse of our House of Planning. Our statesmen and economists are now busy in salvaging the wreck and we are happy to know that education is not being forgotten in the salvaging operations, as is clear from the weighty report of the Committee of Members of Parliament on Education (1967). We are also glad to know that the Committee has mentioned the need for intensive efforts to spread literacy, particularly in the age group 15-25, among its 16 priorities in the field of education. We certainly have no desire, had we the power, to overwhelm our planners with sermons on literacy. But we do expect that they will take note of the research that is coming up now to show the contribution of functional literacy to the growth of a people's economic capacity and, taking note of it, provide some lubricating finance to make the machinery of literacy in India run smoothly. Without that even the setting up

of the National Board of Adult Education will only be a gesture without a meaning.

These are the things we owe to ourselves. There are other important programmes, too, which need to be implemented. But once the National Board is there it will, no doubt, take them up. But there are also things that we owe to the international community. As you know, Unesco has taken up the largest single literacy programme in the world, though it is known by the modest name of Experimental Literacy Programme. I will mention here two aspects of it. First, Unesco sends Literacy Planning Missions to various countries in the world where illiteracy is heavy. Forty-eight missions have been planned so far, of which nearly half have done their work. I had the privilege to work on one of these missions. We went to Afghanistan to explore the possibilities of expanding literacy work in that country. It was an experience of a different mint altogether to view the problem of literacy through glasses uncoloured with the deep emotional involvement that one has for one's own country. We saw what literacy meant to mankind and not just a part of it. We saw what it meant to millions of men and women who are passing over from the cares of today to the tasks of tomorrow. I suggest that we should be ready to co-operate with Unesco if it needs our services on these Missions.

Second, Unesco is supporting mass attacks on illiteracy in selected areas for particular sections of population in few countries to give to these countries a taste of success in tackling the problem of illiteracy and to show to the world what international co-operation can achieve in this field. Its effort in this behalf in Iran, Mali, Algeria and Ecuador has won world-wide recognition. It is good to know that many Indians are now working in these projects which though located in particular countries, yet have an international hue about them. But we can do more

in this direction by offering to assist other countries in training some of their personnel.

All this great effort is bound to enrich the international pool of knowledge and experience in the philosophy, economics and technology of literacy. I believe here we can make some contribution to the evolving methodology of literacy. The biggest need of the international community in its battle against illiteracy is the need to develop new instructional materials and new methods of imparting functional literacy. We have the intellectual and institutional resources to undertake this work which will also add to our own armoury for attacking illiteracy in our own country. This is the most important way in which we can share in the modern man's strivings to build a new world where knowledge is ascendent over ignorance.

These are some of the thoughts which came to us on this occasion, when we are celebrating the International Literacy Day. Some of them are necessarily concerned with our international obligation in this field. But the more important one concern the rehabilitation of the literacy movement in our country. I do hope something would be done soon to remedy the indifference and neglect into which we have cast this subject for some years past.

THE ROLE OF SCHOOL IN ADULT EDUCATION

(Continued from page 11)

pin's experience which has had an influence far beyond the shores of the Republic indicates some ways in which schools can play a positive and creative role in the literacy and immediate post-literacy education of adults and ways in which the school can become the very centre for adult and community education.

Emerging Concept of Adult Education as Integral Part of Indian System of Education

By S.R. Mohsini, Director, Jamia School of Social Work, New Delhi

SINCE the dawn of Independence, people interested in the promotion of Adult Education in India, have been trying to find for it a place in the national system of education. The Kothari Commission has recently emphasised that educational Institutions of all types and grades should be encouraged to provide various programmes of adult education. It is hoped that with the implementation of these recommendations the cherished goal of making adult education an integral part of the national system of education, may be achieved before long.

Before entering into the discussion of various aspects of the proposed adult education programmes under the auspices of the institutions of formal education, it seems necessary to deal, though briefly with the efforts which were made in the past to find a place for adult education in the national system of education and with the factors which were responsible for not having achieved the desired result. It would help us to see the problem in its historical perspective and to avoid repeating the past mistakes.

Historical Background:

In India, the movement of educating adults was synonymous with literacy when it received some recognition in 1937-38. Realising the difficulties in making an adult literate, even under the most expert teaching, unless he was conscious of the real use of literacy skills in his life, the content of adult education was broadened to include, besides literacy, informations and skills useful in day to day lives of the adults. Moreover, it was thought advisable to organise recreational and cultural activities and to utilize audio-visual-aids to make the educational programmes more attractive. The organisation of such activities necessitated to have permanent places such as Community Centre, while temporary abode was enough for literacy classes. With the establishment of democratic institutions in the country, the field of adult education was further widened to include all aspects of adult living with more emphasis on social and cultural activities in order to tone up the social life and to develop social consciousness among the masses. The name of adult education was changed to social education, which was included in the programme of Community Development projects for taking the movement started by Community Centres in cities and towns to the rural areas. The interest in rural development brought into existence another institution known as

Janta College or Vidya Peth, a residential institution carrying out the programmes of adult education with more emphasis on training in craft and vocation.

A large number of community Centres and Vidya Peths were opened in various parts of the country, and social or Adult Education wings were established under departments of Education of various states. The Community Centres and the Vidya Peths were expected to be run on a permanent basis like schools and colleges. But as they did not meet the variegated needs of the adults in their localities, they could not sustain, barring a few exceptions, the popularity that they had gained during the first phase of their development. People, the government authorities and even the field workers became dissatisfied with their workings. Within a decade of their inception, their number declined. The dream of finding a suitable place for Adult Education in the Educational system of the country, thus, could not come true. Many factors were responsible for that. Firstly, little attention was paid to fundamental questions such as whom to teach, what to teach and how to teach. The Community Centres were supposed to serve all types of people and utilize varied educational opportunities and organise variegated forms of education for different segments of the community. But in practice their activities could not go beyond literacy education, a few recreational, cultural and social activities, some programmes based on audio-visual-aids, a series of talks on unrelated topics and a poor library service. Most of these activities have been uncoordinated, improvised and occasional. The education of the individual adult was the one which suffered most.

With one or two persons on the staff and without any outside help and guidance, it has too much to expect that the *Community Centres might be able to develop* a balanced programme of adult education. For making them effective in instruments for adult and social education there was a need of the agencies on regional level for providing them with the following services:—

1. Information and advisory service, giving suggestion on study-outlines and syllabi of courses in different subjects, bibliographies of suitable literature, text books, methods of teaching and standard of operation etc.
2. Organising demonstration courses and classes on local level.

3. Conducting courses on vocational and technical subjects in the community centres.
4. Supplying speakers, lecturers, instructors, and group leaders on part-time paid or voluntary basis for different courses, forums, discussion groups and cultural and social activities.
5. Supplying travelling exhibitions and illustrated lectures.
6. Distribution, on non-profit basis, of articles materials and equipments for games, music, dramatics and other leisure-time pursuits
7. Information and advisory services regarding audio-visual aids material and distribution of film, film strips, maps and charts for being used in community centres.

The Centres, if provided with these services and an extra fund to employ part-time workers, could have stimulated interest among various groups of adults, helped them to find out a course to meet their needs and aspirations, and secured for them the necessary material, instructors, lecturers or speakers. They would have been able to organise a variety of programmes to satisfy the needs and interests of different sections and classes of the community and thus would have become a living force in the lives of the people. This could not be done as there was lack of conceptual clarity at that time along with the problem of meagre financial resources which were exhausted on providing poor accommodation, skeleton staff and inadequate equipments for the Centres and a huge staff for supervisory and training purposes.

New Horizons in Adult Education

The Adult Education Movement in India had been interested since 1939 in associating Universities, Colleges, Primary, High, Secondary, and Technical Schools in the promotion of adult education in the country. It became a necessity after the efforts to bring adult education in the fold of national system of education through the departmental recognition of institutions like community Centres, Janta Colleges and Community Development Projects had failed. It is hoped that after the strong recommendations of the Kothari Commission, the schools, colleges and universities in India would no longer lag behind their counter parts in the advanced countries of the world and would take an increasing part in the promotion of adult education in their areas. Till now the buildings of our institutions for formal education remain unutilised after regular working hours. If their resources including class rooms, auditoriums, workshops, teachers, playground are offered for the cause of adult education, they may be used right through the day and evening for meeting the needs and desires of the members of the community of any age to play and learn.

Two things are required if we want this desirable change to be brought about in an orderly fashion.

Firstly, attempt should be made to attain conceptual clarity regarding the different categories of people to be served, the educational content to be included in the programme and the different forms and methods to be utilised for meeting the educational needs of different segments of our population. Secondly, different areas of adult education should be assigned to different types of educational institutions on the basis of their resources in terms of personnel, building and equipment. Moreover, it is also necessary to evolve channels of communications, coordination and collaboration between different educational institutions.

Clientele for Adult Education Programmes

Majority of our people are illiterate. They have to be made literate. A large number of the literates need to be brought up to the level of 8 years schooling which has been prescribed in our scheme of compulsory education. Both these sections of our people constitute the large segments of our population and are on the same level and belong economically, socially and culturally to the same class and find it difficult to take advantage of the existing system of education. Their education will necessarily have to be remedial in nature. The education of the remaining segments of our population means further education beyond this level. It gives us three major categories of our adult population who naturally will have different motivations and purposes for getting education and for whom different types of educational opportunities have to be provided.

Content of Adult Education

The content of the educational programmes for every group of working adult has to be developed according to their specific educational needs. The diversified basic educational needs of an adult may be summarised as follows :

1. Since the efficiency in spoken and written language is the basis of all effective educational programmes, he needs an adequate knowledge of language which can be developed as a part of a disciplined course of study.
2. He needs to know and understand the facts of his local and wider environment, of the background of local, national and international problems, of the facts of science and of the nature of culture.
3. He constantly needs to go on increasing his vocational or professional efficiency and keeping himself acquainted with upto date knowledge and information about his vocations or professions.
4. He needs to have experience of close-fellowship and to be able to share experiences with good will and tolerance and to learn, during this process, the handling of different group situations with judgment and understanding.

Methods and Forms of Adult Education

These educational needs, the satisfaction of which brings about the development of intellectual faculties and other inherent abilities and talents of individual adults can be met in variety of forms such as informal, quasi-formal, formal and social education. A brief discussion of each one of these forms is necessary to show the varied types of educational programmes that are to be organised to meet the diversified needs and purposes of the adults.

Informal Adult Education utilises entirely new methods while formal adult education adopts the pattern and methods long established in our educational institutions for full-time students. The formal education has a definite objective of covering a prescribed syllabus in a given period of time. It has a definite system of enrolment of students, of having teachers, text-books examinations and results. Agencies for informal education, on the other hand, maintain quite an informal atmosphere and depend entirely on the self-educability of the adults. Most important of these agencies are Libraries, Reading Rooms, Reading Clubs, Museums, Films, Radio Broadcast, Exhibitions and other audio-visual aids. Other forms of informal education are the organization of a series of lectures, forums, discussion groups, panel discussions, symposiums, seminars, conferences and other adult assemblies for learning purposes. All these agencies inspire and help individual adults to continue their self-study and self-enquiry.

The programmes of adult education of quasi-formal nature have some formal elements in them. They have definite enrolment of students who cover the prescribed syllabus of studies with the help of teachers in a given period of time. They differ from the formal adult education in the sense that they do not lead to any academic certificate, degree, or higher professional qualification. They aim at increasing the efficiency of individual adults in a particular field. Such programmes can be organised through the following short courses:

- (a) Courses which help adults to improve their vocational efficiency.
- (b) Courses in cultural subjects which provide liberal education to them.
- (c) Courses which aim to strengthen different projects for community development.

Formal Adult Education provides opportunities to the adults to improve their educational standards on the pattern prevalent in educational institutions for full time students. It organises courses of instruction, given in the regular way including teacher, text-book, examination, and certificate, diplomas or degrees. Formal adult education has to be organised on two levels, for those who could not reach the standard of education prescribed for the next genera-

tion as compulsory, and for those who have acquired this minimum standard of education but would like to continue their studies further. The first aspect of adult education may be described as remedial education and the other as the further education of adults. Such courses are usually organised through Adult schools, evening and morning colleges and correspondence courses. The importance of such provision cannot be minimised, as urban workers are normally inclined to acquire the same qualifications as those for which training is provided in schools and colleges, so that they may utilise their educational advantages for economic gains.

Social Education may be described as an attempt to make the process of social life creative and educative with a view to bringing about socially desirable change. It provides training in citizenship to adults, satisfy their needs to have experiences of close fellowship and self-government, enable them to share experiences with good will and tolerance and help them in learning to handle different group situations with judgment and understanding and to adjust themselves to the ever changing demands of democratic life. Such an education may be provided by organising varied activities for group work and community action. It is only through participation in such activities and by conscious practice in democratic living that one learns the democratic behaviour and becomes cooperative member of a community and thus acquires social education in true sense of the term. Adults need a variety of group experiences. The small intimate, cohesive friendship group affords an opportunity for individual development and personal satisfaction. Large, less cohesive groups can be utilized for integrating the individual with a wider range of experiences. It is, therefore, necessary to provide to the adults group-experiences on several levels. Special interest groups may be organised around recreational, cultural and vocational activities.

Adult Education and Institutions of Formal Education

We have to provide for each category of our population, programmes with varied educational contents and forms to suit their calibre and intelligence and to meet their diversified needs, and purposes. It has to be provided on three levels i.e. literacy education, Education of the literate adults and Further education. Literacy education is the stage of preparation for Primary Education, the education of literate adult is the stage of preparation for Secondary Education and the further education may include both preparation for University Education and the Education of University standard. According to this analysis literacy Education ought to be assigned to the institutions of Primary Education, Education of the literate adults to the institutions of Secondary Education and Further education to the Universities and Colleges. The point to

be considered in this regard is whether each of these institutions are capable of taking up these responsibilities in terms of human and material resources at their disposal and whether the nature of these responsibilities is such which can efficiently be undertaken by the institutions concerned. Let us take the case of literacy Education. We have to consider the complicated problems of literacy in our country and to find out whether our institutions of Primary Education are capable of dealing with them.

Literacy Education

Illiteracy is a common problem for the new democracies like India. Two things are needed for solving it, creation of literacy among the masses and then preserving it. Creation of literacy in a country depend on efficient implementation of compulsory primary education among the children of school going age and on the success of mass literacy campaigns to eradicate illiteracy from adult population. Serious efforts have also to be made for the preservation of literacy, as the skills in reading and writing cannot be retained long without practice. It is a sheer waste to create literacy without providing facilities for practicing it. Moreover, literacy is not an end in itself, it should lead to education.

It is too much to expect that this problem can be solved by the institutions of primary education if they organise literacy classes in their buildings. For liquidation of illiteracy, we need a well thought out-scheme which has to be linked up with our plans for compulsory education up to the age of 14 and compulsory continuation education for boys and girls up to 16 years of age. It is with the help of such programmes that the percentage of illiteracy will gradually decrease in our country. This process can be accelerated by launching campaigns for eradication of illiteracy from 16 to 40 years age-group in areas covered by the scheme of compulsory education. These efforts, however, need to be strengthened by effective programmes of providing continuing and further education to the literate adults which on the one hand will help them to preserve their literacy and on the other create an atmosphere which may produce greater motivation for illiterate adults to acquire literacy.

We would be wiser by not over burdening our educational institutions with the responsibilities of dealing with the complicated problems of illiteracy. Otherwise our educational institutions would not be able to pay enough attention towards their important duty of providing opportunities to literate adults and creating greater motivation among the illiterate ones for becoming literate. The institutions of formal education which are now being sought to be utilised for programmes of adult education, should not be entrusted with organising mass literacy campaigns. Such campaigns must be organised on emergency level with the help and co-operation of

all official and non-official agencies, private business and the general public. Autonomous Boards need to be set up in every state for the purpose.

Education of the Literate Adult

Secondary schools possess unique opportunities for the education of literate adults and can play an increasingly important part in the development of different types of programmes for their education on local level. Their staff, building, equipments, Libraries and other facilities are best suited for taking up this new responsibility. They can be developed as community schools or school-cum-community centres, if an understanding of the close inter-relationship of adult education in the community with elementary and secondary education is created among the school's staff. We all know the children do not become healthy adults unless the adult world around them is mentally and emotionally healthful. The school staff, therefore must face the responsibility of participation in re-educating the adult world that surrounds the daily life of the children. For that the schools require to work with adult groups of the locality and with community agencies for the development of rich and wholesome out-of-school experiences.

The adult literates who had to leave their full-time education before completing a year of schooling, can be motivated for continuing their education if an atmosphere charged with desire for improvement is created in local communities, through programmes of social education. In such an atmosphere ignorance is gradually taken as a social evil and individuals become keen to continue their education to gain social prestige or to improve their economic conditions. The educational programmes to be organised for literate adults have to be diverse to suit the varying interests, needs, calibre and intelligence of different groups of people. Some of them have highest degree of self-educability and can educate themselves through books, extension lectures and other educational activities of informal nature. There are some for whom informal forms of education are insufficient. They need some guidance and help, before they can benefit from these experiences. They require to get some formal or quasi-formal education to increase their self-educability.

Most of these activities will have to be carried out by part-time paid specialists or by the voluntary work of the teaching staff of the secondary schools, colleges and universities. The man-power resources of this kind need to be harnessed by some regional agencies to be developed for that purpose. Until such agencies are developed, secondary school adult education programmes can be organised under the leadership of the universities which have ample educational resources and appropriate perspective of experimentation. There will be, however, the need of a nucleus of one full-time worker in adult educa-

tion for every 100 hours per week of part-time workers services. The minimum academic qualification for such a full time worker should be a second class Master's Degree, with one year training in education and at least three months training in Adult Education. He needs to be given the status of the Vice-Principal (Adult Education) in the Secondary School to which he would be attached to. His function would largely be to

- (1) keep abreast of the best knowledge and practices in the field,
- (2) to extend school services to the adult population of the community,
- (3) to encourage voluntary group associations and to develop educational objectives,
- (4) to organise, evaluate and reorganise the school programme in the light of changing needs,
- (5) to provide cohesion and continuity to the work assigned to part time workers, and
- (6) to work as administrative head of the adult education programmes in the school under the general supervision of the Principal.

Further Education of Adults

The further education of adults is the main responsibility of our universities which should be interested in transmission of knowledge to ever increasing number of individuals in society and therefore must throw their treasures open to those, who are outside its walls and experiment in the teaching of adults. The programmes for further education would have to cater to different needs of four categories of our working adult population, namely,

- (i) Those who after 8 years of schooling or more had to leave their full-time education, before getting Higher Secondary School certificate.
- (ii) holders of Higher Secondary School certificate who could not get university education,
- (iii) graduate of the universities and
- (iv) professional classes with a higher level of general education and specialised training.

All these sections of population including the well-educated ones need further education for their spiritual enrichment, intellectual stimulation, aesthetic satisfaction and understanding of ever increasing frontiers of knowledge, upon which depends human survival in a fast changing world. The universities, therefore, need to design programmes for preparing adults to be able to get university education, for imparting university education and offering courses of an advanced and refresher kind. There will always be, among the four categories mentioned above, adults who are anxious to undertake formal courses leading to certificates, diplomas or degrees of a university. Arrangements for meeting such a

demand can be made by offering correspondence courses and by organising part-time formal courses in Morning or Evening Colleges. The most important field of further education is, however, the provision of educational facilities for those who are interested to invest their leisure in the pursuit of knowledge and to acquire such knowledge for its own sake without seeking any certificate, Diploma or Degree. They need to be provided with various short-term residential or part-time, non-residential courses in subjects of their interest.

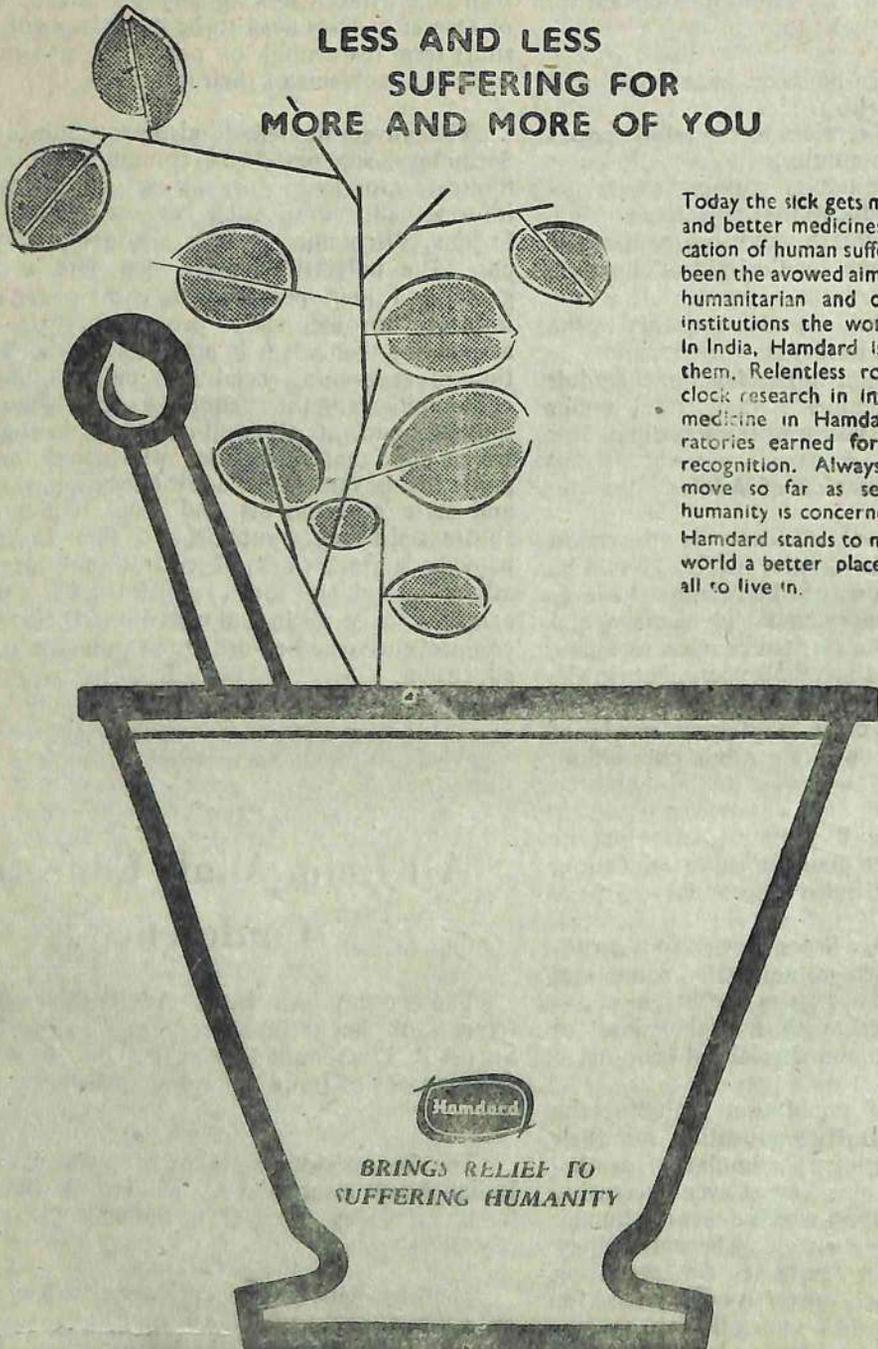
The universities should also provide leadership to Secondary Schools, local communities or special interest groups in organising programmes for informal education, such as extension lectures, forums, discussion groups, seminars, conferences, etc. The universities must also find avenues to guide and help people, who come under its direct influence through such programmes in actively associating themselves in activities for the regeneration of economic, social and cultural life of their communities and thus acquiring social education, the ultimate end of all adult educational programmes. Let us hope that universities will come forward to guide the movement for adult education, the central and state governments and local bodies will give substantial financial support and they together will provide a framework of educational services for adults in which local, official and non-official agencies, may fit in and contribute their share to a comprehensive and co-ordinated programme of adult education.

All India Adult Education Conference

The two-day All India Adult Education Conference will begin in Mysore on October 20, 1967. Shri A.R. Deshpande former Adviser to the Union Government of India on Adult Education will preside.

The Conference which has been convened by the Indian Adult Education Association, is likely to be inaugurated by Shri G.S. Pathak, Governor of Mysore.

The high-light of the conference is a symposium on "What Universities can do to promote Adult Education?" Prof. A.R. Wadia, Member, University Grants Commission will preside. Among those who are likely to speak are Prof. Eyford of Rajasthan University, Dr. A.V. Naik of Poona University and Shri N K. Pant of Delhi University.



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Adapting School Education to the Needs of the Adult

Mrs. Helen Butt, M.A., Ph. D.

THE utilization of existing schools, facilities and teachers for extending education to adults has obvious advantages. The primary appeal may be the economic one: buildings and facilities can be put to use in the evening and during vacation periods with little or no extra cost, and even teachers can, in some cases, be deputed to this work from their regular duties more economically than separate staff can be employed. Administratively, too, such an arrangement has merit. In many, if not most of the States, adult education is the responsibility of the Education Department, and it might be found much simpler to combine the two functions of schooling and adult education than to operate two separate systems under common supervision, as is the most common practice at present. The designing of curricula and text-books and the actual imparting of education are the domain of the educationists and teachers, and it is reasonable to suppose that there is considerable expertise available within the school system which could be applied to the advantage of adult education. However, it is in these latter spheres, where the greatest advantage could be derived from combining the two systems, that the greatest care will have to be exercised if we are not to fall into the pitfall of adopting rather than adapting. This is especially true in regard to adult education at the most rudimentary level: that of adult literacy and education of adult neo-literates. Considerable attention will have to be given to the differences not only in the psychology of adults and children but also to their differing needs and conditions.

Curricula and Text-books

The present-day curricula of primary and even secondary schools largely constitute a preparation for further schooling. The education which the adult needs, on the other hand, is a combination of knowledge and skills that can be of direct use in daily life. This is not exclusively vocational—it may be related to health, citizenship and other aspects of life—but it must be immediately relevant. It is an end product rather than an intermediate product. Even the knowledge of the three R's must be imparted in such a way that it is applicable and applied to immediate problems. It must not be presented merely as an accomplishment in itself, to be further elaborated through years of study.

The approach to educating neo-literate adults has, thus far, been ambivalent. Insofar as any continuing education has been offered, it has been either in the form of "condensed courses" following the school curriculum and preparing the student for recognized school examinations, or it has consisted mostly of what might be described as "tit-bits" of

knowledge supposed to be of use or interest to unschooled adults. The condensed courses are of use only to those who can continue long enough to pass an examination. Even then, further education is often necessary before the effort expended is rewarded, usually in the form of service as a teacher, nurse, etc. Although the most obvious objection to this avenue of advance as a large-scale solution to the problem of adult education is its prohibitive cost, the deeper reason for not following it is that the goal and incentive of such education is a change of occupation. It would not be economically possible to provide such an incentive on a truly national scale, nor would it be psychologically desirable to encourage aspirations that cannot be fulfilled.

The tit-bit offering, on the other hand, is no curriculum at all, if by curriculum we mean a course of study which leads somewhere. It is popularly, but fallaciously, supposed that adult learners need to be "entertained" by little pieces of many things, none of which looks at all like a lesson. Surveys of what neo-literate adults want to do "next" indicate that they want to learn something useful, and that they would like to stick to a certain subject until they know something about it.

In view of the need for a curriculum especially suited to adults, it would seem that the schools will have to offer in the service of adult education, not the curricula which they have already produced, but their special skills in producing curricula.

What has been said of curricula applies also, *mutatis mutandis*, to text-books. These can neither be the already available school text-books (with few exceptions) nor the inchoate and incohesive texts so often offered to neo-literate adults. Though language and sentence structure must be of the simplest order, the subject matter must be purposeful and coherent, and the concepts adult. There must be less, rather than more, peripheral material. In comparison with children's text-books, adult texts will have to accompany facts with more explanations and greater understanding. Most especially, they will have to present difficult material in such a manner that it can be readily grasped by persons of restricted vocabulary and experience and with little time to devote to its mastery. The writing of such texts requires a skill that can seldom be picked up in a "writers' workshop." Indeed, it is a challenge to the best minds in the educational field. It also requires the collaboration of specialists in the subject matter to be imparted, and these may not be found within the ambit of the schools.

Selection and Utilization of Teachers

The quality of teachers in the field of rudimentary adult education could be considerably improved through direct utilization of the school system. There has been an unhappy tendency in the past to assume, tacitly and by implication when not openly and by proclamation, that the teaching of adult classes at this level does not require qualified teachers. This has undoubtedly been responsible, more than any other one factor, for the disappointing results of much adult educational effort. If the school system can be induced to take up the task of adult education, it should, at the same time, resist the analogous temptation to place at the disposal of this branch of its activities the least qualified and least apt of its personnel.

Ideally, there should be a person or persons of adequate ability and training designated exclusively for adult education work in each school. In practice it may not be possible to assign personnel full time for this work in all instances. One of the advantages of combining the two efforts under one head is the economy of utilizing the teacher's time partly for regular school work and partly for adult education. Regardless of the size of the clientele, it is difficult to utilize the full time of a teacher productively in adult education, since class work can be carried on only during a few hours of the day. To fill up the teacher's time with personal visits and the like only adds to the economic burden of adult education, while to treat the teacher as a part-time worker tends to depreciate the importance of adult education. To treat the teacher, *qua* teacher, as a full time worker dividing his time between two types of instruction would seem to take us off the horns of the dilemma.

Even though the teachers who are appointed to adult education may not have this activity as their sole occupation, adult education should be the major concern of at least one such teacher in each school. Other activities of such a teacher, though not unimportant, should be such as to permit of full concentration on this new and demanding assignment. Thus, while the teacher selected for adult education work should in every instance be one of the best, he should ideally not be the person responsible for overall administration of the school. The latter should, of course, be ultimately responsible for the adult education programme as for the rest of the school programme.

Teaching Methods

The bringing of regular school teaching and adult school teaching into juxtaposition one with another should be enriching to both. It should also yield a rich field of study to specialists in the learning and teaching processes. However, the fruits of this field will be garnered only if sufficient attention is given to the differences in the methods required for the two purposes.

The teaching method suitable to a certain

purpose is a function of at least four factors, viz. 1) the subject matter; 2) the learner 3) the total amount of the subject matter to be imparted; and 4) the length of time, in terms of both sessions and total lapse of time, which can be devoted to imparting the subject matter. Only the first two are commonly recognized, and those two, also, often in a rather cursory manner.

The subject matter may or may not be the same for adults as for school-going children, but even in cases where it is, it will have to be presented in a different light in view of the other factors. Particularly, the method of teaching adults will have to include sharper focus on essentials, and a much greater amount of elucidation, and will have to draw on the adult students themselves, for application and projection.

The adult learner is not merely a person with an adult psychology. While adult psychology is undoubtedly one subject which must be understood if a suitable teaching method for adults is to be evolved, there are many other facets to the problem of teaching adults effectively. Some of these are the experience and prior knowledge of the adult and the conditions in which he lives and works. Others are connected with his learning needs. Still others depend on the time and other resources at the disposal of both the learner and the teacher (meaning the entire teaching system: teachers, supervisors, planners, etc.). The last mentioned two considerations are those which enter into the determination of the teaching method as categories 3) and 4) above. There is a close interrelation between the two.

If a student is to continue, say, mathematics up to the advanced stages, it may be advisable to introduce the so-called modern mathematics from the outset. If, on the other hand, it is not contemplated that the student will advance much beyond the four basic rules, a bit of simple mensuration, and enough of the decimal system to know the difference between rupees and paisa, then adopting the complete modern mathematics approach might be a bit like using an aeroplane for a 50 kilometre trip.

Again, a child with more time than reasoning power at his disposal, and the prospect of a teacher standing at his side every day for at least five years may possibly do well to learn reading on the basis of word recognition and story telling supported with copious illustrations. An adult who must stand on his own feet after a total of perhaps 150 hours of classroom teaching will be better advised to learn through a more basic unit of recognition which he can manipulate confidently and correctly, even if haltingly, at the end of his tutelage.

The total number of teaching hours to be dispensed also calls for a look at the length and spacing of sessions. The aforementioned 150 hours will not produce the same results when concentrated within a period of 30 days as they will when distributed over a six-month period. A wide-spectrum course can be given in larger doses than one that builds

consistently upon itself and, therefore, progresses lineally on the basis of mastery of previous material. Again, a faster pace may be justified where the student is expected to put his learning to immediate use in a manner which will afford considerable consolidation and reinforcement. A slower pace will be required to inculcate learning which must be retained over considerable periods of rather modest use. A decision regarding the concentration of subject matter and distribution of teaching time will also affect the teaching method.

Training, Guidance and Supervision for Adult Education

It is often argued that, since school teachers already know "how to teach", they need only be given a few lectures on adult psychology to prepare them to teach adults. Lectures given on the assumption usually dwell largely on the need of the adult for respect, freedom and a sympathetic attitude on the part of the teacher for the learner's extra-curricular problems. Quite obviously, this sort of orientation does little to prepare the teacher for his new assignment. What is needed is a radically different approach to the very process of teaching—of presenting material, explaining, drilling and having the adult learner perform.

Another plausible assumption is that the teaching method is determined by the text-book. It is, therefore, necessary only to place in the hands of the school teacher a text-book for adults in order to achieve the desired transformation in teaching method. Text-books are undoubtedly basic to proper teaching methods as a means of relieving the teacher of the individual responsibility of adapting material to adult needs. However, the text-book by no means guarantees that the intended teaching methods will be employed. The teaching method is, in the last analysis, in the hands of the teacher even in such instances as would seem fully controllable by the text-book writer.

An interesting case in point is the question of the unit of recognition in the teaching of reading. Most analyses of adult literacy "methods" base their conclusions in this regard on the evidence of the text-book or, even more, on statements of the author. Actual observation of the teaching going on in individual classes reveals how inaccurate such conclusions can be. In one instance the present author found a supposed sentence method being taught as a stroke/syllable method. This diametric inversion was easily accomplished by a school teacher who simply taught the stroke/syllable method before introducing the sentences intended as the initial confrontation. Opposite cases have also been noted, in which a supposed letter recognition method was converted to a word or even a sentence recognition method. This was accomplished even more easily, and quite unconsciously, by teachers who, instead of taking the trouble to ask students to ferret

out unknown words constructed from known letters, read out the full texts to the students and succeeded in getting the students to memorize them.

There are many basic elements of teaching method which, like the example given above, may be predicated by the author but consciously or unconsciously invalidated by the individual teacher. The teacher is often unaware of the principle of learning behind the method of teaching. Even if he has learned something of the principles through lectures and reading, he may not know how to employ them, or he may know how, in a theoretical way, but lack the practice which makes the right method "second nature" to him. As it is by no means an indifferent matter how the intended method fares at the hands of the teacher dispensing it, something must be done to ensure that the intended method will, in fact, be employed. The obvious answer to such problems is to give the teacher training, guidance, and supervision.

By training is meant the imparting of actual techniques. The trainee learns by observing, doing, having his performance analyzed, and doing again. No matter how many years can be devoted to producing a teacher, his education will not be complete without this element. The less time can be devoted to other forms of education, the more important becomes training. Training is of unique importance in the process of reorientation such as is required to enable a school teacher to become a successful adult teacher, for it is perhaps the only sure way to change established teaching habits.

Guidance may be in two forms, the personal and the guide-book type. Both are useful and necessary. Personal guidance should be afforded both in the training programme and, later, as continuing supervision. Guide books giving the teacher directions with regard to the teaching of specific lessons are especially necessary in view of the different requirements for presenting a subject to adults as well as the short time that will usually be available for training teachers for their new assignments. They should include directions both for explaining the technical points in a lesson and for making the lesson relevant to the learner's needs.

Supervision is necessarily, a matter of checking to see that the teacher is doing his work, but it should not end there. The supervisors, themselves, must be persons trained and experienced in the methods of adult education. Reverting to an earlier section of the paper, the first teachers should be selected and trained with a view to promoting them to supervisory positions after they have gained experience and demonstrated their mastery of the teaching techniques. Such supervisors will be able to advise other teachers and, if need be, take over a class to demonstrate a teaching method. Supervision will thus constitute continued training and guidance for the teachers as well as a means of keeping educationists informed of conditions obtaining and results obtained in the field.

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Adult Education Through Schools

(My experience with secondary school students)

N.R. Gupta, Dy. Director (Education), Delhi Administration

IT was in the year 1948 that for the first time I got a chance to utilise the services of students in a programme of Adult Literacy. It was a sad day. Bapu had left us and the whole nation was plunged into mourning. I was the Headmaster of a High School then. The leader of the school scout troop came upto me sobbing and said, "Sir, Bapu is gone, who will get us Ram Rajya now?" "Why! my child, what makes you feel disappointed? It is you who will get it for us", I replied almost spontaneously. "We, Sir", said the troop leader and I repeated "Yes, you". "May we have that courage, sir, but only tell us the way", the leader said and I replied, "you will know it next week end".

All that happened unconsciously and almost within minutes but a big promise was given and that set me thinking. Next day I called my scout master and advised him to arrange for a week long scout camp in a nearby hamlet. All preparations were accordingly made and the camp announced. It was to be held on a ridge near a small village mostly inhabited by milk sellers and stone breakers. I also joined the camp with a few other colleagues. On the very first evening a camp fire was planned and the residents of the neighbourhood were invited to join us for recreation. The theme of the whole programme was "The India of Bapu's dream."

We had good attendance. Before closing the camp fire I addressed the guests and said, "Friends, I am grateful for your presence in our programme. You have encouraged our young scouts. They have placed before you what the India of tomorrow

would be and how great an effort is needed to make it that.

There is promise in what they have said. There must be plenty, equality and fraternity in the India of Bapu's dream. That alone can bring justice, peace, tolerance, love and progress. Poverty, ignorance and in security must go and that would be *Ram Rajya*." Our young children who are the hope of tomorrow promise to strive for it and pledge themselves to serve for the cause but they alone cannot do it. Those who have yet to understand what they must do and how they should do it must also cooperate. Friends, there has to be enlightenment first and enlivenment would follow. What enlightenment can there be when 90% of us do not know how to read and write and do not understand what is right and what is wrong? What goes on in the world or even in the country can be known only through books, newspapers, posters, pamphlets, radio and the like. All these need to be read and understood. Reading and writing is thus the basic need. That is the foundation on which the edifice of *Ram Rajya* would grow and flourish.

Our scouts are pledged to service and 'be prepared' is their Motto. They are now prepared to serve you and open for you the doors of knowledge. Tell me, how many of you would like to save yourself from exploitation and be the torch bearers?"

A short pause and then a few voices "Ham Parhenge", "Ham Parhenge". The number rose to 25. The objective was achieved. The plan of work was explained

and after a brief orientation about the method to be followed, the class started the next day. A patrol of 8 took upon themselves to teach reading and writing. All through the period of the camp, the interest became greater and greater and the urge to learn became obvious. The young teachers too became deeply interested in their learners. It brought them reverence. They were in the news. From students they had become teachers and had encouraging response. Above all, they had interesting experiences to relate to us every day. The camp concluded but the class continued and the students did not grudge going every day in batches and in turns after the day's work in the school.

This went on for about three months and the primer was finished. The learners could sign their names, read the Primer and some other easy matter. The volunteers developed a taste for teaching and an intimacy with the backward illiterate grew. They expressed a desire to organize a night class in a local slum area school within the city. Nothing else could give me greater delight and the approval was signified. It was thrilling to see the students getting together at a place away from their houses with lanterns in hand and books in a shoulder bag. The leader would assign duties, some to contact absentees, others to call on defaulters, some others to inspire quick and regular arrival in classes and the rest to reach the class and teach.

The duration was short and it was only the beginning. The experiment, however, established the educability of the illiterate

adult, his desire for literacy and the enthusiasm of the students for such a programme. I developed a conviction that literacy programmes could be effective and successful.

In 1948, I was called upon to serve the cause of Adult Education in Delhi. The Municipal Committee had established a Department of Social Education and regular community centres were organised under the scheme. The general enrichment programme in the form of talks, discussions, debates, poetics, study circles, film shows, exhibitions and music concerts etc. held at the centres were participated by only a few but heard and enjoyed by many. Such centres were, however, few and far between and did not tackle the vast problem of illiteracy over the whole city. The illiterate adults from the interior of the city did not move out and the process of self education, as the programme of adult education should really be, did not apply to them unless they were literate. The high percentage of literacy and the deep ignorance among the masses needed a large scale effort to be routed out.

Our experience at the Social Education Centres and the participation of the school students in our activities had proved to us that the students of the high school classes were eager to work. They only did not fully know what to do and how exactly to do it. A well thought out plan was needed to harness their energies in constructive channels and the results were assured.

This idea was discussed by me with some of my friend Principals in Higher Secondary Schools and thereafter among my colleagues and workers in the field. The response was very encouraging and hopeful and it was decided that the experiment of using the High School students to spread the message of literacy during their Summer Vacation among the illiterate masses was

worth giving a trial. The co-operation of the Director of Education was sought and the Principals were requested to encourage the students to volunteer themselves for the campaign. To begin with the volunteers were to be trained in the art of dealing with the adults, in conducting surveys and developing contacts in the localities, in the method of teaching, supervision and testing and the conduct of the campaign and the syllabus they were expected to cover in the 45 days at their disposal. They were divided in batches and were assigned particular localities in the near vicinity of their houses. The material i.e. books, slates, charts, lamps, durree putties, roll-up black boards and chalk etc were supplied to them alongwith enrolment and attendance registers.

The basic problem of adult education is that of attracting the adults to the literacy classes. After working for the whole day, the tired adult has no desire to engage himself in the dry task of reading. He is diffident and doubts his educability nor does he see any economic gain in the effort. Being the head of a family or at least an important earning member thereof, he develops a sense of prestige which he does not want to be questioned or tested. Though illiterate he is not un-educated and has the ability to understand his domestic responsibilities. Literacy work, therefore, has little attraction for him unless the lessons deal with his own life. He needs recreation to relieve himself from the day's fatigue. He, therefore, needs a friendly and purposeful approach not involving any exertion for being inspired to read and write.

It was with this idea that we decided to send a teacher to his very door and inspire him to utilise his leisure time for his own benefit. In the beginning a fear lurked in our minds whether the students would be able to tackle the adults and conduct the campaign successfully. They might behave childishly, we sus-

pected all along. But the experiment had to be conducted and the valuable cooperation of the Directorate of Education and the principals of Higher Secondary Schools was to be fully utilised. It was in the summer vacation of 1953 that the experiment was undertaken. In all 381 volunteers (296 boys and 85 girls) from 27 Higher Secondary Schools enrolled themselves and organised 81 classes for men and 28 for women. 2456 adults (2012 men and 444 women) were enrolled for receiving lessons. 1465 (1143 men and 322 women) took the test. 1411 (1096 men and 315 women) came out successful. Thus in 45 days the 292 volunteers (89 having dropped out during the campaign) made 1400 adults literate.

The hard work and perseverance put in by these volunteers in contacting the adults and bringing them to the classes deserves appreciation. After being convinced in their determination in about a weeks time, many of them could solve the problem of accommodation with the cooperation of the people. It was a pleasure to see the classes going in schools and centres, on the road side, on the roofs and even in the houses of the volunteers themselves. Adults of all ages took lessons from the teachers of half their age and the progress of the classes proved to us the falsehood of the idea that adults were not prepared to read.

The young teachers, however, had many interesting experiences to relate whenever they were interviewed and asked about their work. "The work is very interesting but the problem of regular attendance is really grave" said one. "The adults are shy and do not come out to receive the lessons," said the other. "They have no spare time," said the third. "They set dogs on us but we were trained not to be discouraged and persuaded the adults that we meant to do good to them. We continued our efforts and ultimately the class

got going," said the fourth. "What about our children? Where shall we leave them?" were the questions put to a girl volunteer. She responded quickly and organised a class for their children as well under a co-worker. The women had to yield. Another interesting experience given by a volunteer shows, how this social mixing develops mutual friendship and how keen is the desire to read in some adults. He related that he got fever for two days and could not attend the class. The adults went to him to find out whether he had recovered or not. Smiling, he said that the work had revealed to him, the dignity of the teacher and the reverence the taught bear towards him. Another volunteer stated that the poor people were anxious to read at least for being able to write letters and read the epics. "Their poverty and the inferiority complex stand in their way," expressed another. "They are, however, very well behaved, much better than the rich in any case." "What shall we do after a month? Who will teach us then. We need a permanent school in our locality." the adults told a volunteer. These are only a few examples given by the student teachers.

The spirit with which the volunteer teachers discharged their duties proved beyond doubt that the youth of the country, if properly led and guided, are sincerely enthusiastic to contribute their share in national development. It was encouraging to see 4 or 5 young school students seated on durree putites and even on floor with lamp light in the dingy and most congested Katras of the interior most streets of the old city even upto 10 or 11 in the night, unmindful of the perspiring heat or the offensive smell or the poor light of the place. This was a grand sacrifice and not one or two but 300 of them continued their efforts unabated for 45 days, determined to teach even the most neglected person. Did it not contribute to the develop-

ment of the personality of the worker and does it not reveal the metal our students are made of? No other programme of publicity even the most elaborate one, would have succeed to carry the message of literacy to the farthest corner of the city.

All was, however, not so happy. The students were working in groups and as such were susceptible to the draw backs of the group work system. The ambition of leadership and its challenge by a co-worker, the want of the spirit of sharing the credit of success with colleagues and the absence of natural adjustment with co-workers presented difficulties. Sometimes cliques were formed causing disruption. Prompt handling of such difficulties developed imagination and administrative skill in the newly baptised teachers, and they could settle their differences.

Some three years later, there was another occasion for making a similar experiment in the rural areas of Delhi. The volunteers from the city schools cannot be sent to far off places as that involves difficulties for their lodging and boarding. Student belonging to rural areas were, therefore, enrolled from the schools and were assigned work in their own villages during the summer vacation. These students studied in Secondary schools and colleges but since they had to be in their village during the vacation, there was no better utilisation of the vacation period. Each one of them after a short orientation course was supplied with a kit containing primers, slates and some 20 titles of different types of books related to the life of villagers. The students were told to organise Prabhat Pheries and sing songs from out of the books supplied to them, organise meetings and read to the adults from out of the various books on cooperative, model farming, animal husbandry, community development, panchayati raj, dairy and poultry farming and such other subjects

supplied in the kit. There were biographies of national leaders also. Along with this programme volunteer teachers were advised to teach reading and writing to those who express a desire to learn. This experiment was conducted by nearly 200 volunteers in over 30 villages and on the conclusion of the project the results were quite encouraging but the adults were not satisfied with a short term course and not only the learners but the teachers also found it necessary to continue this work even beyond the summer vacation. Help, therefore, was sought from the students who returned to their villages every day and the classes continued for over 6 months. The results were quite encouraging except that the students do not have time to spare all the year round. They were, however, able to organise book reading clubs and radio forums with ease and the cultural programmes were well attended.

The above description presents to the readers the experiences on three occasions but some of the conclusions that can be drawn are quite similar in spite of the difference of areas of operations and the nature of the illiterate adults. These conclusions are, (1) The illiterate adults are prepared to learn reading and writing provided it is not short lived. Elementary learning is not much liked. It has to be a learning, purposeful, simple and interesting and must help the adult in making his life richer and more useful. (2) The students from schools have the enthusiasm to shoulder their responsibility provided they are suitably encouraged and get the blessings of the Principals and the teachers. Their active cooperation would further improve the effort. (3) The participation of schools in such programmes would be possible only when it is accepted by the Education Department of various States as a legitimate programme of the schools and (4) The participation of teachers

and students would be most effective in taking up a programme of literacy and continuing education, for those who show a desire for learning. Unless concrete results are visible and the achievement is duly recognised, the schools may not come forward to take up the

project.

The experts in the field of Adult Education will be discussing the subject in the ensuing Seminar to be held shortly at Mysore. The various aspects of the problem will be taken up for discussion and conclusions will be taken up for implementation

in various states. The magnitude of our problem is rather colossal and a very large scale operation is essential to do away with the evil in the shortest possible time. Participation by schools implies a selective approach but the results would be solid and lasting.

DR. GAJENDRAGADKAR ELECTED PRESIDENT UAEA

A Special General meeting of the University Adult Education Association was held on September 12, in Vigyan Bhawan, New Delhi. This Association was set up recently to promote adult education work through and on behalf of the universities. Its constitution was finalised only in April last and at this meeting elections to the various offices were held.

Dr. P.B. Gajendragadkar, Vice Chancellor, University of Bombay was elected the President of the Association. Dr. M.S. Mehta, ex-Vice-Chancellor of Rajasthan University and Shri I. J. Patel, Vice-Chancellor of Sardar Patel University were elected Vice-Presidents.

One point to be noted in connection with this Association is that it will work in close collaboration with the Inter-University Board in so far as the President of the Association can only be a Vice-Chancellor and one of the Secretaries of the Association is Secretary of the Inter-University Board *ex-officio*.

Among those elected to the Executive Committee were: Dr. B.N. Ganguli, Prof. M.V. Mathur, Justice P. Chandra Reddy, Dr. A.G. Pawar, Dr. C.S. Patel, Shri Suraj Bhan, Shri J.P. Naik and Dr. T.A. Koshy.

Dr. Amrik Singh and Shri S.C. Dutta were elected secretaries.

MR. MORRISON IN DELHI

Mr. S. R. Morrison, Director of University Extension, University of Auckland, New Zealand arrived in New Delhi on September 18 after a four day stay in Bombay. During his 10 day stay in Delhi, Mr. Morrison met Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia, Shri M. C. Shukla, Director, Correspondence Courses and Continuing Education, University of Delhi, Dr. Amrik Singh, Secretary, Inter-University Board and University Adult Education Association and Mr. Maurice Baker, High Commissioner for Singapore in India.

Mr. Morrison also addressed the two day Seminar on the Role of University in Adult Education at the Department of Adult Education, (NCERT), New Delhi.

Mr. S. R. Morrison also had discussions with the General Secretary of the Indian Adult Education Association about the Asian South Pacific Bureau of Adult Education. Mr. Dutta is the Chairman of the ASPBAE.

MRS FISHER RETURNS

Mrs Welthy H. Fisher, President, World Education Inc, New York and Founder Literacy House,

Lucknow is returning to New Delhi from New York on October 13, 1967 after celebrating her 88th birthday which fell on September 18, this year.

The World Education Inc has created 'The Welthy Fisher Fund' to provide a long-term support for the work of Mrs Fisher in Lucknow. Literacy House will shortly celebrate its 15th anniversary.

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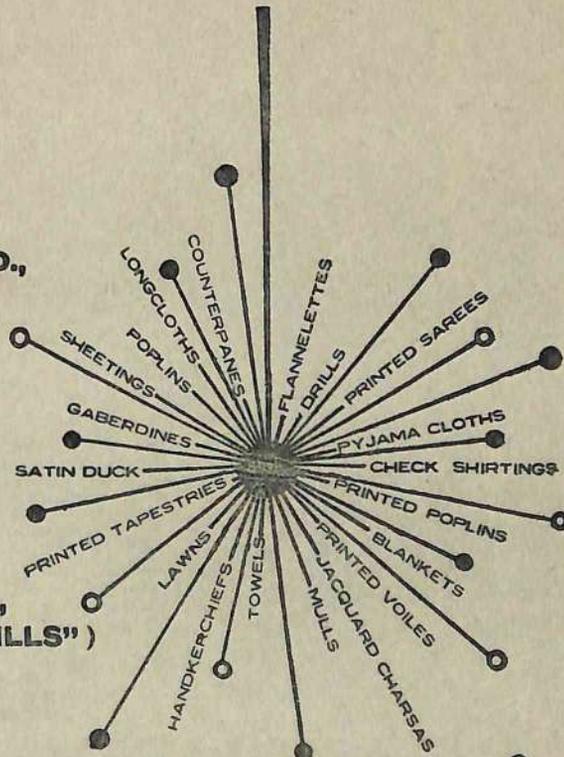
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ALL INDIA ADULT EDUCATION CONFERENCE

Deshpande Calls for Strong Public Demand for Adult Education

THE 21st All India Adult Education Conference was inaugurated by Mysore Development Commissioner, Shri G.V.K. Rao on October 20, 1967 in Mysore. Shri Rao stressed the need for giving priority to adult education programmes and undertake programmes like farmers' education and family planning. Shri Rao said for development, literacy or education was very essential. The attitude of defeatism and pessimism should be eschewed and a massive effort should be made to make every citizen literate.

Shri A.R. Deshpande, former Adult Education Adviser, to the Union Government, who presided, warned against the danger of developing slogan of 'change and change for the sake of change' specially in the field of education. Too often changes and experiment had done more harm than good and had thrown our educational system into disarray and into a stage of increasing disturbances. He regretted that the adult education was still in thicker woods now as there was very little ground for being optimistic enough to expect any substantial massive work in the next few years. Such work required trained and experienced personnel and they had not been built and maintained.

Shri Deshpande said that the scene was similar to an emergency army on demobilisation. The trained social education organisers and other adult education workers have been transferred to some other departments and others had been liquidated.

Shri Deshpande, however, said strong public demand should be created to see the government did not neglect adult education. (The full presidential address has been published on page 3.)

The Presidential address was followed by an address on *Farmers Education* by Shri J.C. Mathur,

Additional Secretary, Department of Agriculture, Union Ministry of Food, Agriculture and Cooperation. (The text of the address is published on Page 7.)

The highlight of the conference was a symposium on "What Universities can do to promote Adult Education." Prof. A.R. Wadia, Member, University Grants Commission presided. Among those who spoke were Prof. G. Eyford of Rajasthan University, Shri N.K. Pant of Delhi University, Miss S.S. Boyce of Bombay University and Shri A.N. Gopal, Principal, Voorhees College, Vellore.

The Conference also adopted a number of resolutions which have been published separately on page 2.

The delegates to the Conference were given reception by the Government of Mysore and the Mysore City Corporation on October 21.

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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CENTRALLY-SPONSORED SCHEMES OF ADULT EDUCATION DEMANDED

The following are the resolutions passed at the Annual Conference of the Indian Adult Education Association, Mysore, October 20-21, 1967.

1. The Conference has noted with satisfaction the inclusion of Adult Education as an item of importance in the priority list of educational tasks of the country by the Committee on Education of the Members of Parliament, and reiterates and re-affirms its resolution of last year on the Report of the Education Commission in so far as it concerns Adult Education, and expresses its emphatic view that no time should now be lost by Government and other bodies in taking practical action in promoting at least the more important aspects of adult education.

2. The Conference welcomes the formation of the University Adult Education Association and regards the event as an important landmark in the educational progress of the country; it also feels hopeful and gratified with the assurance given by Dr. Triguna Sen, the Union Education Minister, in his speech at the Vice-Chancellors' Conference held on Sept. 11-13 at New Delhi that the needed funds for promoting University Adult Education would be forthcoming. The Conference calls upon the Universities and colleges affiliated to various Universities to join in strengthening the Association by becoming its active members and promoting the programmes of adult education in the areas in which they function.

3. The Conference regards with great satisfaction the launching of the High Yielding Varieties Programme in fifty districts in the country in the first instance, as a scheme of great potentiality for future; it is gratified to know that functional literacy of the farmers involved in the programme and their occupational education will be an integral component of the Programme. It calls upon the State Education Directorates to give their full support to the Programme by producing instructional material focussed on functional literacy of farmers and organising as large a number of groups of illiterate farmers as possible in which this material may be used with success. It also calls upon competent non-governmental agencies in the country to co-operate with the State Education Departments in the preparation of the needed instructional material for functional literacy.

4. The Conference notes with regret that the oft-repeated hope of the leaders of Adult Education movement in the country during the last thirty years that the Indian Adult Education Association would head a net work of Adult Education Associations in the States has so far proved elusive. It draws

the attention of adult education workers in the country to the harm done to the movement at this crucial time in its history by this vacuum in the institutional set up of Adult Education in the country. Without State Associations and its effective branches in the Districts, the Indian Adult Education Association is unable to realize its cherished objective. It, therefore, calls upon the Indian Adult Education Association and the adult education workers in the country to exert to their utmost capacity to fill this gap by organising State and, if possible, District Adult Education Associations all over the country and help them to become effective both for urban and rural areas.

5. (a) This Conference notes with deep concern and disappointment that in the Five Year Plans extremely inadequate provision is made for Adult Education. What is even more distressing is that even the meagre funds which are provided are, in large parts, diverted to other purposes; and when economies are made, the item which is almost the first to be axed is Adult Education. The Conference regards this as deplorable and against public interest.

(b) In the light of the experience of the last few years, the Conference feels obliged to recommend strongly that the Planning Commission should put suitable amounts of money for some aspects of Adult Education and treat them as centrally sponsored schemes, and further that those amounts are clearly and definitely earmarked for that purpose so that they are not used for other purposes.

(c) The Conference further appeals to the public and leaders in the States to urge the State Governments to make substantial provision in the State budgets for promoting Adult Education, including the endeavour to eradicate adult illiteracy.

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Adult Education Lost in the Woods

Ministry of Education should have total responsibility for Adult Education

Deshpande's Presidential Address

I thank you all and particularly those who have been kind enough to put me in this position of responsibility. I suppose they knew what I am and what I am likely to say. If you are disappointed or annoyed, please apportion the blame unequally. Put more on them and then, kind heartedly, less on me. I wish the honour had gone to some devoted field worker, or to a scholarly educationist who has scanned thoroughly all the literature and the reports and the statistics and the proceedings and the presidential addresses of the national and international Adult Education organisations. You will soon find that what I say will be lacking in this solid mass.

Before I begin, I must pay my admiring and respectful tribute to all those devoted workers for the cause of Adult Education who are with us, no more. My heart goes to the late Shri Hari Sarvotama Rao, whom I mention as a typical representative of that brand. Hari Sarvottama Rao's unflinching devotion to the cause of literacy and adult education fired one with zeal though one disagreed with him. He never yielded on a matter of principle or even on a detail, as he had the strength and courage of his conviction. Those who lack that readily yield on detail and also on principle as and when convenient. They put their minds at ease by calling it the noble virtue of compromise and adjustability and give it a dignified garb of the art and science of Human Relationship. Be that so Hari Sarvottama Rao was differently cast. Had he tried that way, he who had suffered politically like Bal Gangadhar Tilak in the first decade of this century could have climbed up the ladder of party politics easily, to be a Minister in the post Independence years. But, he chose constructive work as his field and remained devoted to Adult Education till the last. This band of workers is unfortunately thinning out now. Let us pray, may their tribe increase.

Friends, it seems to me, in this twentieth year of Independence that Adult Education has been lost in the woods. In the early beginnings it wended its way by a narrow foot path as a lone traveller and on occasions blazed the trail. It found a bullock cart track and went ahead with jingling of bells. Then it came on what appeared to be a pucca road and got into the State transport for a comfortable easy journey over the hilly track. But that State vehicle was prone to suffer from engine trouble and

the Adult Education passenger had to get down and push it now and then to start the engine again. That also became a vain effort as the petrol was exhausted. The ever-changing drivers have now left with empty cane in search of petrol, leaving the adult education passenger to find his way in the thick woods. And the pity is that he is watching the skies for a foreign helicopter to lift him up.

Friends, we have assembled here today to ponder over all that has happened and is happening to Adult Education. I think, this is a moment for an honest searching and a thorough check up. What is wrong with me, with us with our workers, with our institutions, with our people, with our leaders, with our Governments, with our country and with our Nation, that such an admittedly vital programme as that of Adult Education should be continuously in a troubled state of body and mind? Should ever remain underfed and should have a biggish head, a swollen tummy and skinny legs and arms? Let us feel its pulse with anxiety and concern.

In the last quarter of the last century, when Adult Education started on its legs, the immediate hot problem was literacy, and it was right to concentrate whatever resources available on it. Not that the early pioneers did not know the wide scope of Adult Education. They did, and they practised it, but not under the label of Adult Education. The great movements for freeing the Indian mind from the iron chains of religion, caste and custom started by Raja Ram Mohan Roy and strengthened and spread by Swami Dayanand, Ranade, Agarkar, Swami Vivekananda and other great men was in substance Adult Education, though not in name. Under the label of Adult Education they concentrated on literacy. A history of adult education of those days is yet to be written. It is a difficult task as the records are not now available. The material has to be searched out through biographies, autobiographies and reminiscences of those days. I came across such material in my Marathi language and I am pleasantly surprised to find that such approaches as have now been categorised as individual, home, neighbourhood, group, class and mass have been tried by some one. I find in the reminiscence of Justice Ranade written by his wife Ramabai, how he made that illiterate woman literate and that too, functionally, by devoting hours late in night, after his strenuous judicial, social and political work. He had to teach his wife behind the walls,

so that she may not face the teasing and taunting of the elderly women of the rigid orthodox joint family. These reminiscences are now available in English translation.

Lack of Recognition

Confining remarks to the field of Adult Education one finds that a queer trait of our mind is not to acknowledge our predecessors by name except when absolutely necessary in our own selfish interest. References by names are always of the current dignitaries or of those in whose reflected light the present ones shine. Read any account of adult education, say of Denmark or of England or of some such western country. One finds that even the smallest innovation, idea or technique in Adult Education is accredited by name and date, howsoever ordinary the man responsible for the contribution be. This has to be here with us also. We complain that talented and devoted workers are not coming forward in sufficient numbers in Adult Education. Why will they, if even this smallest gesture of recognition is not seen by them and they know that their successors will obliterate even their memory?

Another thing : somebody, who is otherwise a very important person indeed, finds himself involved in Adult Education. He feels that all that has been is somewhere wrong. No doubt he is right in feeling so. But then, he thinks he has some brilliant new idea. He gets annoyed if he is told that it is not new and has been tried with such and such results and these and these consequences.

I am sorry, I have strayed a bit. Picking up the thread, I was saying it was right and correct to have concentrated under Adult Education on Literacy. The initial approach to a particular field of Adult Education is determined by the socio-economic conditions or to use simple words, the life conditions of the people. The wider scope of Adult Education has to become manifest while pursuing the initial approach correctly, zealously and sincerely. Otherwise, the wider scope is torn from live experience and becomes a copy-book exercise.

Drop-outs

I remember an experience as a student of the Ferguson College, Poona in 1919-23. An enthusiastic professor and some young lecturers would start night classes for literacy and would invite students to volunteer as teachers. College students of those days had few other attractions and distractions and responded well. So many came that the classes had, to begin with, one student teacher for each illiterate adult. This went on well for two-three weeks. Then the illiterates began absenting, the student-teachers became deserters and the class disappeared after a month or so. This was happening year after year

and finally the initiator's enthusiasm was also lost and the effort was given up.

Why, why, why? The question troubled the minds of literacy workers in similar situations every where, in villages, in towns, in cities and in educational institutions and voluntary organisations. The question is still there and has not lost its original sphinx like character. If we do not answer it correctly, we and our literacy work will be eaten up.

Several answers occurred to the workers and were also suggested by onlooker experts. The answers were, interesting literacy methods, special teaching material, trained teachers and such other ideas in that sequence. Some went even to the extent of compelling attendance of illiterate adults by legislation. In that live work situation, the wider scope of Adult Education in a truly Indian context, began to reveal itself, not as a disassociated part, but as an inherent integral component even for the success of a literacy programme. The first people's short-lived governments in 1937-39 were in a desperate hurry to make a frontal attack on illiteracy, but when after the din of the battle with illiteracy was over and they sat down to count the gains, they found disappointingly little. But the lessons learnt were significant. The Bombay Government of those days then appointed a Committee to look into the state of Adult Education. The report of the Committee, popularly known by the name of its Chairman, as the Manshardt Committee, is according to me, a significant landmark in the march of Adult Education. But as said earlier, that peculiar trait of our mind which does not accredit even the near past, has consigned it to oblivion. I was surprised to find that some members of that committee have to be reminded now of what they said then.

The substance of the recommendations of that committee was to the effect that literacy should be a part of a programme of Adult Education which should be linked with the life of the people. To my knowledge, the Bombay City Social Education Committee which was known as the Bombay City Adult Education Committee till 1949, tried best to implement the recommendations. I do not have information of what the Bombay Government and other Provincial Governments did.

Social Education

It seems, however, that the Adult Educationists were equally perturbed and a simultaneous thought movement spread all over India. The Central Government's Mohanlal Saksena Committee made substantially similar recommendation in 1947. The then Madhya Pradesh Government formulated a massive scheme of Social Education. The new concept of Social Education emerged and was accepted by the Central Advisory Board of Education.

A reading of the addresses of the Presidents of this Conference and its resolutions from 1938 to 47, shows how inevitable it was that under the all pervading umbrella of Adult Education a new concept of it as Social Education should have emerged, as specially suitable for India—as it was and is, but now suddenly ushered into Independent democratic form of Government and universal adult franchise. I am tempted to quote from our Rewa resolution of December, 1947.

“This Conference welcomes the new scheme of Social Education which aims at giving a wider and deeper connotation to adult education to include social and civic training in it....”

What happened to Social Education from 1948 onwards is a tangled tale. It discloses another peculiar trait of our mind. When a new scheme emerges and the powers seem backing it, its known exponents and unknown opponents, the convinced and the dubious, the enthusiasts and the weather-cock, all join in one loud chorus of JAI. No one stands courageously singled out in opposition, on the firm rock of his convictions. Kening that this new ship is going to set sail with a strong favourable breeze everybody tries to dump all sort of his own cargo load into its hold, perhaps with a concealed wish in the sub-conscious that the ship may sink with all that weight. I have been protesting but a helpless witness to this process. If one examines the various programmes of Social Education, the expanding syllabi for the training of the Social Education Organisers and the increasing and changing job charts for them, it will not be difficult to find out what extra, non-educational cargo has been loaded and one can guess by whom and why?

I maintain and express with all emphasis words are capable of, that Social Education is the ideal concept which is suitable for India and its people as they are in fact and not in fiction. The late Dr. R.V. Parulekar, for whose well considered opinions and views all educationists have profound regard, began his presidential address to the eleventh session of this conference at Patna in 1954 by saying :

Orientation to Adult Education

“The most outstanding event that has happened in India, in the field of Adult Education, since the attainment of Independence, is giving a new orientation to Adult Education by naming it social education.”

Further on, in his address Parulekar rightly pointed out that Social Education programmes tended to relegate the literary part into the background. He stressed the immediate need of arresting that tendency. Everyone who has understood Social Education correctly will agree substantially

with Parulekar. It is really unfortunate that this should have happened, mostly after the Ministry of Education had to hand over the responsibility of implementing Social Education programmes to Community Development. What happened was this : I have referred earlier to the live work-situation in literacy effort to which threw out the sphinx like question. It was to make literacy work related to life and meaningful and interesting and attractive that the other programmes of Social Education were conceived. Someone's misunderstanding and misconception lost track of that and the other programmes meant more. To illustrate, the other programmes were the sugar-coating of the quinine pill of literacy. The adulterator increased the sugar and reduced the vital and costly content of quinine.

If there is still any misunderstanding persisting in any quarter, let it be said in top voice again and again that literacy and further continuing education of the neo-literate and the semi-literate is the core of Social Education for which and around which the other activities have to be developed as wake-up and follow-up programme.

Having reaffirmed this, let us now proceed to the contemporary history of Social Education. In the year 1962, the Commonwealth Education Conference was held in India at New Delhi. In the field of Adult Education “Social Education” was considered significant enough for discussion, and India had to contribute the leading paper. In the concluding session, rich tributes were paid to India by other Commonwealth countries for the outstanding contribution of Social Education to the field of Adult Education.

Social Education Dropped

Then in the year 1964 the Education Commission was set-up and it completed its task in the next two years. What had happened to Social Education in the last 3-4 years that it should not even be mentioned by its proper name in that thick flexible volume of the Education Commission's Report? Are we, and if not we, at least me alone, entitled to ask the reasons for this? I stand corrected. The words “Social Education” occur in print thrice in that Report. Once in the index, at page 688, but this seems to be somebody's mistake as the words “Social Education” nowhere occur in pages 7, 17, 18 given as references. The other two places where the words “Social Education” occur are on page 438 where the Report on Social Education of the Committee on Plan Projects and its recommendation for establishment of Central Board of Social Education is mentioned. It seems this was unavoidable as the COPP Report and the Board had already been named so.

What is this and why so, one is left to wonder

quietly in private or actively in debate. And you may do so in either or both ways if at all you feel, the question demands an answer and you have not got it.

Perhaps this is a new subtle technique of silent extinction by no mention, and that too in the presence of persons who were originators of social education and were once upon a time very vocal of social education, persons who sat as experts in Social Education Committees and on occasions accepted the honour of getting chaired. They would know if Social Education had a moment to murmur "you too, Brutus."

Does this mean that what the best among Adult Educationists thought in the dawn of Independence was totally wrong and Social Education was misconceived? Does it imply that they were not best? Does this mean that the concept actively pursued and thoughtfully developed since then till now deserves to be dismissed summarily, without giving any reasons? Was not justification for change necessary as is found given elaborately while dealing with other sectors of Education?

Here is disclosed another peculiar trait of our mind. We do not allow a concept or a plan or a scheme to develop, and tend it when in distress. We are like the nomadic fighters in the film "Lawrence of Arabia" who do not pick up their wounded and leave them to die or even kill them. Social Education was indeed bruised in fighting with ignorance and illiteracy, but is it proper not to heal it and to desert it to die unattended?

It seems we are becoming very much changeful. Change, change, change, change for the sake of change, that seems to be the developing slogan. This has, I feel, dangerous possibilities especially in the field of Education where an idea takes years to reach all levels and to become consolidated enough to give the desired results. Such too often changes and experiments have done more harm than good and have thrown our educational system into disarray and into a state of increasing disturbance. This is what the public feels and the consequences can be seen every where.

Well, friends, let us leave that there. Why should one not feel gratified since Social Education has been in substance referred to in the Report by its surname "Adult Education" if not by its proper name. If we are not quite intimate with a person do we not call him by his surname and is not that the good old custom and good manner too? We have reasons to be satisfied, and we have expressed our sense of gratification over the keen awareness of the importance of Adult Education in national life reflected in the report. We have also expressed our deep appreciation to the Chairman of the Commission for giving a place to the subject of Adult Edu-

cation in their Report. A favour indeed, since we have not the strength to demand that it is the right of the people to have Adult Education and it is the duty of the State to provide it. And more so because I have heard it said that at first the idea was to exclude Adult Education like medical or legal education from all the aspects of Education on which the Commission was to advise. This may be contradicted if incorrect.

Well, friends, reactions can be different. The Education Commission's Report, so far as it deals with Adult Education, does not create a feeling of assuredness in me. Referring to the covering letter of the Chairman submitting the Report to the Minister for Education, it seems Adult Education is not one of the "main points" "that immediately come to mind" in bringing about what may be called an educational revolution in the country? It is said, "Education for agriculture...should be given a high priority," but nothing is said about and priority for Adult Education. I concede, the omissions may not be intentional, but with all the humbleness I am capable of, I have to say, that even unintentional omissions communicate and convey.

University Adult Education

Had nothing been said about Administration and Finance while dealing with other sectors of Education, one would not have worried about the absence of treatment of that aspect in Adult Education. But it is not so. While detailed examination of that aspect has been made in other sectors of Education, the two short paragraphs under Adult Education, refer to University Adult Education only. It has been accommodated under the single sentence "Needless to say, the Universities should be specially financed and equipped for the purpose of the Adult Education work which they undertake. "Complements to University Adult Education for getting this sort of assurance and this accommodation with Adult Education and not with University Education, though Adult Education has none.

I am a good deal perturbed by the penultimate paragraph 17.69 with the caption "Adult Education—A total Governmental Function." I sense trouble here and also feel the weakness of the argument and the fallacies which are there but do not appear on the surface. We may take this for analogy. Every government department has its staff which requires medical help and care of all sorts. There is thus "pluralism", and "wide and varied range." It can, therefore, be argued that "it is necessary to recognize" medical help and care, "as a business of every department" and so on, using the words in this paragraph one can come to similar conclusion that functioning of medical help and care services "cannot admit of departmentalism." Applying

(Continued on page 10)

Farmers Education & Training*

By J.C. Mathur I.C.S.

Additional Secretary, Department of Agriculture, New Delhi.

I have sought the opportunity to speak today because I wish to report to the Conference on the progress made with regard to the resolution that last year the Conference adopted in Delhi recommending that adult education and in particular functional literacy be treated as an essential ingredient and part of the inner core of agricultural development. That resolution called upon Government to take steps in this direction and expressed the hope that for the educational support to the programme of agricultural production some funds would be spared even in these difficult times.

I am glad to be able to inform the Conference that Government of India have decided to introduce an experimental project for a period of two years beginning with this year. **This project of Farmers' Education is specifically related to the programme of High Yielding Varieties cultivation or H.V.P.** In fifty districts, a centre each will be established along with the necessary institutional and non-institutional arrangements. This year 25 units are being started in 14 districts, next year another 25 units will be taken up. Though the operations in each unit may have an impact upon a large mass of people, they are designed specifically to cover about 23000 farm men and women under each unit. Thus in two years' time the training should attempt a coverage of 11½ lakh farm men and women in 50 H.V.P. districts, apart from carrying what may be called the fall-out effect upon numerous other farmers in these and adjoining districts. The cost on this experimental pro-

gramme is being provided to the State Governments, by the Union Government, and may well come to about Rs. 1½ crore over the two years. The programme will be evaluated at the end of 2 years before further expansion is undertaken.

You may well wish to know the special features of this experimental project, since this kind of enumeration of figures has a familiar ring of governmental schemes—launched with fanfare and later dropped not even like a hot brick but more as a lifeless load. Before I give those broad details, may I share with you our view of what seems to be happening on the agricultural front. During the last two or three years' the country has passed through the vale of hardship, drought, threats of famine and the humiliation of dependence for food upon the charities of others. That we have been able to ward off what might well have become the worst famine of the century is a tribute to the courage and faith of our people backed by the changed outlook and action of a welfare administration and several non-Government bodies both Indian and foreign.

But the challenge of want has also coincided with the **emergence of a new attitude** among small but significant pockets of farmers in almost every region in the country. The chief elements of this new attitude are a keenness to switch-over from subsistence-farming to investment-farming, to adopt new technology in place of the primitive one, to treat irrigation as an aid to intensive production rather than only as a protection against drought, and to use the modern inputs for increasing production, particularly chemical fertilizers and pesticides.

Even since our Five Year Plans began, we had been waiting for this kind of change in attitude to come about. What has happened in the last two or three years that has hastened this shift in attitude of some farmers all over the country? Even as late as 1962, stocks of chemical fertilizers produced in Sindri were not being lifted despite repeated propaganda in our C.D. Blocks. And today the condition is that at a conservative estimate our farmers' require in 1967-68 as much as 1.35 million tonnes of Nitrogen in the form of chemical fertilizers, while our indigenous production is only a little over 4 lakh tonnes so that we have to import as much as 8 lakh tonnes. Look at minor irrigation. So much is the clamour for tubewells and minor irrigation in U.P. that out of the total expenditure last year on minor irrigation, the farmers are estimated to have invested out of their own pockets very nearly 36%. From what I saw at Mandya yesterday, I can visualize the eagerness of Mysore farmers in that area to adopt new agricultural implements in increasingly large numbers. In a village in Bihar where C.D. officials had in the past been vainly coaxing villagers to dig tubewells, I found 192 applications pending and all that they wanted was the drilling rigs.

These examples show the **signs of a change** that the intelligentsia of the country will do well to take note of. Until 1963, learned sociologists were producing these to show how tradition-bound the Indian farmer was, how the incubus of *Manusmriti* and *Karma* theory retarded his urge for economic betterment. Why do they appear to be today as somewhat dated prophets?

Well, the answer seems to lie

Key—note address delivered at the Annual Conference of Adult Education on Oct. 20, 1967 at Mysore.

in the appearance of certain distinct and quick and high economic advantages which were not within grasp of the farmer in the past. Like any sensible human being, the farmer was rather cautious and even unresponsive when only 10% additional income would accrue as a result of the adoption of improved practices. But where the additional income is as much 50% to 100% above his normal income, then he is quick to follow the new path.

This has become possible largely because of the success of certain exotic and hybrid varieties of seeds of wheat, paddy, maize and millets. If in place of 15 mds. per acre you get a yield of 50 mds., naturally you would like to make investment and adopt new practices. These seeds can *only* succeed if they are supported by **improved practices**. In other words the adoption of new methods become inescapable to the farmer and he is therefore not only willing but also keen to learn.

It is here, that the **educationist comes in**. You will notice that for these farmers the role of the educationist ceases to be that of a persuader. He is already persuaded. What he would expect from the educationist is help in using the new inputs in order to obtain the optimum results. The use of inputs require a whole range of skills and would embrace not only the right and frequent application of water, the testing and placing of seeds, the basal and top-dressing of fertilizers, the prophylactic treatment against seeds, but also literacy, planning, scheduling and account-keeping.

Also, for these adults, the term 'educationist' will have to include not just the adult teacher or the literacy expert, but even more, the agricultural specialist, the agronomist and the plant protection specialist as well as the media specialist. Let us be prepared not to look upon adult

education for farmers as the responsibility of a small coterie. The farmer will be scared by this kind of fragmentary approach. He does not need a *guru*; he needs teams of fellow-workers. Team-work, composite and co-ordinated action involving joint formulation and implementation by agriculture specialist, literacy specialist and media specialist—this I would regard as essential to the success of this programme.

Let me now come back to a short explanation of the many features of this programme. **What is meant by production-oriented farm education?** It means that (1) information and practices should be directly concerned with the programme and seasonal calendar of the crops of H.V.P.

(2) there should be a close link between the availability of inputs like fertilizer and the process of education;

(3) literacy--material should arise out of the vocabulary that is already being used by the farmer for the H.V.P. and even in the process of learning the alphabet the farmer should be able to use some of these forms;

(4) training should be backed by constant and repeated exposure to the demonstration;

(5) a continuing informal institution of the farmer himself should be the basis of follow-up programme.

It is on these lines that the project of Farmers Training has been worked out. It seeks to use the **methods** of demonstration of the agricultural practices at the farms, of instructions and communication in respect of information and literacy by using the media as well as person to person technique, and of discussions organised through Groups of participating farmers.

For the use of these methods, the **structure** proposed is both institutional and non-

institutional. Under the category of **institutional** structure would come the Gram-sevak Training Centres, Agricultural Universities, rural institutes of various kinds and forms. These places will be the base lines for the programme in any area. At these base lines would be established Wings or Departments at which courses for more progressive farmers would be conducted with durations varying from 7 days to 3 months depending upon the nature of the local requirements and the availability of the farmers. Under **non-institutional** category would fall the demonstration-cum-training camps at the commencement of a particular crop season and at subsequent stages also. These would be conducted at various farms and would be of short duration of one to two days and would cover all the participating farmers. The other aspect of non-institutional training will be the Farmers Groups or Kisan Charcha Mandals. Each of these will have a membership of 10 to 20 persons and it will be the progressive farmers who will be left to organise homogenous Farmers Groups of their own. These Farmers Groups will also form sub groups for literacy purposes, consisting of those among participating farmers who are illiterate. Instructions to these groups will be given by literacy teachers but the organisational responsibility is of the Farmers Groups.

The **media** to be used for this programme would be both written and reading material as well as audio-visual material. The attempt will be to have a close coordination among the All India Radio, Farm Information Unit and the literacy experts in the preparation of the material. Likewise, in the use of the material an integrated approach for all the media will have to be observed. Linked with agricultural production as has been stated above a basic feature of this programme. This link will be attempted in three

ways. First, the time table of instructions and demonstrations will be based upon the farm plans that are prepared for individual farms of a particular locality. For example, it will be at the commencement of the cropping season as mentioned in the farm plan that 1 to 2 day camps would be held. Thereafter, at various intermediary stages such as that of the application of top dressing of fertilisers or of plant protection measures, there will be further demonstration and training camps. Secondly, the programme will be related to the details given in their input cards. Indeed the distribution of input cards to the participating farmers may be treated as an action for involving them in the educational process. Thirdly, the vocabulary for literacy to the farmer will be the same as is required for High Yielding Varieties Programme farming. The alphabets and words the farmer will make use of those words which the farmer is likely to use in the course of the farming activities of this particular scheme.

* * *

Can Universities and non-Government organisations play a role in the implementation of such a programme which is so closely related to the production activities of Government Departments? Doubts are understandable, but it is relevant to look to the experience of other countries. In England when industrial development took place in the 19th century, the necessity for workers' education became as pressing as Farmers Training appears to be today in India. The leadership in organising workers' education was taken up by the London University and later on by Oxford. The Universities and non-official organisations in London were quick to grasp the opportunity provided by an economic situation. Later in the United States when it became necessary to bring up the level of the rural population and to give them a proper place in the industrial setting, the concept of

extension among the farmer came to the fore. Again it was through educational institutions such as Land Grant colleges that a base-line for extension work among farmers was created. There too it seems educationists sensed the necessity of their role in response to an economic situation.

However, in India the initiative for extension work in the fifties was taken by Government. The educational institutions did not feel involved nor were they given opportunity to get involved in the main stream of agricultural production and rural development at the time that the community development programme was launched. In retrospect, one is inclined to think that the Basic institutions which had the right background for rural activities should not have been left out of Community Development.

If these schools could be made the base line for extension activities then perhaps the inherent disadvantages of the Block Centre as a government office would not have arisen. At present, the Block offices cannot be effective centres of radiation in the very nature of things. A Government office has an inhibitive effect on education. Today another opportunity is presenting itself to educational institutions. Environments for agricultural production are far more favourable and the economic advantages to the farmers are far more pronounced than they were when the Community Development programme was launched. **It would, therefore, be wise on the part of Universities, Colleges and non-Government organisations to seize this opportunity and to try to establish their campuses as the base line of Farmers Training and Education.** Their efforts may supplement the main programme to be conducted by Government. In the first place, even in those districts where Farmers Training is taken up by Government, these institutions could undertake the responsibility for organising

Farmers Groups or Charcha Mandals and also the literacy classes. Secondly, they can take up groups of villages (outside those districts where Government programmes are taken up) and attempt to implement all aspects of the Farmers Training Programme but in a smaller territory. Thirdly, Universities can play a role in the evaluation of the Farmers Training and education programme for which they have a special competence. It seems to me that it might well be a case of "now or never." For too long have we tended to treat educational institutions as being exclusively academic centres. They have to step out and get into the central stream of social and economic development.

DUTTA FOR SINGAPORE

Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association, will leave for Singapore on the 19th November, 1967, to preside over the Asian South Pacific Bureau of Adult Education Executive Meeting and to participate in the Conference on "Urban Adult Education in a Developing Community" organised by the ASPBAE in Collaboration with Adult Education Board, Singapore.

Shri Dutta will also present a paper on "Adult Education Programmes in relation to Social change in Urban areas of Developing Countries". He is likely to return to New Delhi on the 26th.

J.C. MATHUR ATTENDS F.A.O. MEETING

Shri J.C. Mathur, ICS, Additional Secretary, Ministry of Food and Agriculture and a member of the Executive Committee of the Indian Adult Education Association will return to New Delhi from Rome on the 26th of this month after attending the F.A.O. Council meeting.

ADULT EDUCATION LOST IN THE WOODS

(Continued from page 6)

this logic to the Contributory Health Service in New Delhi, under the Ministry of Health, one can easily picture what it would mean in detail.

The Ministry of Education has to be given the total responsibility for Adult Education. Any attempt to escape or avoid the responsibility will be harmful to the cause of Adult Education and will mean more expenditure for the Government as a whole. This does not mean that another Ministry or Department should not do Adult Education. They should and must, but they will have the character of an agency of Adult Education, independent to a large extent, but dependent on the Ministry of Education for ideological and technical guidance. This has to be the organisational set up for maintaining the integrity of Adult Education and for avoiding duplication of supporting services and the consequent increase of costs. This point has to be examined very carefully and in detail I suggest, we do it in a National Seminar.

Concluding, friends I think Adult Education is all the more in thicker woods now. There is little ground for being optimistic enough to expect any substantially massive work in the next few years.

Such substantial massive work requires trained and experienced personnel. Even if adequate funds are made available, where will it come from? In these last twenty years or so we have not built and maintained it. The scene is similar to an emergency army on demobilization. The trained Social Education Organisers and other Adult Education Workers have been transferred to some other department and where liquidated have sought other jobs. Those who have remained there are rusting and relapsing as there is nothing significant or much enough to do. The personnel will have to be reassembled and reoriented. This will take time, but if not done thoroughly, the work turned out will disclose weaknesses and defects.

This is the state of Adult Education today, but I would like to end with an optimistic note. All that Adult Education needs for a healthy active mind and a physically fit body can be secured by creating very strong demand by a very determined and angered public opinion which governments cannot afford to neglect. We can do this if we really mean and have the will.

Friends, all these days something within me has been urging me to say, all that I should say at this juncture, freely, boldly, even bluntly and unreservedly. I think I have done so to some extent. Please feel free to react similarly to what I have said. Thanks.

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Tackle Adult Education on a National Scale

Shrimali's call to Adult Educators

THE 15th National Seminar on "Utilisation of Schools for the Promotion of Adult Education" was held in Mysore from October 15-18. Dr. Mohan Sinha Mehta, former Vice-Chancellor, Rajasthan University and President IAEA was the Director and Shri T.V. Thimme Gowda, Joint Director, Public Instruction, Government of Mysore was the Associate Director.

The Seminar was inaugurated by Dr. K.L. Shrimali, Vice Chancellor, Mysore University. Dr. Shrimali stressed the paramount importance of tackling adult education on a national scale. Otherwise he feared that the colossal illiteracy in the country could not be eradicated.

The Vice-Chancellor said that school buildings and equipments could be easily utilised for adult education work, but he had his own doubts about utilising school teachers for this work. He said that school teachers were fully occupied in their jobs and it would be difficult to utilise them for adult education work.

Dr. Shrimali wanted that a proper atmosphere should be created in the country so that all educated people whether working in Government, factories or other academic spheres should involve themselves in solving this gigantic problem of adult education. Efforts should also be made to enlist the support of voluntary organisations in this work.

The Seminar convened by the Indian Adult Education Association studied the role of schools in the promotion of adult education. It also examined the specific measures needed to be taken to utilise the schools for the promotion of adult education. The recommendations of the Seminar appear on page 12.

Messages

Messages were received from the President, Vice-President, Prime Minister, Union Education Minister, Minister of Petroleum, Chemicals and Social Welfare, Minister of Transport and Shipping, State Chief Ministers and the Acting Director General of UNESCO (Published on page 13.)

Groups

The delegates were divided into five groups, each with a Chairman and a Rapporteur. The group chairmen were Shrimati Sulochana Modi, and Sarvshri Sohan Singh, Jagdish Singh, A.H. Hemrajani and T. Krishnamoorthy.

Each day, one item of the Working Paper was

elucidated by an expert. They were Shri K.N. Srivastava, Dr. H.S. Bholra and Shri D. Sarma.

70 delegates from 14 states and Union Territories attended the Seminar. Representatives of International Cooperative Alliance, and Asia Foundation also attended. Ministries of Education, Food, Agriculture & C.D. and Planning Commission were represented at the Seminar. Universities of Bombay, Delhi, Dibrugarh, Gujerat, Jamia Millia and Kashividyalaya also deputed representatives.

The delegates were given reception by the Vice-Chancellor of the Mysore University and the State Adult Education Council.

Concluding Address

The concluding address of the Seminar was given by Shri T. Madiah Gowda, Ex M.P., and Ex Vice-President of Indian Adult Education Association and a Veteran adult educator.

DECLARATION

The following declaration was adopted at the National Seminar:—

WE, the participants of the Fifteenth National Seminar make this declaration.

We have noted with sincere appreciation the valuable contributions made by several schools in the country to the cause of adult education. In particular, we note with special pride the total participation of the entire school system in several districts and cities of Maharashtra and Rajasthan in recent literacy campaigns.

We are convinced that schools, as centre of education and sources of knowledge for the people, can also be powerful and effective agencies for imparting education to the adult and youth members of the community in various forms and at different levels.

We are concerned with the trend that is being noticed in recent years to relegate the school system to a second and third place in development programmes and it calls upon Head Masters and Teachers' Associations, community leaders and others involved in school administration to take measures to restore to the teachers and schools their original role of leadership in social progress and the development programmes of the country.

In this connection, we express our whole-hearted agreement to the statement that "the school should not only guide and direct the physical, mental, social and moral growth of boys and girls, but also improve the quality of community life. It should concern itself with the happiness, welfare and success of the people, their recreation and amusement, their health and their occupational success."

In the present context of high illiteracy in the country, the school system at all levels has a positive role to play in organising and undertaking functional literacy activities and in mobilising the resources of the country to participate more actively in the anti-illiteracy campaigns and in other development programmes of the country. The school can also help their communities in organising continuing education and extension programmes for the benefit of out-of-school adults and youth. In the modern society vocational schools such as agricultural and trade schools, have a special role in upgrading the vocational skills of the adult members of the community and introducing among them new techniques which will help to increase their productive efficiency. Secondary and Higher schools with their staff of specialists are best fitted to serve as resource institutions for personal and social development of their communities. The parents and alumni associations of schools are in a happy position to stimulate their communities and support the schools in their roles as adult educators of the country.

We call upon the Central and State Governments to afford greater facilities to schools to undertake adult education activities by giving concrete recognition to teachers' services and by providing additional equipment needed for this role.

We call upon Adult Education Associations, Parent-Teachers Associations and alumni associations to make the community increasingly aware of the role of schools in adult and youth education and assist them in obtaining the needed equipment and encouragement from voluntary and government agencies.

We are firmly convinced that with vast resources of the school system, aided and assisted by well-directed community efforts and supported by funds from local, state and Central governments and voluntary agencies, forces will be released which will make substantial contribution to the all-sided progress of the country through the promotion and development of adult education.

RECOMMENDATIONS

The following are the recommendations of the Seminar on the utilisation of School for promotion of Adult Education:—

1. (a) The schools in the country should share their resources—of the building, equipment, library and the staff—for the additional benefit of the Community by including Adult Education in their programme.
(b) It is desirable that this basic position is accepted by educational authorities, governmental and non-governmental, which are responsible for managing the schools at different levels.
(c) It should be the endeavour of the educational authorities constantly to improve the schools all round to discharge this additional function effectively and in a far comprehensive way.
2. (a) Apart from ordinary schools undertaking adult education work with the necessary additional resources in staff and equipment wherever necessary, the establishment of separate adult schools may also be necessary wherever the situation demands them.
(b) In particular, it is recommended that wherever a group of not less than 15 adult persons desire special training, vocational or general, provision for such educational facility should be made.
3. (a) The School budgets and the grant-in-aid system should, in future, be so framed that the schools of the country function with this comprehensive purpose—as centres for the education of the young as well as of the adult people.
(b) Adult schools, referred to in the last recommendation, should also be entitled to financial grants like other schools.
4. Condensed courses of education should be organised on an extensive scale, both for men and women, jointly wherever possible, or separately.
5. (a) The Indian Adult Education Association and State Adult Education Associations should select some schools for undertaking Pilot Projects under special supervision and expert guidance for adult education courses suitable to the adult community in their environment.
(b) These projects should be launched after adequate preparation.
6. Adult Education programme to be carried on by ordinary schools or in Adult Schools should be of varied types at different levels and at times which suit the adults receiving such education.

(Continued on page 14)

Development of Sense of Responsibility in Man is Primary Objective of Education Life-Long Integrated Education only Answer

The following message for the 15th National Seminar was received from UNESCO Acting Director-General, Dr. M.S. Adiseshiah :

IT is with a particular sense of pleasure that I send you my greetings and the best wishes of Unesco, for the success of your Seminar. I regret that my prior commitments have prevented me from participating in your conference and the Seminar. I look forward to the pleasure of personally bringing to you Unesco's message and greetings at a future gathering. You are aware of the continuing interest Unesco takes in the activities of Non-Governmental Organizations which, both on the national and international planes, contribute substantially to the promotion of adult education. If one considers that the primary objective of all education is to help develop in man a sense of responsibility to himself, to others and to all mankind, then it is evident that institutions such as your own respond both fully and competently to this imperative.

While it is true that, since its inception over twenty years ago, Unesco has carried out a variety of activities in adult education, the last few years have nonetheless witnessed a marked increase in the importance attached to it by our Member States. Our programme, in this area, has concentrated on two apparently unrelated, yet entirely complementary fields : literacy and adult education. Unesco's General Conference, at its last session, fused these two fields into a single programme, referred to as life-long integrated education, based on the conviction that only through the process of a continuous education lasting the duration of man's life can man understand himself and the world.

This concept is no more than the recognition of an ancient truth—that education is a life-long process, that it begins at the cradle and continues to the grave and beyond, that no man can ever have too much education. All these and more are today embodied in Unesco's doctrine of life-long integrated education. Adult education is both the purveyor of this doctrine and the instrument for its realisation.

It is against this background that I would like to place before you some tasks which face the Indian Adult Education Association in the India of today.

Adult education has a correlational task—that of correcting the miseducation that we have received in the educational system. That system is itself beginning the urgent and arduous work of reforming

its content and curricula, following the recommendations of the Report of the Education Commission. The fruits of this educational reform movement will be garnered in the future. For today and tomorrow, however, there is the task of correcting, complementing, supplementing and continuing the education of the youth, the adolescent, the adult citizens who have been through the incomplete and imperfect educational system of the past. This urgent correctional and supplemental task that Indian Adult Education must discharge will result in developing citizens imbued with the knowledge and responsibility that the India of today demands of its sons.

Adult Education has a teaching task. This has to do with regard to the youth, adolescents and adults who have not had the benefit of any education or schooling. And these illiterate youth and adults who are estimated to number around 200 million persons over fifteen years of age, still constitute the vast majority of that age-group of our people. Our problem of illiteracy is so vast as to seem insoluble. Where does one start in this vast ocean of ignorance? Having started, how does one keep the ship of knowledge and learning on course? Unesco in its functional literacy programme devised two years ago at the World Congress on literacy at Teheran provides a challenging answer. Following this, the Indian Adult Education Association can reorient and restructure its literacy programme and launch fresh functional literacy initiatives : by selecting those areas of the country where there is the motivation for literacy : and by concentrating its educational efforts on those age groups in those areas who are the productive members of their society. Thus, your association has a call to take leadership in the functional literacy movement that is urgently needed in the country.

Adult education has an urgent socio-economic task. This relates to the specialised and specific problem which the country faces today with regard to its food deficit on the one hand and its ever-expanding rate of population growth on the other. India's food deficits are not simply the results of the natural calamities that we have suffered in the last two years. India's economy has always been a gamble in the monsoons, but that particular gamble is slowly being won. Our long-run food problem is in fact due to the slow rate at which the agricultural/rural sector, which is 80 per cent of Indian society, is being modernised. On the other hand,

all the gains in industrial growth, power and energy acceleration, agricultural renovation and educational progress are being wiped out by the rate at which our population has been expanding in the last two decades. Family planning and population control measures will produce results only ten to twenty years from now. But if we are to lift ourselves out of the development morass in which our country finds itself, action must start now. The modernization of the agricultural/rural sector on the one hand and the population control and planning education on the other are two immediate themes that must suffice all adult education programmes in the country.

Adult education has a diffusion task. There is a direct contribution which the adult education movement can and should make to school education. Adult education is characterised by freedom (the free human mind is not shackled by official curricula and all-decisive examinations); by spontaneity, (the techniques and methods of its teaching and learning processes arise from its own normal and natural needs); and by realism, being grounded in the political, economic, social and cultural realities of the community, (its pupils and teachers are the farmer, the housewife, the factory worker and the elected representative of the local community who come to learn or teach from the field, home, factory or council table, and return to it). Adult education has no need to fear accusations of being abstract: it can never teach or preach unreal and unrelated facts and knowledge. This realism of the spirit, this functionalism of its content and this concreteness of its techniques, must be woven by the Indian Adult Education movement into the fabric of the Indian education system as a whole. From this point of view, the school and the college are not simply material and convenient centres of adult education. Their physical coincidence imposes on adult education the obligation of infusing the school and penetrating the university with its freedom, spontaneity and realism.

Adult education has a harmonisation and reconciliation task. This relates to the uphill task of citizenship education. The first two decades after independence were decades spent in laying the basis for the initial national infrastructure—of what is involved in being a citizen of Independent India. The great adult education leaders of the land, who counted among them the founding fathers of the nation, accomplished this task. Now the country and the people are going through the normal self-conscious process of developing their linguistic and state identities and look to adult education to help them in this identification. And so Indian Adult Education has the task of educating the citizens in the long process of reconciliation and harmonisation of local, linguistic and state loyalties with the unity and common destiny which Indian citizenship imposes.

Adult education has a peace building task. As every sixth man in the planet of ours is an Indian, the Indian adult education programme has a unique obligation to impart to its participants the spirit of international understanding, the desire for peace and the fight against the seeds and actual presence of war, as well as the accelerating armaments race. You share with Unesco this peace purpose and this foundation and motive force of international understanding frame. In the end all your programmes and actions will be judged, as are Unesco's, by your contribution to these final objectives. And it is this convergence of goals and programmes between the Indian Adult Education Movement and the Unesco that I return to, in greeting you and wishing you success in the tasks ahead of you.

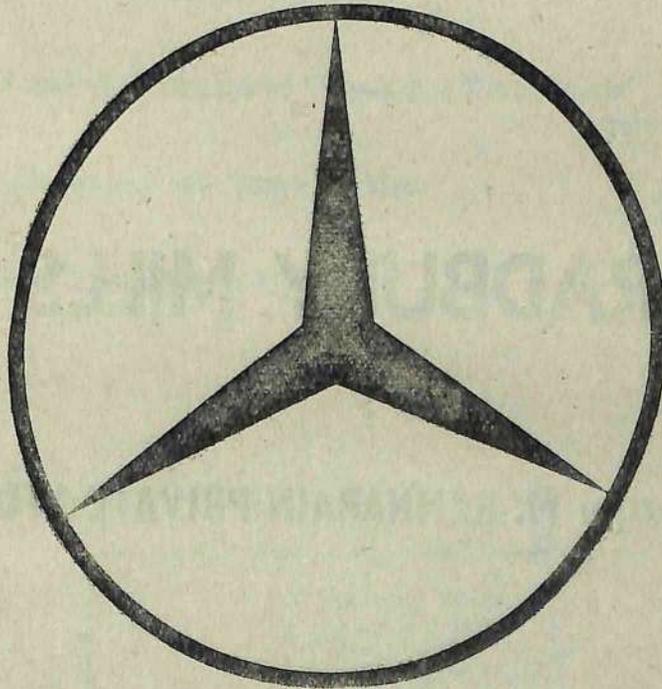
RECOMMENDATIONS

(Continued from page 12)

7. It is strongly recommended that teachers engaged in children's schools who have the aptitude and the desire for training for adult education work are given special opportunity under expert guidance either at ordinary teachers training colleges or in some other way.
8. Teacher Training Colleges and Schools should improve existing provision in their courses for Primary and Secondary School teachers in the knowledge and practice of adult education work.
9. (a) This Seminar feels that institutions established for imparting specialised knowledge, such as Agricultural, Public Health, Commerce, Mechanical or Electrical Engineering etc., should offer facilities to adult citizens for receiving education in their fields.
(b) The Indian Adult Education Association and State Adult Education Associations should, from time to time, establish contact with such institutions for promoting this purpose.
10. In the opinion of the Seminar, it should be accepted as a National policy gradually to raise all the existing schools to and to establish new schools in future of, such quality in designs, equipment and staff as would be community-centred in their work and outlook and would undertake comprehensive education service both for children and adults.

The social status, emoluments and professional competence of the teachers of those schools in the country should be in keeping with the importance of their role in national progress.

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ANNUAL CONFERENCE IN DECEMBER NEXT YEAR

Round Table on Life Long Integrated Education Planned

At a meeting of the Executive Committee of the Indian Adult Education Association it was decided to hold the next annual Conference in December 1968 at Pondicherry. It was also decided to request Dr. Malcolm Adiseshiah of Unesco to preside over the Conference.

THE Association is planning to organise a Round-Table on Life-Long Integrated Education in February, 1968, in preparation for an International Symposium on the subject to be held in May 68. The Round Table will seek to examine the concept of Life-long Integrated Education and analyse the practical consequences of the principle.

The Association is also planning to hold a National Seminar on "Adult Education of Women in the Changing Pattern of Society." The Seminar is scheduled to be held in March, 1968.

Pilot Projects

The two pilot projects, undertaken by the Association to link literacy with economic development, one in Meerut District and another in Maharashtra, are now on their feet and in another six to eight months these experimental Projects would be completed. Arrangements have been made for the Meerut Project to be evaluated simultaneously.

New Organising Secretary

Shri Neki Ram Gupta, former Deputy Director of Education, Delhi Administration has been appointed Organising Secretary of the Association. He will tour a number of states of India with a view to galvanize voluntary agencies and State machinery for undertaking a massive programme of Adult Education, and to set up State and District Branches of the Association.

Unesco Books Translated

The Indian Adult Education Association has brought out the Hindi translation/adaptation of two Unesco publications namely A.B.C. of Literacy and

Simple Reading Material for Adults : its preparation and use.

Australian Geographers to Visit Association

Some members of the Geographical Society of Australia will be touring India from December 30, 1967 to January 20, 1968. During their visit in Delhi from January 12 to 16, 1968 they will be received at the headquarters of the Indian Adult Education Association.

Dr. Joan Allsop, Senior Tutor of Adult Education, Sydney University will be in-charge of the tour.

Professor Becker in Delhi

Prof. Hellmut Becker, President of the Deutscher Volkshochschul-Verband (German Folk High School Association), Bonn is arriving in Delhi on December 7. During his 10 day stay in Delhi, Prof. Becker will meet Dr. T.A. Koshy, Head, Department of Adult Education, N I E, NCERT and Shri S.C. Dutta, Hony. General Secretary of the Association. He will also visit a few Social Education centres.

Radios for Rajasthan

The British Columbia Credit Unions, Canada have made a gift of 40 transistorised radio sets for radio rural forums in Rajasthan. The Indian Adult Education Association is collaborating with the Project Adviser, Department of Adult Education, University of Rajasthan in this project. It is hoped that distribution work would be completed by the end of January, 1968.

ILLITERACY IN AN AFFLUENT SOCIETY

THE number of illiterates in the United States was estimated in 1960 to be over three million.

They, and another 20 million adults with less than 8 years of schooling, are the target of the Adult Basic Education Programme which, since 1965, has been making Federal funds available to the States for the organization of basic education classes. Instructional materials have been developed to teach reading, writing, arithmetic and speaking, if necessary—in the context of job orientation, health habits, family and community relations, and so forth. By the end of 1967, some 1,500 teachers and teacher-trainers will have taken specially designed training courses.

Examples of research experimental literacy projects receiving State funds are: a programme administered by the University of Arizona to demonstrate what can be done to provide education for migrant workers and Mexican-Americans in three southern States, in which stress is placed on the teaching of English as a second language; a survey by north Carolina State University to demonstrate applications of the electronic blackboard and computer-assisted instruction to adult basic education; a programme in the Appalachian region by Morehead State College, Kentucky, to develop and demonstrate techniques for reaching adult learners in isolated rural areas; a travelling school, with a teaching faculty, a sociologist, an anthropologist and an educational psychologist, which is travelling with the migrant workers as they follow the crops from Florida to Wisconsin and return, providing literacy classes and at the same time studying the migrants and their attitudes.

Norway Sends Literacy aid to Tanzania

An ABC in pictures has been produced by a Norwegian publishing firm, and 50,000 copies have been sent to Tanzania. Financed by the Dag Hammarskjold Fund, the book is co-texted in Swahili and English and is colourfully illustrated by a Tanzanian artist.

Travelling Record Library Aids Literacy Teachers

In Venezuela, the Department of Adult Education has designed a special travelling record library as an auxiliary for literacy training containing 800 battery powered record-players and 5,000 LP records. A set of five of the records with their accompanying booklets makes up a complete course of 40 six-minute lessons specially designed for training literacy teachers.

(Unesco Features)

New Publications Checklist

	Rs. P.
1. Adult Education and Economic Development —Report of the 14th National Seminar	2.50
2. Implications of Continuous Learning —J.R. Kidd	2.50
3. New Trends in Adult Education in India —S.C. Dutta	2.00
4. On to Eternity—Vol. II —S.C. Dutta	2.50
5. Seminar Technique —S.R. Ranganathan	1.00
6. Seekhna aur Seekhana—J.R. Kidd (Hindi Translation of 'How Adults Learn')	7.50
7. Saksharta Kee Pahili Seeri—Mary Burnet (Hindi translation of ABC of Literacy)	1.00
8. Proudhon Ke Liye Saral Pathya Samgri —Hindi translation of Simple Reading Material for Adults	1.75

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WOMEN'S EDUCATION FOR CIVIC AND SOCIAL RESPONSIBILITIES

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

AS a college student, I was taught 'Man is a political animal' but in actual life I find that only a handful of men and still fewer women are politically minded. Out of nearly 125 member-states of the United Nations many of the countries have granted women full or partial rights to take part in politics; women have right to vote and to be elected to the legislature. But very few women take part in political action, with the full understanding of the basic tenets of their country's foreign and domestic policies.

In India, theoretically Indian women are emancipated. They have the vote; they are guaranteed full and equal rights with men; the State has recognised the principle of equal pay for equal work and women's right to property has also been conceded. But in reality, Indian women have still a long way to go. Old and effete social customs and prejudices about women's place in society has complicated women's ability to perform their roles as equal partners in the building up of a new India.

Therefore, the question which is agitating our minds is: What steps should we take now in the context of the rapidly changing social, economic and technological changes taking place in the world to educate our women for performing the role that the society has cast on them, and to ensure that women are able to exercise their right with a full understanding of their duties and privileges as citizen.

II

Therefore, I propose largely to talk about political education of women which in common parlance means education of women for citizenship, education which will enable them to discharge their duties as active, understanding and responsible citizens.

Before we come to the subject proper, I would like to make certain observations, which are universally accepted, but have not been properly noticed in our own country. The contemporary climate of opinion in a society is largely made up of unconscious assumptions and prejudices in adult minds based on past social, cultural and political backgrounds. Whenever a society discovers in itself new needs demanding from its members new attitudes of mind, new knowledge, new behaviour, it must re-educate and further educate its men and women with as much skill and vigour as it gives to teaching its children. The education of children can be long-term project but the education of adult must be immediate and must produce quick results.

The future of India is being made *today* by

adult men and women and much will depend upon the quality of decisions and choices made by them now. Therefore education of adults must take primacy over all types of education because education alone gives competence to make right decisions.

III

When we talk of education for citizenship or for that matter for social responsibility, we are talking of citizenship in a democratic State. 'Democracy' is a word with many meanings, therefore, I will not attempt to define democracy. I will quote a description of a good citizen of a democratic State. It has been said that he or she must have:

- (1) A deep concern for the freedom and good life of his or her fellows;
- (2) Such knowledge and power of clear thinking as will enable him or her to form sound judgements as to the main problems of politics and to decide wisely which party will most likely to achieve the needs he or she desires;
- (3) The power to select men of wisdom, integrity and courage as public representatives and such knowledge of his or her own limitations as will dispose him or her to trust and follow his or her chosen leaders.

In countries where women have been politically enfranchised for a generation or more they already know by experience that possession of the right to vote is only the beginning of citizenship. To live like a citizen and not a mere inhabitant of one's country demands continual attention and effort. This would be to some extent true even in an age in which society was stable and its institutions were changing imperceptively, if at all. But such a picture is not true of any considerable number of people today. Ways of life are changing everywhere and men and women suffer or enjoy, resist or promote the changes. Some accept, others resist blindly; others again try to understand what is happening and on the basis of understanding choose to promote what seems to them good and to oppose what is bad. Education for citizenship, means to my mind, enabling citizens to make such choices constantly and continually.

IV

Education is a life-long process and we are all educated to a very considerable extent by people in whose contact we come and by groups whose membership we take. It is a succession of experiences whether as individual or in groups and hence is a

lengthy and complex process in which the teacher and school do not start first or stay longest. There are many other persons and groups which help in the education of a person. The responsibility of educating a human being therefore does not belong to the formal educational institutions alone but are shared by many persons and groups, some of whom may not have this end in view and may have been formed for various non-educational purposes. A person through series of experiences in home, religious institutions, neighbourhoods, clubs and various groups learns and enriches his experience and thus becomes truly educated. Therefore, while planning for the education of women for citizenship, we should think of schools, and also of various institutions and groups—with which women come in contact.

Most women are primarily wives and mothers, member of a family and home makers. It is in these capacities that they know themselves as members of society and we have to get to them in their homes and their neighbourhoods if we want to educate them for citizenship, which includes making them competent, resourceful and economic housewives. They should be enabled to develop ways and means of meeting the demands on their time and energy more economically and effectively so that they can have some leisure, which is necessary in order to compensate them for the nature or conditions of their work and to keep or make them capable of sharing responsibilities. The leisure should be utilized to enable women to learn arts and crafts, to develop aesthetic sense and to help them to acquire knowledge of themselves and the world around them.

We should organise women in groups to enable them to learn more effective and easy methods of work as mothers and housewives etc. These groups should have as their objectives improvement of recreational, cultural and educational opportunities for women.

V

Therefore, concretely speaking women must be approached at their homes and helped to form these groups. The formation of groups will itself help them to get education for citizenship because the formation and running of the groups will provide the women opportunity and experience in making choices and taking decisions, and help in their education for citizenship.

The other places where women can be helped to get educated are the health centres, maternity centres and places where they must visit not only because of their own health but for their children's sake. Those who happened to be incharge of these centres, the doctors, the nurses, the health visitors, the public health workers and social workers attached to these centres can give the women the first lessons of citizenship by giving them lessons about health and hygiene and public health and by

assuring them that the women and their children are part of a wider society than their families and neighbourhoods, and that this society values them as mothers and have concern for their child.

In India, there are social education centres for women which are primarily used as craft and literacy centres but these could be utilized for providing training in citizenship.

VI

But of all these, in my own views the formal schools should play a much larger role in the education of adult men and women than they have been doing hitherto. In a poor country like ours, it will not be possible for us to copy some of the programmes undertaken in foreign countries. In almost every village we have schools for boys and girls. If in each school for girls we could attach a teacher specifically charged with the responsibilities of educating the adult women of the area covered by that school, our problems of educating our adult women to their rights and duties could be solved.

The teacher should be responsible for visiting the homes, finding out their needs and requirements, organising programmes, so that opportunities could be provided to women of those areas to come together, organise festivals and other social functions and thus get the habit of getting together. Once this habit grows, it would be possible for that teacher to arrange for women to discuss the problems and this participation will be for better training for citizenship than merely voting without understanding in the elections.

Next step should be discussions about the problems facing the locality and organising follow-up action for the solution of those problems. Slowly and gradually women could even be led to take part in the committees and sub-committees which are associated with the local self-government agencies where women's participation is provided for. Thus a climate could be built up whereby women on their own start coming together to have discussion and thus get training in citizenship.

Along side the school we should set-up a centre for continuation education in a middle size town with a separate staff but working closely with the school teachers. This centre should provide facilities for training in a large variety of courses in vocational, technical and liberal education. The centre should cater for women at different stages of educational achievement. It should organise and conduct short as well as long courses with or without credits i.e. some of them to end with the award of diplomas and certificates. This should at least be tried as an experimental measure, to be multiplied if the first centre proves its usefulness.

The centre should have the necessary audio-visual aids, a film library, a library of books of interest and use to women, and other material which

(Continued on page 6)

WHAT PART OF EDUCATION IS LITERACY?*

By Dr. T.A. Koshy, *Head, Department of Adult Education, NCERT.*

IN the above question, it is already conceded that literacy is a part of education. Therefore, the view point which is put forward by some people that literacy is not necessary for education, need not be considered in this discussion. While it is true that literacy is a part of education, one cannot categorically say that literacy is indispensable for education. There are many who can be regarded as educated and who contribute to the enrichment of knowledge and culture although they are not literate. Then what part of education is literacy? It is an important tool of education. Without literacy, the alternative open to a learner is the oral or visual communication for both of which he has to depend on other persons. A few years ago a proposal was mooted in Rome, Italy that for education of the illiterate masses in the world, literacy is not the answer but the mass media of communication excluding newspapers, namely radio, television and the film. The powerful influence these media have for education cannot be minimised, but it is also a well established fact that in those countries where these media have been well developed and are being used for education and entertainment, the demand for printed word such as the newspaper, magazine and books have increased rather than decreased. Therefore, the role of such media in education is more to stimulate the desire for knowledge in the viewer or the listener which he can acquire only by resorting to the printed word. Literacy is thus an indispensable tool for self study and education.

Transmission of Knowledge

Literacy is also a part of education as far as the transference of ideas and knowledge from one generation to the next or from one individual to another who is separated in space or time, is concerned. The experiences which one has gained through trial and error or in the school of life will remain with him and be unavailable when he dies unless such experience is recorded in writing or in print. Before the art of reading and writing came to be used, the only means of transferring such treasures of knowledge was through oral communication, mainly in the form of poetry which the students had to learn by heart. That stage has passed long ago and today the people have access to the cultural heritage of countries, mainly because of the printed word. It is true that to some extent dance, music, drama and the folk songs have also contributed to the preservation and growth of

culture, but no other medium of communication can take the place of literacy in this task of education.

The circumstances of modern life condemn the illiterate to live an inferior existence and he remains more or less isolated from the social processes such as, the democratic government and various social and economic activities in the country. Illiteracy as a mass phenomenon blocks the economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation. Without the kind of education that is possible only with literacy, it is not possible to have proper range and speed of economic and social development. Neither is it possible to have suitable contact, quality and tone to this development to make it worthwhile in terms of value and welfare.

Essential Step

Literacy is, therefore, an essential step in that education which is needed for the development of the individual and the community to which he belongs. However, by literacy, I do not mean here merely the ability to read and write. It is now generally agreed that literacy, if it is to be worthwhile, must be functional. It should enable the literate not only to acquire mastery over the skills of reading and writing but also to acquire relevant knowledge which will enable him to pursue his own interests and ends. He will also be expected to use his literacy skills for further education through available avenues of formal and informal education. As a literate person, he has to engage himself effectively in all those activities, in which literacy is required, and to continue to use it for his own development and for active participation in the life and development of his country. Functional literacy, thus, implies maturity, independence and durability. It must be durable and should not be lost within a few years, even without continual practices. Thus, literacy contributes to the fulfilment of the objective of education.

Functional Literacy

In this context I would like to quote the working definition of literacy which was enunciated by the International Committee of Experts on Literacy and accepted by UNESCO in 1962. According to it, "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

* Based on a talk given by Dr. Koshy at the meeting of the International Federation of University Women, Delhi Branch in connection with the observance of International Literacy Day.

development and that of his community." This is essentially the concept of functional literacy, which assumes that the training in literacy given should be such that the trainees will be able to meet independently the reading and writing demands made upon them and to engage effectively in all those activities in which literacy is normally assumed in his culture or group.

The concept of functional literacy calls for an elucidation of the function that one has in mind for furthering which literacy is advocated. One can speak of functional literacy for healthy development of democracy or viable political system or a satisfied individual or the economic development of a country or in fact all the national values and goals of a country. Viewed in this light, functional literacy can be regarded as a logical step in the process of planned social and economic development of a country. Thus, literacy to have any practical utility must be functional and should be a means or a tool for the achievement of the above goal, rather than an end in itself. I feel the achievement of the above goal is the aim of education and, therefore, I fully support the view taken by the World Conference of Education Ministers on Eradication of Illiteracy organised by UNESCO at Teheran in September, 1965. As it concludes, "Literacy, rather than an end in itself, should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The

very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards. Reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civic life and a better understanding of the surrounding world and should ultimately open the way of basic human culture."

To summarise it may be stated that literacy is an essential part of self education. Literacy promotes education through printed word by making available treasure house of knowledge to each and everyone who has the skill of reading and writing. Lastly, functional literacy is an integral part of education for social, economic and national development.

WOMEN'S EDUCATION.....

(Continued from page 4)

are useful for educational purposes.

The problem is so great and the resources are so small but the education of women for citizenship is a task which cannot be ignored and I can do no better than to quote an outstanding philosopher who has said 'woman create men and women, they do so physically, mentally and spiritually as mothers, wives and teachers. They are the true architect of the future...women civilize men and they preserve civilization.' Therefore, women's education is priority number one if civilization is to be saved.



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UNESCO AND THE CONCEPT OF 'EDUCATION PERMANENTE'

By A.S.M. Hely, *Secretary, Asian South Pacific Bureau of Adult Education & National Secretary of Adult Education, New Zealand.*

INTRODUCTION

IN the budget and programme of Unesco for the two year period 1967/68, as approved by the general conference of Unesco at its fourteenth session (November 1966), appears, for the first time, a reference to the concept of 'education permanente' or 'life-long integrated education.' Provision is made in chapter 1 (Education) for the calling together of a high level world conference on the subject.

"A symposium of eminent specialists in the field of education, science, philosophy and the arts will be convened to study and bring to notice the sociological, technological, psychological and cultural factors which render necessary life-long integrated education and exert an influence on its content and functions."

There is also provision for research studies to be undertaken by Unesco in co-operation with universities and appropriate institutions, on :—

"The origin and need of life-long integrated education and the place reserved in it to science and the scientific spirit."

It is clear from the statement in paragraphs 252 to 262 of Section 1.41 of Chapter 1 (Education), Part 2 of the Draft Programme and Budget for 1967/68, that Unesco aims to initiate a world wide debate on the concept of 'education permanente' to discover :—

- (a) The extent to which conditions today call for an education which is not limited to a specific period of childhood and youth but which continues throughout life;
- (b) What implications this has in terms of educational planning;
- (c) What modifications in curricula and methods in the formal schooling of the young is called for by the acceptance of the concept;
- (d) What provisions, must be made to ensure that adequate facilities are available for all who have completed formal schooling, (irrespective of the age or stage at which they leave school) to enable them to continue their education throughout life.

The interest taken by Unesco in the concept merely highlights the existence of fairly widespread misgivings as to the effectiveness of present educational organisation and policies. The emergence of these doubts appears to be the result of a number of inter-related factors such as the 'knowledge explosion'; the acceleration in the tempo of social and economic change; the impact of the relatively new science of 'educational planning' on educational thinking; and even the acceptance of the correlation between education and social and economic development with the consequent tendency for education to come under fresh and closer scrutiny.

Whatever the reasons, the existence of widespread doubt as

to the effectiveness of present educational policies cannot be denied. The main criticisms appear to be :—

- (a) That the present formal education system is too 'terminal' in approach to have meaning today;
- (b) That 'learning' under the formal education system is oriented too much to the past;
- (c) That the formal educational system is designed less for the continued personal growth and development of all pupils through a process of educational training, than for the selection and encouragement of a minority;
- (d) That, for the above reasons, the school system sends too many of its students into the world (i) unaware that their education is not complete but must be regarded as just beginning, (ii) without the skills necessary to continue their education through voluntary self-study, and (iii) with little or no desire to do so.

Adult Education and Life-long Learning

The emergence of these doubts is interesting. The concept of education as a life-long process is not new. It was expressed by adult educationists more than 45 years ago.

In a letter attached to the 'Final Report' of the Adult Education Committee of the Ministry of Reconstruction, Great Britain, (1919), the Chairman of the Committee pointed out that:

"Adult education is a permanent national necessity, an inseparable aspect of citizenship and therefore should be both *universal and life-long*."

R.C. Wallace in his book 'Liberal Education in Our Modern World' (1932) said:

"The fact should never be forgotten that education comes only with mature years; all the formal training a school or university can do is to give the incentive for the process of self education which is the *work of a life-time*."

Robert Peers, Professor of Adult Education at the University of Nottingham, wrote, in 1934:

"All education must be a process of adjustment of the individual to the world in which he lives but since his world is constantly changing and since he himself is one of the potential agents of change, this adjustment *must be a continuous process* and not something which is accomplished once and for all during the years of childhood and adolescence."

Adult educationists, by experience and experiment (a) knew that adults *could* learn, (b) knew that certain subjects could be studied with value *only by adults*, and (c) realized that education must be seen as a life-long process. Nevertheless when they spoke of 'continuing education' or 'life-long education' they were speaking, and thinking, about 'adult education.' They were not thinking in terms of the concept of a planned, integrated educational system, stretching from nursery schools through elementary, secondary, tertiary or university education up to adult education.

It is important, therefore, to recognise that the term 'education permanente' or 'life-long

integrated education' does not refer to any specific area of education. Dr J.R. Kidd, in the 1966 'Quance Lectures' at the University of Saskatchewan, defined 'education permanente' in the following words:—

"Continuous learning or life-long education has a beginning in the home and in nursery school, it comprehends all schooling for children and youth, it includes higher and adult education and it covers the educational activities of older men and women. Part of this is formal, in educational institutions; much of it is informal. In other words it is consonant with *education*. It would be much simpler to use the single word but, if I did so, I fear that my meaning might not be understood. Continuous learning is a *concept*; it is an attitude; it is a totality; it is not a segment or a special field or division of education."

'Terminal' Education Versus 'Life-Long' Education

If adult educationists recognised the necessity for life-long education without fully realizing the implications of the concept, educationists concerned with the formal education of the young too often paid lip-service to the idea of education as a life-long process while continuing to act in their professional capacity as though education were concerned solely with the years young people spent in the formal school system. This attitude is perhaps understandable. In relatively stable and static societies organised education was concerned with giving youth the training which would equip it for the tasks and responsibilities it would undertake in adult life.

"Until the beginning of the nineteenth century, the universally accepted view was that each individual life consisted of two periods, of

very unequal duration. During the first period, extending from birth to an age determined broadly speaking, by the resources at the community's disposal the individual was assumed to be receiving a training which would equip him with the knowledge, ideas and standards of behaviour he would require to carry out the tasks and undertake the responsibilities involved in every human existence. At a given moment which varied from one community to another, the introductory phase was considered to have terminated, and the individual entered upon the second period of his life—that of adulthood. The transition was emphasized by a series of rites marking the decisive break with childhood and adolescence; a man took on his adult dress and status at the conclusion of his period of apprenticeship.

"In actual fact this distinction has never been a hard and fast one. Children do not always wait to complete their period of initiation before entering upon a serious life. And adults—at least the minority which does not sink into premature slumber on the 'soft pillow of habits'—continue to study and to advance along the roads leading to greater knowledge and wisdom. *But the division between the two ages in life is reflected in the structure of our educational system.*"*

The deep-rooted nature of this concept of education as a 'preparation for life' possibly throws some light on the failure of teachers and educationists concerned with the formal education of children and adolescents to see the full implications of education as a life-long process. Dr J. R. Kidd dealt with the

* Paul Lengrand, 'Fundamental and Adult Education,' Vol. 10. No 3, Unesco, Paris, 1958.

sub-conscious resistance on the part of educationists in an address he gave at the National Association of Public Schools Educators at Buffalo, U.S.A. in 1959.

“Most people in education have failed, as we sometimes have failed, to understand the full meaning of continuing education. They really perceive education as a ‘preparation for life.’ In the deep places in their consciousness and sub-consciousness, this is what they believe, no matter what words they may utter. Their innermost convictions, the springs from which their assurance and satisfactions gush, are all about preparing young people, of setting them off on the path of life, providing them with a purse of truths and habits for life’s journey. These are noble sentiments as far as they go. But the more tenaciously they were held the more the notion of adult education was seen as a threat. Somehow, it was felt that if a man must go back to school, if he must continue to learn, then I, his teacher, have failed him.”

The Price of the ‘Preparation of Life’ Approach

If there has been a reluctance (conscious or unconscious) to admit that formal education of the young no longer represents a full and completed ‘preparation for life’ but represents merely the preparatory stages of an education which must continue through all the years of maturity, the explosion of knowledge through research plus the demands for more highly trained and educated cadres for a society revolutionised by the march of scientific and technological developments, has created a situation today in which any attempt to cram all the education required into the formal schooling provided in childhood and youth, becomes less and less tenable. Efforts to

do so, merely extends further and further the period of formal schooling in a manner which appears to be creating new social problems. In developing countries desperate efforts are still being made to introduce five to six years of compulsory elementary education for all the children in the five to ten year old group but in the industrial and more educationally advanced countries of the West the aim today is to raise the present ten years of compulsory schooling to twelve, fourteen or even sixteen years.

A recent study by the Carnegie Foundation for the Advancement of Teaching revealed that by 1965, 43 per cent of all the young people in the age group 18 to 21 years of age in the American population would enrol in colleges or universities. The report went on to indicate that by 1980 this percentage would rise to 60 per cent of the age group. Similar trends towards extended formal schooling are appearing in other industrialised countries.

A number of sociologists, youth workers and educationists have suggested, however, that the restlessness amounting to revolt of many young people in the 16–20 year old group can be traced (a) to the extent to which they increasingly feel isolated from life by the protracted and extended nature of their formal schooling and (b) to the vague dissatisfaction they feel with an education which appears to them too strongly biased towards passing on information about the past. Marshall McLuhan, Director of the University of Toronto Centre for Culture and Technology (and a world authority on the social implications of the mass media) put this point of view in a somewhat colourful way in a recent address to business executives in Los Angeles:—

“The go—go girl, wriggling convulsively on the stage of a discotheque can attribute

her popularity to the electronic age. She is expressing what most contemporary youth feel about themselves. There she is trapped in an old technology, all her energy struggling against cultural containment. The rhythmic writhings of the rock n’ roller is analagous to the emotional undulation of today’s student, confined in various educational institutions, over-loaded with information—*most of it about the past*. Rather than confront questions the answers to which are already known, he wants to make discoveries, receive his education in the richer outside world, and participate.”

Moreover in a world of constant change, characterised by a flood of new knowledge resulting from research much of the formal education provided in the schools must inevitably be out of date before the student leaves school irrespective of how extended his schooling. Changes in society and its needs, based on new knowledge, will eventually result in changes in the nature, scope and pattern of education in schools, but there necessarily must be a time-lag before change affects formal education and a further time-lag before the schools produce a generation of young adults equipped with the new knowledge. Training and preparation for membership of the community under these conditions always lags behind contemporary needs. The Director General of Education in New Zealand, Dr J.K.J. Sheen, in an address ‘Looking Forward’ which closed the recent conference of the Australian Association of Institutes of Inspectors of Schools drew attention to the difficulties of envisaging today an education which could be completed within a fixed number of years.

“A new situation was arising, he said, in which it was growing harder and harder to confine education within the

formal pre-adult structure of the schools and universities in which it used to be carried on. It was no longer possible to conceive of an education acquired once and for all."

'Hereditary-Cultural' Learning Versus 'Inventive-Cultural' Learning

One of the criticisms aimed at the formal educational system of today is that as a result of the 'preparation for life' approach it is based upon learning oriented towards the past rather than towards the future. Julian Huxley, the biologist has pointed out that the long slow process of physical evolution by chance mutations has now reached its end. Evolution will continue, but from now on decisive factors will be social and cultural in character rather than physical. Our cultural system transmits acquired characteristics through the educational process. Such characteristics can be acquired, (a) through assimilating knowledge accumulated in the past and (b) through sharing knowledge discovered in the present. The first process has been termed 'hereditary-cultural' learning while the second has been called 'adaptive-cultural' learning. By the nature of our educational system the stress has been upon learning of the first type—the passing on to the young of the accumulated knowledge of the past. It is this orientation in the educational system which is coming under increasing fire.

Margaret Mead, the world famous anthropologist, in an address on "Redefinition of Education", (N.E.A. Journal, 1959) said:

"We are no longer dealing primarily with the *vertical* transmission of the tried and true by the old, mature, and experienced teacher to the young, immature, and inexperienced pupil in the classroom. This was the system of education develop-

ed in a stable, slowly changing culture. By itself, vertical transmission of knowledge no longer adequately serves the purpose of education in a world of rapid change. What is needed and what we are already moving towards is the inclusion of—another whole dimension of learning: a *lateral* transmission, to every sentient member of society, of what has just been discovered, invented, created, manufactured or marketed. This need for lateral transmission exists no less in the classroom and laboratory than it does on the assembly line with its working force of experienced and raw workmen."

The American writer, R.J. Blakely suggests that in the process of cultural evolution, 'science—technology' can be regarded as a mutation in the cultural mechanism which enables us (in fact forces us) to identify a third type of learning which he names 'inventive-cultural'. This new type he suggests is so effective that it will require major changes in the other two types of learning.

"It requires, he suggests, that hereditary-cultural learning be oriented towards the future. Until recently, hereditary-cultural learning could be oriented towards the past on the assumption that the future would be recognisably similar to the past. This assumption is now considered false. Hereditary-cultural learning oriented to the future would stand consciously on the expectation that the future will be different from the past. It would use the past not as a model, but as an analog. It would not imitate but forecast. It would not try to outfit a young person with all the freight of knowledge (much of it not yet discovered) he will need throughout his life. It would try to keep alive and foster the

young persons innate desire to know, to give him dynamic balance, to set him in the right attitude and direction and to equip him with the tools of skills that would enable him to 'live off the land'—that is, to acquire adaptive—cultural learning for his various purposes for the rest of his life.

"The high development of inventive-cultural learning further required that adaptive—cultural learning becomes vastly more important as a regulatory function in the lives of mature individuals and in the operation of the society than it now is. Continuous learning would become, a conscious and purposeful activity of all adults, their organisations and society.

"As these changes are made, the test of education will become, not how much young people have learnt by the time they are mature, but how effectively they use learning as a function during their mature decade."

It is not merely anthropologists, sociologists or creative writers who are drawing attention to drawbacks inherent in an educational system where so much attention is devoted to the transmission of the accumulated knowledge of the past. We find leading business men making much the same point. In the B.B.C. 'Listener' of February 3, 1966, there is a report of an interview with John Diebold, Chairman of the Diebold group of companies in America, a man who is working on the very frontiers of automation and electronics. In the interview he was asked what he thought about education for the next generation. The interviewer pointed out that a child who is ten years old today will be forty five by the year 2000 and asked Diebold whether he thought that children of this age when they go to high

school and from then on to university would be getting anything like the appropriate training they are going to need later. Diebold replied :

"I think we are all going to be on a re-education basis. Education is going to change from being one shot at the beginning of our lives into something that is a part of everyday life for every week for all of us, but to the extent to which we teach a child specific skills, specific substance of knowledge about certain areas or certain jobs we are doing it a disservice because those are going to change in most cases very rapidly and we are wasting time. The more we teach children to learn, the more we can impart how to learn. It is the substance of what people learn that is going to change. It is a tremendous institutional problem in education—to change the institution so that 'education' is no longer purely in the beginning of life. Education tends to be a very reactionary institution."

Education Permanente and Educational Democracy

Doubts as to whether the formal schooling system as at present organised meets the needs of many of those who must attend, has become more widespread in countries where all children must stay at school by law long enough to spend a few years in a secondary school. Misgivings have been voiced about the high proportion who leave with a sense of failure and thus with little interest in further education in later life. Here it will be sufficient to quote two such criticisms as examples. The first is from the working paper on 'education permanente' prepared by Paul Lengrand for the Unesco International Committee for the Advancement of Adult Education for its meeting in December 1965 :

"The traditional type of school," writes Lengrand, "is also a means of selection, which operates throughout the system. From the moment he takes his place in the classroom, the child knows on which side he is—among the good pupils or the bad. His great concern is to come first or, at any rate, to get a good place in the upper brackets of his class. Competition is omnipresent and up to the last moment of his school and university life, the child or adolescent is spurred on by the desire to do better than others and to beat his rivals, if only by a hairs breadth. He has, indeed, no alternative. When all is said and done, the whole educational system is, more or less, virtually built on the idea of competition, since only a given percentage pass the examinations and, except in certain autocratically organised societies, places go to the most outstanding students."

"It would probably be utopian—not even desirable—to bring about a complete change in these structures of the scholastic world, linked as they are, in so many respects, with enduring characteristics of human nature. At the same time, the introduction of the ideas and achievements of continuing education into life and into society radically changes some of these traditional features or, at any rate, makes their significance merely relative."

The second quotation is from an address on the "New Age in Education" by Dr. A.C. Webster, Lecturer in Education, Massey University, and published in the New Zealand Post-Primary Teachers' Association Journal, (Vol. XIV—No. 2). Dr. Webster, in the course of the address said :

"It is widely felt that the

domination of New Zealand secondary education by the School Certificate and University Entrance Examinations is damaging and undemocratic. Damaging in that it imposes upon teachers and students a demand which distorts and cripples the teaching and learning process.

"Not only does the progressive elimination of more than 60 per cent of our youth up to School Certificate level result in a sense of defeat and anger of varying degrees, but also the success of the passing students may give a false sense of superiority and an illusion that 'education' has been accomplished. The question as to whether school certificate and education are synonymous terms needs examination."

"But the crucial issue remains that of the systematic rejection of nearly two thirds of our youth from the privilege of a meaningful satisfying and complete secondary education. The effects of this designed, built-in and deliberate failure process upon the attitude of New Zealand school leavers can hardly be exaggerated. Consequent attitudes to self, to books, to authority, to cultural interest, can, in the absence of empirical evidence, only be theoretically based. The claim that New Zealand secondary education is failing to serve the best interests of our youth seems however to be a plain conclusion from statistics."

"That it is undemocratic seems also clear. The fact is that public secondary education has been structured in such a way that only a minority of the population can obtain its full benefit. This is a result of trying to graft a new principle on to old methods. A democratic system, that is one designed

for all the people, cannot be achieved simply by labouring the elitist system that previously obtained and saying 'All those who can clear the hurdles can get the prize', To be truly democratic, must not public education be not only available but suitable and possible? That is, democratic education is not just academic education offered to all the people, it is an education designed to carry all the people through to the fulfilment of personal potential. This is not done by showing 60 per cent of our youth what they cannot do."

New Skills, Attitudes and Changes for the School Drop-out

From the point of view of those who maintain that only an education based upon life-long learning can meet to the needs of modern society, the tendency for the formal education system to turn out an unduly high proportion of their pupils with indifference (if not an actual hostility), to education, must be a matter of concern. In most of the western countries the evidence of research suggests that those who have been most successful in school and who have enjoyed the most extended education during their youth, are also those who will recognise the need for further education in later years.

Brian Groombridge in his research study into Education and Retirement', undertaken under the auspices of the National Institute of Adult Education in Great Britain in 1958-59 drew attention to the correlation between the extent of formal education and participation in adult education and membership in educative societies. He has this to say about the influence of post-primary education in Great Britain on the attitudes of school leaver-to education;—

"The point at issue throughout these chapters is

the extent to which certain social factors make for exclusion, so that many people are cut off from the source of enrichment that should rightly be theirs. One factor may well be the experience of school itself. Before the 1944 Education Act, wealth segregated a minority, who were given special education opportunities, from the great majority who were denied them. Since the Act, selection techniques have placed an apparently 'scientific' seal on segregation. While the numbers and proportions of young people who have a longer schooling have increased, the sense of rejection may well encourage hostility to education and to the culture to which education is an entree. Anyone who leaves school in this ambivalent state of embitterment and envy (and Mr Trenaman shows that almost half the adult population is more or less hostile to educational values) is very unlikely to benefit in later life from the intellectual stimulus, emotional growth and the sense of belonging which are fostered by adult education and educative societies."

The first major fully documented study of the educational pursuits of American adults, financed by the Carnegie Corporation of New York and published under the title of 'Volunteers for Learning', reveals that in the U.S.A. a similar pattern exists. Statistics embodied in the report show that only four per cent of those with limited formal education sought further educational opportunities in their mature years as compared with forty seven per cent of those who had benefited by at least sixteen years of formal education.

The concept of 'education permanente' calls for a re-thinking of the educational policy as a whole so that these existing

weaknesses can be removed without 'throwing the baby out with the bath water'. M.E. La-Fontaine, Head of the Documentation Section of the Education Centre Library in Canada in an article published in Vol. 5. No. 1 (1966) of 'Continuous Learning' examines the position in Canada and attempts to describe the type of student who would emerge from the public school system if it were based on the concept of 'education permanente',

"Suppose that through intense social scholarship tightly integrated with sound creative research, public school institutions secured a fresh grasp of its total responsibilities so such things as the drop-out problem, the problems of mis-education and under-education are diminished to the smallest humanly possible dimension; that through creative means a relationship between the public school institution, labour and industry becomes so strong and so operative that the entire question of continuous training resolved itself. Suppose, in short, that the public school institution, through its own capacity for its own intellectual motivation, became culturally, socially and creatively responsible, became, in point of fact, educational in its function....."

"Assuming all this, the question now develops as to the kind of personality the public school institution will turn out. The answer is that he will be dissatisfied and hungry. He will be dissatisfied with his present state of adulthood and hungry for the creative, dynamic, experiences which will provide him, a living thinking entity, with vital opportunities for further personal growth and development in concert with a society struggling to civilize itself.
(Continued on page 15)

VILLAGE COLLEGES AND THE YOUTH SERVICE

By A. LOCKE

Organiser for Further Education, Cambridgeshire and Isle of Ely County Council

W. E. Styler, Director of Adult Education in the University of Hull, outlined in Vol. XXVI No. 6, June 1965, the relevance of the Cambridgeshire Village Colleges to S.C. Dutta's proposals "that village schools should become centres of social action." Mr. Styler concentrated mainly on the philosophy and early development of the concept. Since the Second World War, however, there has been provision of educational, recreational and social facilities especially for young people aged 14-21. These have not meant a divergence from the original concept, but a recognition that the needs of many teenagers are, in some respects, different from those of adults who are prepared to commit themselves to courses extending over many weeks where concentration and sustained interest are required. The Youth Service is designed to help young people, particularly the less purposeful, to be more enterprising in making the best possible use of their leisure time. Emphasis is on their social needs, but they are encouraged to join in less formal activities which it is hoped will become lasting interests. The Youth Service is, therefore, a logical extension of the provision for the community in the colleges. The purpose of intellectual, cultural and social development and the encouragement of exchange of ideas and experience are as valid in the Youth Service as in adult education.

The pattern of Village Colleges for the country was begun in 1930, with the opening of Sawston Village College and completed with the opening of Burwell Village College in the Autumn of 1966.

The idea of the Village Colleges was conceived shortly after the First World War. The then Secretary for Education, Henry Morris, feared that urbanisation in the countryside, would sap the villages of the economic and social strength that had sustained them through the centuries, leaving them culturally deprived. Morris saw the need for the all embracing provision of a community centre which would act as a focus for recreational and social activities.

The Hadow Report of 1926 proposed the setting up of senior secondary schools serving a number of villages. Morris grasped this opportunity to implement his plan that the provision in Cambridgeshire should be of community centres in which the senior schools were housed providing for all ages and sustaining the idea of continuity in education. The design of the Colleges, therefore, included common rooms, lecture rooms, public libraries, integrated with the usual day school facilities. The standards in architectural design, furnishing and

landscaping, not only made the Colleges an outstanding feature of the countryside but set trends nationally. From the outset the staff provision was appropriate for the all-embracing theme. The Warden combined the role of headmaster with responsibility for the whole community centre programme. The young people's programme at Sawston Village College for the Winter session 1934-35 may seem today rather formal. It included needle work, metal work, craft, drama society and discussion circle but the library and reading room were open every week-day, except Saturday, from 7 p.m. for people to browse or sit and talk. In 1957, in the Soham community centre, where there was already an Area Tutor an Assistant Tutor/Area Youth Tutor was appointed. This pattern was followed at all the Village Colleges with the appointment of Tutors and Assistants, except in the two smallest Colleges where a Tutor for Further Education is responsible for both adult and youth programmes.

The policy of the Authority is to provide purpose built youth centres of about 3,000 square feet in floor area on the Village College sites. Those people who are critical of linking too closely youth service and school provision, must bear in mind that the largest of Cambridgeshire villages which form the focus for each catchment area are little more than 5,000 in population and the majority are much less. Consequently the Village College is quite often the largest building in the community and certainly has the finest facilities for recreation. Therefore, the usual factors which may militate against young people returning to school are outweighed by the attraction of both purpose built clubs and the additional facilities such as gymnasiums, workshops, craft rooms and halls. It is unrealistic, in these times of financial restraint and increasing demand for multi-use of premises to disperse resources too widely and to cater for small group interests which may use premises infrequently. Development of the Village Colleges as day school populations grow will ensure the provision of further facilities of increasing value to the Youth Service. Already at Sawston Village College, there is a sports' hall and youth club members are building a rifle range in the college grounds, which will also be used by adults and school children. The former cinema which is on a site next to and contiguous with that of the Village College provided a first class conversion to a youth centre, giving sophisticated young people a most comfortable place in which they can meet socially on their own terms as well as being able to use the extensive Village College facilities.

Adult and Youth Tutors work closely together

in providing a programme for all ages in the community through the Student Councils and the club committees. Self-government is the essence of Village College life and, therefore, these councils and committees arrange social functions, weekend courses and educational visits. They often promote enterprises which cannot be financed by the Local Education Authority. In these ways they nurture new ventures which may be highly specialized minority interests.

The Tutors have a modest but important teaching commitment which reinforces the aspect of continuity in education and over-lapping contact with school children, adults and youth. Similarly members of the day school staff are encouraged to take full part in the adult and youth programmes. Although the benefits of these many contacts may be intangible, they are of indisputable importance.

Usually the Youth Tutors teach for 6-12 periods each week, mostly with senior pupils. They value this contact with such a large proportion of the young people in the age range 14, 15 and the increasing number of 16 year olds, who live in the community.

Some critics suggest that the older teenagers do not return to school based premises. The siting and the type of facilities provided do not seem to be the most important factors affecting the reasons why young people attend youth clubs. Where the leadership is enthusiastic and the programme balanced and well organised the proportion of the older young people attending is very high. In one particular Village College where there are at present no purpose built premises 79% of the young people living in the area up to the age of 18 and 64% up to the age of 21 are members of the Youth Centre.

The opportunities for young people to meet socially away from school are also recognised as important. Village clubs are established in the surrounding catchment area, and every encouragement is given for the young people to improve these rented premises which are often church or village halls. This community service does much to establish good relationships with parochial church councils and village hall committees. These village clubs usually meet on one or two evenings a week and on other evenings transport is provided into the Village College. Thus young people from the villages can join in the main sporting and group activities, as well as having the opportunity to attend adult classes. In addition to the bus services which are provided by the Authority into the Village College, there is also a College mini-bus or land rover which is used by the Tutors to transport groups both within the catchment area and outside. Consequently, at each Village College there is a very lively programme of expeditions and visits.

The Albemarle Report on the Youth Service (1958) gave stimulus to the appointment of Youth Tutors at each of the Village Colleges, and in the larger ones, where purpose built centres are esta-

blished, second Youth Tutors are also being appointed.

There is some fear amongst youth officers and youth workers that development within schools of work along the lines advocated in the Newsom Report will usurp the role of the youth service. Indeed there are some teachers who are now beginning to question whether the youth service can offer anything that the schools cannot provide themselves. The outstanding merit of the Village College system is that this divergence does not exist.

The Youth Tutor is accepted as a member of the College staff and is often closely involved in Newsom activities. This is equally true of tutors who are not teacher trained. Experience has shown that those who have trained as youth leaders or social workers have a valuable contribution to make in the day school. A number are working closely with careers' teachers and involved in helping to organise works experience activities.

Some leaders who are not familiar with the Village Colleges express concern at the prospect of being responsible to the Warden, but it is evident that the benefits far outweigh the disadvantages. The Warden, because of his overall responsibility, can ensure that petty disputes about mis-use of the premises and problems with caretakers, which are frequent occurrences at school based youth centres, can be reduced to a minimum. He can also act as a mature adviser, which the leader in the isolated club may often lack. It should be remembered that the Wardens are appointed, not only as headmasters, but from the outset to have responsibility for the youth service.

The current discussions nationally regarding such topics as "The dual use of the premises," "The use of school facilities by the community" and "The building of adult and youth wings on school sites" are academic as far as the Village Colleges are concerned. There is no distinction made between these various facets. The Colleges are open to the public, the grounds used as a park in which to stroll, and it is not unusual to see members of the Over Sixties playing dominoes in the common room, while babies are being weighed at the infant welfare clinic. Members of the youth club are, therefore, often closely involved in working with the Over Sixties and in some Colleges are now running junior clubs.

The commitment in the Colleges is to the all embracing provision which may seem to the outsider idealistic, but through long acceptance and public usage, had distinct advantages over separate provisions, which lead to diffusion of resources and fragmentation of interests. A survey of one of the Village Colleges a few years ago revealed that of the 319 families that lived in one village, 256 used the Village College for one reason or another. It is unlikely that any separate youth centre premises unrelated to school provision will have such a close link with the community.

Higher Adult Education in Uganda

By F. S. Brazier

THE Department of Extra-Mural Studies, Makerere University College, is responsible for providing adult education facilities in non-vocational subjects in Uganda. The Department was established in 1953 and has grown from a single Resident Tutor responsible for the whole country to a department with six Resident Tutors in their respective areas, a residential Adult Studies Centre and embryonic Mass Media and Correspondence Divisions.

The Department of Extra-Mural Studies initially provided non-vocational and liberal studies courses unencumbered by the constricting demands of examinations. Weekly classes, weekend courses and short residential were designed to suit those who had achieved a high level of educational success and who wished to extend their knowledge and awareness of the world around. There were courses on such subjects as indigenous cultures, international affairs, and as a tribute to the politically activist tradition of the Worker's Education Association a course of Political Party Organisation conducted by party organisers from the Conservative and Labour Parties flown out from Britain by the Uganda Government. This rather leisurely and comfortable approach to Adult Education was transformed by Uganda's independence in 1962. In this quiet revolution many people's interests turned towards the problems facing an independent country. A new urgency had entered the field of education. Senior Secondary Schools were expanded rapidly, more places were planned at the University. Greater emphasis was placed on qualifications. Such demands also began to be made in adult education as well, particularly by those who for lack of fees or lack of sufficient places had been unable to finish their secondary education.

One answer has been the Adult Studies Centre, established in 1965 where a residential course for about 30 students lasts one academic year. Successful students obtain a Certificate of Adult Studies. Some have been able to go on to the university, through the Mature Age Entry Scheme while others have returned, better equipped, to their former jobs. However this course has only been available for a relatively small number of people each year.

Until recently, there has been some hesitation

to enter the field of mass adult education because of lack of resources and experience and also because of traditional doubts whether it was the university's proper role. However the needs of a developing country make it imperative to try and cater for greater numbers and for their expressed needs. The Extra-Mural Department has now committed itself to the new Media—Mass Media and Correspondence Courses as a way of reaching more effectively and economically the educated community, particularly teachers who are scattered all over Uganda.

Three series of radio courses have now been successfully completed on "Immigration and National Development in U.S.A." "Immigration and National Development in East Africa" and "Politics in Africa." These programmes are broadcast over the national network. Twentyfive experimental listening groups have been set up all over the country, to which extra material is sent for use in discussion after the programme is over. These groups form the nuclei for weekend courses and other such activities. They are the beginning of associations run by local voluntary committees in the rural areas rather than dependent on the organising of the Department itself.

The courses on Communication, Government, and Economics are written by Extra-Mural Staff with the Ugandan situation specifically in mind. They are printed and distributed as a special educational supplement (under the sponsorship of the Milton Obote Foundation) of "The People" a weekly national newspaper. The great advantage is that everyone who buys the paper can read the materials while those who have been accepted for the course can send in their answers to the Extra-Mural Department for marking and comment. Because the Department has a national network of Resident Tutors, it is possible to arrange residential and weekend courses in order to supplement the correspondence courses and provide opportunities for face-to-face discussion, the lack of which is the chief drawback of correspondence courses.

For evening classes and the correspondence course alike, a new certificate, at the standard of School Certificate has been introduced.

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(Continued from page 12)

He will be an individual who understands intrinsically that no matter what his achievement in promoting his own adulthood, that achievement will itself promote more dissatisfaction and generate an even more insistent hunger for more growth and developments; that personal growth and development is, in fact,

the process of becoming an adult. He will know that it is a process which only stops the moment he stops breathing. He will never be convinced that he has 'arrived' anywhere no matter what evidence society gives him to the contrary. His sense of becoming will always be acute. His arriving will always be a departure, and a departure

will always be an arriving."

Conclusion

These notes have been prepared in an attempt to summarize and illustrate some of the factors which form a background to the emergence of the concept of 'education permanente', and to Unesco's interest in the implication of the concept for educational planning.

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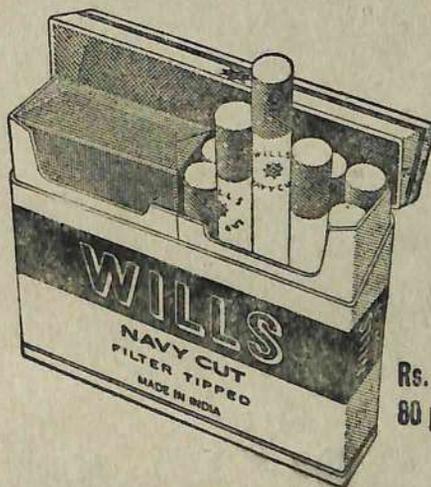
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State Bank Building,
Bank Street, Fort,
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Mills:

M. Azad Road,
Jacob Circle,
Bombay-II.