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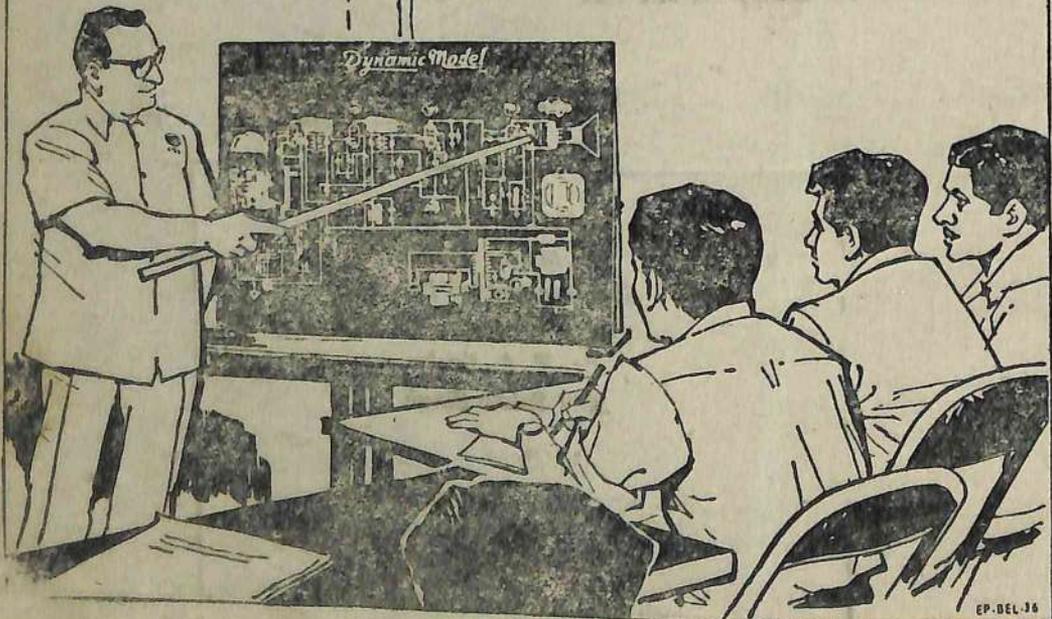
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Role of Workers' Education in Raising Productivity: President Stresses Role of Education

ALL rights won after education and performance of one's duty would be secure whereas rights and benefits derived without any effort would be transitory and insecure, said the President Dr. Zakir Husain to a batch of workers teacher trainees of the Workers Education Centre, Delhi, who visited Rashtrapati Bhawan recently.

The President said he was glad to note that the trainees would work to secure higher productivity and to make the trade union movement stronger. Worker-teachers had "tremendous responsibilities" in educating the rank and file of the worker. Workers could educate the management also through honest work and a right approach to various problems facing the industry, Dr. Husain said.

Persons engaged in educating the workers and enlightening them were doing a great service to the nation but those who dissipated and misguided the labour were the enemies of the nation, he added.

He exhorted the trainees and workers to put into practice what they had learnt overcoming various obstacles and difficulties.

Adiseshiah Agrees to Preside Over Annual Conference

Dr. Malcolm Adiseshiah, Deputy Director-General of Unesco has agreed to preside over the next Annual Conference of Adult Education, which will be held in the last week of December, 1968 in Poondicherry.

In a letter to the General Secretary, IAEA, Dr. Adiseshiah writes, "I am glad to accept your invitation to preside and deliver the Presidential address at your annual conference."

ROUND TABLE ON LIFE-LONG INTEGRATED EDUCATION

The Indian Adult Education Association is holding a Round-Table on "Life-Long Integrated Education," in New Delhi from February 25 to 27, 1968. Dr. P.D. Shukla, Joint Educational Adviser will preside. It is expected that 25 experts in the field of educational planning, educational administration, continuous education, educational psychology, sociology etc., will take part in the Round-Table which will critically examine the concept of life long integrated education as enunciated in the last UNESCO General Conference.

Arnold Hely No More

It is with profound regret that we inform our readers about the sad and untimely death of Arnold Hely on December 17 at Wellington, New Zealand.

Hely died while on a tramping club expedition. His death is a great loss to the adult education movement as a whole and to ASPBAE in particular. To many of his friends in India his death is a personal loss, for Hely was above all a gentleman and a friend who knew no barriers to the freedom of mind and mankind.

A letter of condolence to Mrs. Hely has been sent by ASPBAE Chairman and IAEA General Secretary, Shri S.C. Dutta.

THE CONCEPT OF LIFE-LONG INTEGRATED EDUCATION

TRADITIONALLY, the provision of education was restricted to the phase of life extending from childhood to youth. It is now tending to become a continuing process that lasts throughout life; only thus can it meet the needs of individuals and of society as a whole.

Education used to be provided only in establishments of the traditional kind employing exclusively "school" methods. Today, a number and variety of factors, and efforts of unprecedented range and complexity, are contributing to give education a new form and content; it has to take account of a longer expectation of life for individuals in all types of society, of sociological and demographic changes, and of increasingly rapid and extensive scientific and technological advances. Owing to the changes that are taking place, both in private life and in social and economic structures, citizens are forced to make constant efforts to revise their concepts, adapt themselves to a new situation and alter their social behaviour. The democratization of cultural activities and the development of modern media of communication, for instance, create conditions favourable to life-long education and compel recognition of its necessity. These changes give rise to new situations and new responsibilities, to meet which it is essential for the individual to receive a continuing education such as will enable him to play a more active part in public life.

The challenge to the traditional concepts and patterns of thought and relationships demands of every individual an effort to keep himself informed, to think imaginatively and to adapt himself to changing conditions, from which he cannot cease without jeopardizing the equilibrium both of his own life and of the society to which he belongs. It is no longer possible to conceive of an education acquired once and for all which would satisfy the needs of modern man.

Educational institutions, the forms taken by education and the methods used in it today naturally vary, in line with the diversity of present-day situations; besides traditional education and studies properly so called—provided by schools, universities or other establishments—they include demonstrations, practical training, artistic expression, team work, social work, the use of mass communication media, sports, etc.

At the same time, the content of education and the sectors of life to which it is applied are continually developing in breadth. Education is regarded less and less as the preserve of educational establishments but rather as an activity applicable to widely varying sectors of life: wherever knowledge has to be gained, a new technique learnt, a new perspective opened up, choices made, a spiritual advance achieved, or an intellectual communication secured.

The more ample leisure enjoyed by individuals creates a situation highly favourable to life-long

education and makes it particularly necessary if leisure is to be given its full scope and significance.

School and out-of-school forms of education (for children, young people and adults) can no longer be planned and provided as self-contained units. They are becoming more and more inter-related and essential to each other.

It is evident that a basic reform of schools and universities depends on the institution of the structures of an out-of-school and informal education for young people and adults. Conversely, the success of out-of-school education for adults depends on their having received in childhood and youth a diversified education fitted to prepare them for the tasks and functions appropriate to their occupation, leisure activities, political life and private life.

The practical consequences deriving from the acceptance and application of the principles of life-long education are equally important. It is becoming necessary to restrict as far as possible the division of educational activities into separate compartments and to link them together in a concerted effort towards integration and planning. This is bound to affect curricula and teaching methods. The same applies to educational laws, the sources from which education is financed, the organization of the workers' working time and leisure time, the laws relating to leave for study purposes, salaries and diplomas, the trend and content of radio and television programmes, etc. In short, it is the very conception of education and the educational system as a whole which will thus be affected.

This situation, and the desire and need to think out afresh and re-define the bases and aims of education, are beginning to reveal themselves in several parts of the world, in varying ways, according to the particular structures and specific level of development of the countries in question.

For the establishment of the economic, psychological, sociological and philosophical bases of the new education, for a correct appreciation of the feasibility and aims of the activities to be undertaken, for the identification and analysis of the practical consequences of the principles to be applied, it will be necessary to set on foot studies, systematic documentation work and a wide circulation of information and of the results of research.

A symposium of eminent specialists in the fields 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. These specialists will also be asked to illustrate the mutual relation of the new trends in education with some of the fundamental problems of contemporary society, and to indicate the studies and research which should be undertaken so as to give the concept of life-long education its full scope and significance.

—UNESCO DOCUMENT

Prologomena to Continuing Education In Theory and In Practice

By Frank Jessup, *University of Oxford, Oxford*

THE traditional view of education is that it is a process which happens in childhood and youth, its purpose being a preparation for adult life. Johnson defines education as "formation of manners in youth; the manner of breeding youth; nurture." Writers on education express the same attitude. In the table of contents of the *Great Didactic*, Comenius outlines his basic principles as follows:

- "6. If a man is to be produced, it is necessary that he be formed by education.
- "7. A man can most easily be formed in early youth, and cannot be formed properly except at this age."

Locke's description of the nature of education ("I would advise that contrary to the ordinary way, children should be used to submit their desires and go without their longings, even from their very cradles") stresses that virtue is to be attained by the formation of good habits through a long discipline of the desires throughout childhood and youth. Rousseau's *Emile's* education is finally completed at the age of twenty, and it enables him to cope with the vicissitudes of an improbably eventful life. William James believed it was almost impossible for anyone over twenty-five to acquire any really new habits or new ideas. Montaigne sums it up by quoting a story from the Greeks: "Agesilaus was once asked what he thought most proper for boys to learn. 'What they ought to do when men' was the reply."

This view of education is consonant with the assumption

that a man is to play a predetermined role in a static society. It ignores the fact that one man in his time plays many parts and although it may have been a practicable concept of education throughout the greater part of human history, it is so no longer in a society of which change is more characteristic than continuity.

Societies always are, and always have been, "developing." What is new is the rate of development in industrialised societies based on the deliberate expansion and the purposeful application of knowledge. We are constantly being told about the accelerating incremental rate of knowledge in the natural sciences, and that today's Ph. D's will become scientifically superannuated long before the end of their careers. We cannot but be aware of technological changes, even if only because of their social consequences. This country's relations with other countries undergo continuous adjustment. Social *mores* and patterns of living no longer seem fixed and preordained. Society, hopefully, becomes more egalitarian, and enjoyment of the arts (themselves in a constant state of conspicuous evolution) as well as of political power is more widely diffused. Whether we like it or not, whether we are by personal disposition reformist or conservative, we die in a different world from that into which we were born.

The logical deduction from the fact that men and women do not live out their lives in a static society with foreseeable needs is simple: education is a process which must continue throughout adult life. As Voltaire remarked, chatting with his fellow inmates

of Elysium in 1943, "They are, I am told, about to extend the school age in England. They will extend it to seventy, I hope."* That education, as a deliberate process, not a casual happening, might take place during adult life is not, in itself, a new idea. But eighteenth century Sunday schools for adults and nineteenth century mechanics' institutes, for example, were concerned with remedial education, with providing opportunities for men to acquire skills and knowledge that their more fortunate contemporaries had received during their early years. Even the W.E.A. was originally seen as a means whereby working men could obtain higher education of a kind that the sons of the affluent enjoyed at the universities. It is a later twentieth century view that adult education exists in its own right and has its own values, that it is not merely a chance to make good deficiencies arising from an inadequate childhood education.

The famous 1919 Report described adult education as "a permanent national necessity, an inseparable aspect of citizenship [which] should therefore be both universal and lifelong." "The economic recovery of the nation," it said, "the sound exercise of the new spirit of assertion among the rank and file, the proper use of their responsibilities by millions of new voters, all alike depend on there being a far wider body of intelligent public opinion after the war than there was before, and such a public opinion can only be created gradually by a long, thorough, universal process of education continued into and

* Eric Linklater. *Socrates asks why*

throughout the life of the adult." The Montreal "declaration" of 1960 ends:

"Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary, part of the educational provision of every country."

Twenty-five years ago Sir Richard Livingstone said, "What lovers of paradox we British are! Youth studies but cannot act; the adult must act but has no opportunity of study; and we accept the divorce complacently.... We behave like people who should try to give their children in a week all the food they require for a year: a method which might seem to save time and trouble, but would not improve digestion, efficiency, or health." In 1967, one of our foremost medical scientists, Sir George Pickering, writes: "Education should be a process which begins at birth and continues to the brink of the grave; it should not cease when a youth leaves school or the university. Perhaps the most important function of education, forgotten by pedants, is to develop the desire and the capacity to learn; formal education should be a preparation for self-education throughout life. The provision of facilities for adult education is not the least important service that the state should provide for society."

Pertinent quotations of this sort could be piled up endlessly. At the risk of restating what, by now, is the obvious, some reference ought to be made to the discussions which took place at the December, 1965 meeting of the Unesco International Committee for the Advancement of Adult Education. The Secretariat submitted a memorandum on Continuing Education (an expanded form of which, with the title *Education Permanente*, has since been published under the name of the author,

M. Paul Lengrand, by Peuple et Culture). The Committee accepted the main arguments contained in the memorandum, and recommended that "Unesco should endorse the principle of 'lifelong education'.... which may be defined briefly as 'the animating principle of the whole process of education, regarded as continuing throughout an individual's life from his earliest childhood to the end of his days, and therefore calling for integrated organisation. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally to cover all the various aspects of the life of individuals and societies.'"

From such statements as these it can be assumed that the concept of continuing, integrated, lifelong education has now won general acceptance. At the level of theory that is probably true; at the level of practice, it seems still scarcely to have been noticed. University Departments of Education concern themselves largely with the education of children, and for them the typical educational institution is the school. Colleges of Education so organise their curricula that the great majority of their students embark on their careers with no notion of adult education as "a permanent national necessity." The apprentice still becomes a finished and finite journeyman at the age of twenty-one. Sir Eric Ashby's suggestion that a university degree, at least in science, should lapse after ten years unless it was refreshed, was generally regarded as a pleasing witticism. Most schools seem to work on the principle that once their pupils escape from their educational embrace they are lost for good, and therefore the utmost must be packed into their few years of schooling. Unless university graduates go on to do research, their education is thought of as terminating with their academic career; few of our universities call the graduation ceremony a

"commencement." Release from work for continuing education is increasing, but is still the exception rather than the rule. Education undertaken during leisure-time is frequently regarded as being trivial and of little social importance. Amongst adult educationists not much thought is given to the educational needs of the different stages of a man's - or woman's - life. No one wants to see regimented adult education (or regimented school or college or university education, for that matter) but the present confusion of organisation is conducive neither to "lifelong" nor to "universal" education, to quote the desiderata of the 1919 Report. Nor, with an infinitesimal part of the public education budget being devoted to adult education, is it likely to be anywhere near "universal" in its scope and attractiveness.

Here and there a few attempts have been made to organise education as a totality. This was Henry Morris's concept of the Cambridgeshire Village Colleges, and something of the same inspiration underlies the Dartington Hall venture and the Community Colleges of Leicestershire. Perhaps the Industrial Training Act, 1964 (is it significant that the Act is entitled training, and not education?) is a hard-headed but partial recognition of the same fundamental idea.

Suppose we were to go beyond paying lip-service to the idea that education is a "lifelong" and "universal" process, and accepted it as the organising principle of our educational provision: what changes in our practices and institutions would result? A description of the new dispensation would probably read like a mixture of *Alice through the Looking-glass* and *Erewhon*. Schools would aim to teach, not as much as they could, but as little as they need. Leaving school would be a *terminus a quo*, not a *terminus ad*

quem. Colleges and universities would provide the next step in a process of continuing self-education. Vocational and professional education would not be crammed into a few years of late adolescence or early adulthood, but would be continuous and related both to the individual's developing needs and to the expansion of knowledge. As it was for the Greeks, and as it is for millions of industrial workers today, leisure would be recognized as being the most important part of life, and education for and during leisure as correspondingly important. At different periods of their lives men and women have different intellectual and emotional needs, as they have different vocational needs, a fact which would be reflected in the presentment of adult education. Education would no longer be regarded, in the English manner, as overwhelmingly didactic, but its "socio-cultural experience" aspect would also be emphasized. It would have to reconcile the merits of elitism and of populism. Its means would be varied, some of them so unorthodox as probably to shock the purists. There would be no sharp break between pre-school and school education, or between school, higher, and adult education. Some educational institutions might become genuinely comprehensive, not just institutions for segregated age-groups.

To speculate about the actual changes which would follow the practical, as distinct from the theoretical, acceptance of "lifelong education" is bound to lead to the unconventional, the unorthodox, the strange and perhaps therefore the unpalatable. It may lead to extravagance and aberration. But, if we really believe in the idea of "lifelong education," honesty requires us to make the attempt, to stick our necks out—by no means an inelegant posture if the head is pointing in the right direction.

To regard the whole span of

life as available for education is so contrary to our usual practice that it is difficult to foresee the questions to which such a revolution would give rise. Here are a number, to some extent overlapping, and anything but exhaustive.

1. What sort of educational opportunities ought to be available to elderly people, to middle-aged people, to young people?
2. How ought professional and vocational education to be organised?
3. Does apprenticeship remain a useful system?
4. What ought to be the educational aims of universities?
5. And of the schools?
6. What subjects, if any, could be dropped from school curricula?
7. What subjects could be taught with a radically different approach?
8. How would the work of technical colleges be affected?

9. What changes would need to be made in teacher-training?
10. How could the media of mass communication be used as effective educational instruments?
11. Where do libraries and museums fit into an integrated scheme of lifelong education?
12. Are there implications for those voluntary societies which have a care for their members, especially the churches and the trade unions?
13. How ought lifelong education to be organised, and how paid for? Should it be mainly institution-based, and would new kinds of institution be required?
14. For what kinds of education ought leave from work to be given?
15. Since life does not begin at the age of five, what of the pre-school period?
16. Is the lifelong *sanum corpus* a reasonable ambition, and if so, how is it to be attained?

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ADULT EDUCATION IN AFGHANISTAN

By Sohan Singh

EARLY in July this year UNESCO sent a Literacy Planning Mission to Afghanistan to find out the possibilities of expanding literacy programmes in that country. It was my privilege to be a member of the Mission, of which the other member was my esteemed friend Mr. H. Munier. Munier belonged to that unique species of Frenchmen for whom liberty has one meaning of a universal validity. For sometimes he worked as a primary school principal in Algeria. He had completely identified himself with the cause of Algerian independence and had, along with his Algerian friends, suffered incarceration at the hands of the French administration. It was, indeed, a privilege to work with such a man for a stretch of eight weeks.

Afghanistan is like a man who has inherited a sizeable bank balance without knowing so. Its lack of resources is visible. As you fly from across Iran to Kabul you see below vast desert regions and mountaneous terrain. Only in the secluded mountain valleys you find the earth coloured green. It is said that hardly 15% of the Afghan land is under cultivation. But in the first place, the country has a rich soil and, like our Rajasthan, if it but had water, its yield will be bountiful to serve as a metaphor. And the water is being gradually found, in that the Afghans are learning and building up to use well the water they have. In the second place, with the geological structure of the land it will be a surprise if the bowels of the earth are not found to hold rich treasures for the inhabitants of the land. Indeed, gradually, Afghanistan is discovering mineral wealth which can give it an enviable industrial base.

To us Indians, Afghans are friendly people. With my Punjabi background, particularly, I found myself fitting well in the Afghan landscape, from Kandhar in the South to Amu Darya in the North. There is a region in the Afghan soul which looks like the twin of the same region in our own soul. The old art pieces in the Kabul museum could have been dug up somewhere, say, in Orissa. Without in any way belittling the contribution of European and American experts to the renovation of Afghanistan as a modern nation, I believe, we in India can understand the trials and challenges before the present generation of Afghans better than them.

Like us, Afghanistan is a poor country. But, strange to say, I did not find there the tatterdemalions that are an eye-sore in so many of our cities. Perhaps, the time is not yet for them! But, even so, Afghanistan shows the syndrome of under-development—poverty, illiteracy, predominance of

subsistence agriculture, tribalism and the like. Confining myself to my subject, hardly 3 to 5% of the nearly 15 million strong population would be literate. Primary education is just now reaching only 18% of the school age population (29% of boys and 5% of girls), and literacy classes are hardly reaching 0.1% of the illiterate population.

The Afghan Government is making a massive effort to bring the country in line with modernised nations, using education as the royal road to modernisation. Total public expenditure during the current Third (Five Year) Plan is estimated at approximately 58 billion Afghanes (Afs.) of which 33 billion Afs. will be spent on development. Of the non-development expenditure 24.7% will be spent on social and cultural services, of which a large part belongs to education. Similarly, 16.7% of the development expenditure will be on social and cultural items.

Understandably, Afghanistan is attaching much more importance to education of children and youth than to adult education. As an instance of this, the primary school population has much more than doubled between 1960 and 1966. But the normal institutions of adult education are there in embryo and could be developed according to the sense of priority of the Afghan people.

Last year the country had 756 literacy classes with an enrollment of over 18000. The literacy classes were of two types: ordinary literacy classes and functional literacy classes. The difference between the two consists in that in the functional literacy classes a craft is taught in addition to literacy. Tailoring, carpentry, carpet and rug weaving are popular; weaving, blacksmithy and leather work are also taught.

Nearly 50 of the classes are attended by women. It was a great pleasure to have visited women classes, for it is an evidence that Afghan women are waking up. They were no less keen in crossing the hump of illiteracy than their brethren and to make themselves more useful for their families and their country. Tailoring, weaving, home economics and child care were very popular crafts in women's classes. The duration of a literacy class in Afghanistan is 9 months—India, please note!

As in India, the main burden of literacy classes lies on the shoulders of the primary school teacher. He is almost wholly untrained for work with adults and yet it gladdened our hearts to find teachers in many places employing all their ingenuity in putting

across the alphabet to adults, whom instinctively they recognised as their brethren. Mostly, they had to work with primers based on the Laubach method. A teacher is paid 3000 Afs. for the full period of literacy class—about Rs. 300. It comes to about Rs. 35/- per month—slightly better than what an average literacy teacher in India gets. The teacher in a functional literacy class is paid about 3800 Afs.

There is not much of further education in Afghanistan. However, strangely enough, we found the Women's Welfare Society doing excellent work among women. The Society is patronised by Her Royal Highness, the Queen of Afghanistan, and is led by one of the most capable women of which Afghanistan can be proud—Mrs. Salah Etmadi. From the very first day of its work, our Mission had the privilege of enjoying Mrs. Etmadi's unstinted cooperation. Under her presidentship the Women's Welfare Society is running a high school for women, women's crafts classes in cooking, embroidery and typing—both in English and Dari (as Persian is called in Afghanistan).

We invariably think of libraries as an institution of greatest importance for maintenance of literacy. In keeping with the depressed level of people's literacy in the country, public library movement is yet to pick up steam. Under the aegis of the Kabul Public Library, the nuclei of public libraries have been set up in about 15 out of 29 provincial capital centres in the country. But they need a lot of watering to make them grow. Alone, the Kabul Public Library with its 80,000 books in English, French, Russian, German, Dari (Persian) Arabic, Urdu and a membership of 10,000 looks like what many of them may grow into by the end of this century. The public library budget of the country is 2 million Afs. (About Rs. 2 lakhs), most of which goes to the maintenance of the Kabul Public Library.

Very early in its work, the Mission along with their Afghan counterparts came to the conclusion that the human situation in Afghanistan did not permit the launching of a massive, all-out literacy drive in the country. The literacy strategy had, therefore, to be adapted to a rising crescendo starting from a modest, achievable target. The first projects, they considered, would have to be of an experimental nature to prepare and test methods and materials. At the same time, not only would these experimental projects have to have a built-in machinery for gradually increasing the tempo of work, but alongside there should be a provision to generalise their findings. Also, the necessary institutions for training of various types of personnel for a wide-spread literacy programme had to be set up.

The Mission was of the opinion that the limited first stage objectives could be achieved by linking the experimental literacy projects to the growing

points of Afghanistan's economy and society. Accordingly, it was decided to place the projects in the following sectors of population: peasants emerging from subsistence farming, industrial labour and women in urban areas.

These experimental projects were to be run for 2 years, after which they were expected to be included in the regular literacy schemes of the Government. Along with these projects the Mission picked out five "Associated Projects" which would share in the dividends accruing from the main projects.

Of the main (experimental) projects one was to be taken up with the cooperation of the Women's Welfare Society, of which, as mentioned earlier, Mrs. Etmadi is the life and soul. It was expected that the experimental projects concerned with urban women would involve 800 women in Kabul city in the two-year programme and impart to them a type of literacy which would also make them more efficient in their work in their homes. We selected two areas for the project with farmers, one in the Kohe Daman area, involving 4000 farmers, and the other in the vicinity of the town of Baghlan, involving 2000 farmers.

Sweden, with F.A.O.'s cooperation, had sent an Agricultural Credit Mission to Afghanistan to select a few projects where the new agricultural style of a democratic society could be demonstrated and they selected these two sites—the Kohe Daman area and the Baghlan area. The idea was to put in each of these areas a complex of credit, chemicals (pesticides and fertilizers) machinery and cooperatives and thus introduce the peasants to modern technology of agriculture. Our Literacy Mission had no difficulty in persuading the F.A.O.'s Representative in Afghanistan to give literacy also a lift on their wagon. We were convinced that the literacy could only be functional, could only be meaningful to the owners of a few acres of land, if it could help in raising their self-respect by giving them an identity, a new control over nature in the form of grape-vine or sugar beet or cotton or another plant and a higher standard of living. We thought literacy could do that, and all our friends in Afghanistan agreed that it should.

From about 15 km from Kabul, right up to the foot of the Hindukush mountains, and on both sides of the highway stretches a vast plain of extensive vine-yards producing nearly 40% of Afghanistan's total grape wealth of nearly 2 lakh tons. Perhaps, more than any farming community in Afghanistan, the farmers here are ready to receive new inputs and institutions which will raise their economic status. The word "community" is used here only to mark them off as an economic group, for they have no organisation to bind them together.

From the northern side of the watershed of the Hindukush up to the Oxus river (Amu Darya) flows the mazy, meandering Kunduz river bestowing moisture and verdure to the land through which it winds its way, turning this otherwise parched region of earth to a most favoured agricultural region in Afghanistan. The Afghan Government, with the help of friendly foreign agencies, has several schemes to use to the best advantage the precious waters of the Kunduz. In this Kunduz valley, about 65 to 70 km to the south of Oxus, lies the complex township of Bhaglan. To the south of this city is settled some of the best peasantry in the world. These are the farmers who migrated into Afghanistan immediately after the Russian Revolution. Like our Punjab peasantry, they are known to be sensitive to anything that can help them to fill their barns, and are responsive to the new inputs which turns farming into a lucrative business. This was another area picked up by the Agricultural Credit Mission and another area where the Literacy Planning Mission joined hands with them.

Afghanistan has a roost of budding industry, and perhaps the most lusty-grown among them is the textile industry. The political structure of the country has no room yet for trade unions, but—perhaps, for that reason—we were pleasantly surprised to find many employers with a social conscience. One such employer was the management of the Afghan Textile Company which is running textile factories in two places—at Gulbahar to the south of Hindukush and at Pule Khumri to the north of the mountains on the road to Baghlan. The Literacy Mission picked up the factory at Pule Khumri at the home for one of its experimental functional literacy projects. The factory has 1800 workers, 80% of whom would be illiterate. It provides welfare and amenities to the workers which are designed to keep them contented. It offered to provide built-in incentives to workers to make their passage from illiteracy to literacy easier. This project was designed to involve about 800 workers in the programme of functional literacy.

The Literacy Planning Mission recommended that the following bodies should take up the Associated Projects :

The Shewaki Development Project
 The Spin Zar (i.e. white gold, meaning cotton)
 Co., Kunduz
 The Wood Factory at Chaga Sarai
 The Afghan Bus Service, Kabul; and the
 Women's Society, Kandhar.

Here, we will say a few words about the Shewaki Project, which has "the pride of place" among the Associated Projects. The Community Development set up in Afghanistan is modelled more or less on that of the 1952-62 set up in India and there is no need to give any details. What we

call development blocks are called, as in our own earlier nomenclature, projects and the Shewaki Project is the oldest project in Afghanistan. Almost next door to Kabul, the project comprises 133 villages with a population of nearly 34,000. Nearly 80% of the population live on land and an average landholding is 2 to 2½ acres. The Rural Development Department is about to institute Village Development Councils with the village workers (our V.L.Ws) as their Secretaries to promote development in the area. In the matter of trained personnel, the Shewaki Project has the best of it. Particularly the area has two Fundamental Education Organisers (our SEOs) who could look after literacy work in the villages. Because of the nearness of the area to Kabul the pull of development is felt in all the villages and, hence, the prospects of a literacy effort is bright. The Literacy Planning Mission, therefore, recommended a plan of literacy work which could be linked with a Young Farmers' Movement.

The Mission suggested a six-wheel coach of an institutional set-up to enable the whole literacy effort of the Afghan people move smoothly. The six wheels are :

- (a) a High Council composed of a few dignitaries, including hopefully, a member of the Royal Family, to impart prestige to the Literacy movement.
- (b) a National Board for Literacy and Adult Education to plan, finance and administer the entire literacy effort.
- (c) a Secretariat of the Board in the Ministry of Education to implement the decisions of the Board.
- (d) a technical group to prepare teaching material, to establish methods and to train teachers, supervisors and administrators for the entire literacy programme.
- (e) contributing ministries to assist in the functional aspect of literacy, and
- (f) educational institutions to provide opportunities of continued education to adults who pass from the literacy classes.

We believe that the Afghans are keen to step into the new world of modern civilization, of which universal literacy is the *sine qua non*, and that they are prepared to make the necessary sacrifices to achieve the objective of universal literacy. They also believe in a literacy which is enmeshed in the warp and woof of development and is not something floating above and apart from development. We believe, Unesco is keen to help Afghanistan in developing literacy of this vintage. The hope is not, therefore, far-fetched that in the near future Afghanistan will lay the first foundations on which to build its edifice of adult education.

THE WORLD'S WASTED ASSET— 700 MILLION ILLITERATES

By Sir Charles Jeffries

IT is reliably estimated that at least 700 million people—two in every five men and women alive in the world today—cannot read or write at all. If literacy at the lowest useful level is defined as ability to read a simple instruction or write a simple letter, at least a thousand million adults fall below this modest standard.

These illiterates are not evenly spread about the world. They are concentrated on the mainlands of Asia, Africa, and America wherever poverty, hunger, and disease affect the great mass of the populations. Illiteracy is both the cause and the effect of social and economic underdevelopment. Its eradication will not in itself cure poverty, hunger, and disease, but it is the first and indispensable remedial step. For cure can come only through education; and education is impossible without literacy.

In a society organized on the assumption that people can read and write, the illiterate person is a misfit and a burden. However, great his intelligence or native ability he is incapacitated from using his gifts to benefit himself or the community. The higher the proportion of illiterates in a country's population the more gravely that country is handicapped in all aspects of its national life and international relations. Its human capital, its greatest potential asset, is a liability, both to itself and to the world.

Something to Read

The eradication of illiteracy from the world is by far the most significant and the most productive action that the human race could take in its own interests at this juncture of its history. The question is not whether we can afford to do it but whether we can afford not to do it. That it can be done is not in doubt: it is entirely a matter of priorities.

The actual teaching of literacy to adults does not present a problem. There are problems of organization and administration; there are problems arising from the complexities of languages. But, given a written language in which to teach, techniques have been devised by which the teaching itself can be done by almost anyone who is himself literate and is capable of carrying out a simple set of instructions. This being so, it may seem surprising that, in spite of huge efforts which have been made by governments and voluntary bodies, little progress has been made in so many of the countries affected.

A common reason why "the world is littered with the debris" of so many past literacy campaigns is that merely to teach literacy is of no use unless the learner is given the means to utilize and develop his skill. He must be provided with reading material adapted to his needs and tastes, graded to match his progress adequate in quality and quantity, accessible and obtainable at a price which he is willing and able to pay. This failure or inability of campaign organizers to make provision for this has been a major cause of waste and frustrated hopes. But the preparation, production, and distribution of such reading matter presents very formidable, technical, linguistic, administrative, and financial problems. All authorities agree that a literacy programme should on no account be undertaken until those problems have been tackled. Many would go farther, and insist that literacy can only be usefully taught in the context of a comprehensive programme of adult education and community development.

Until the 1960s illiteracy was generally considered as a national matter which it was up to each Government concerned, whether independent or colonial, to deal with as it wished and could. That mass illiteracy in the developing countries is a matter of serious world concern was recognized by the United Nations General Assembly in 1961, and since then intensive efforts have been made by UNESCO, in cooperation with the Governments of member States, to promote massive international action. In 1963 a plan was adumbrated for teaching 330 million people in the member States to read within 10 years. Subsequent examination of the practical possibilities, however led to a modified strategy which at present holds the field. This involves the concentration of effort for the time being on a series of selected experimental projects closely linked with social and economic development programmes in a number of countries. The experience thus gained will, it is hoped, pave the way for an eventual world campaign to wipe out illiteracy by the end of the century.

But is this a counsel of hope—or of despair? It is a sober fact that, up to now, in spite of all that has been done, while the percentage of illiterates in the world's population has slightly decreased, the absolute number of illiterates has increased and continues to increase, at the rate of some 30 million a year. *The number of adults who learn to read in any year is less than the number of children who reach the age of 15 without having learnt to read.*

Russia's Success

Intractable as the problem of illiteracy appears at this moment, the problem with which our children will have to contend, if adequate action is not taken by this generation, will be truly appalling. In the "one world" in which we all have to live from now on, it is simply not tolerable, whether from a humanitarian, an economic or a political point of view, that there should continue what M. Rene Maheu, Director-General of UNESCO, recently called "the dangerous, the iniquitous, the tragic contradiction we find at present in a human community so organized—or rather so unorganized—that nations able to boast that 30% of their young people are receiving higher education live side by side with others in which only 3% of the adult population can read and write."

Reasons for the failure of past literacy campaigns have been discussed above, but what of the successes? The outstanding achievement is that of the Soviet Union. At the time of the revolution 85% of the population were illiterate. The new Government assigned top priority to the complete eradication of illiteracy. It took twenty years to do it, but it was done, with the results we see today. A more recent success story is that of Cuba, where during 1961 illiteracy, then running at the rate of 25% of the population, was totally eliminated in a crash campaign lasting only months. More lately still, great things have been happening in China.

In all these cases political motivation and the presence of a strong and determined Government have been important factors; but what is perhaps more significant is that the Russian and Cuban literacy programmes were designed and carried through with the purpose of making the *whole* community literate once and for all. Programmes which aim only at increasing the proportion of literates in the community are at best paltratives; at worst they may do as much harm as good. They leave unresolved the internal tension between the privileged and the unprivileged; they leave the country at a disadvantage in its external relations. But a country which achieves universal literacy is at once lifted into a new social economic and political dimension. Are the Communists the only people to realize this?

World's Chance

The world cannot afford to carry the burden of a thousand million illiterates. It cannot afford to wait while the gradual processes of education and experiment run a losing race against the pace of the population explosion and the rising tide of discontent. Only heroic measures taken here and now can bring the situation under control. Few, if any, national Governments are unwilling to make their people literate if the means can be provided. It is up to the world to provide those means; not in ten, twenty or thirty years' time but now, before it is too

late; not for this country or that one at a time, but for all at once.

It can be done. The resources exist, the know-how exists. The money cost, though large, would be trivial compared with what the world spends on weapons of destruction or on excursions into space which could well be deferred for a few years while this planet puts its affairs in order.

It will be done if, but only if, public opinion in the developed countries adds its pressure to the plea of the emerging nations. And once it is done it will be done for all time. It will never have to be done again.

Of course literacy will not solve the world's problems; it can only give the world a chance to solve them which it does not otherwise have. What the world will do with it is up to the world. It is a hell of a risk, but risks are what we are here for. To leave things as they are is not to risk disaster but to make it certain.—*From the Times, London.*

Bikaner Proudh Shikshan Samiti

The Bikaner Proudh Shikshan Samiti an affiliate of the Indian Adult Education Association has organised the following programmes since 1965.

Literacy Programme It has started 75 literacy centres with an enrolment of 1975. The aim is to attain functional literacy within 8 to 10 months. The achievement will be equal to grade V.

Vocational Courses for Inservice Men

Under the vocational courses a wire man training course was started in collaboration with Bikaner Polytechnic Institute. Thirteen trainees passed the examination administered after 12 months.

Hindi, English Shorthand and Typing courses were also started. About 58 people underwent training for 12 months out of which 45 passed. About 60 people are under training in the current year.

Socio-Cultural Programmes

The Committee has organised 8 Reading Centres in Bikaner city. Lectures, forum, symposium and cultural and film shows are arranged. A mobile library unit is also being planned.

Women's Education

Eight centres for the education of women have been set-up in girls schools. About 80 women completed the twelve months tailoring and knitting course during last year. Four centres give special talks on home science, family planning, public health etc. Music and dance teaching is also done in these centres.

Literacy Brings New Life To Indian Villages

By Sally Swenson*

FOR the first four months of this year I had a rare experience in rural India assisting the founder of a unique literacy training centre in Uttar Pradesh state (population 83 million). At 87, Mrs. Welthy Fisher is still actively at work to extend the development and support of Literacy Village which she began fifteen years ago. As a lifelong teacher, she began with the idea of bringing appropriate reading material to new literates in the villages of India, for she saw there in the largest democracy in the world the greatest need.

It is easy to say there are over 500 million people in India, but difficult to comprehend the multitude of problems in attempting to develop a 17th century village life into a 20th century one. Lack of communication and education are the root cause of so many of the major problems in this immensely varied country, where 85% of the people live in villages...half a million villages. While the central government has an ambitious programme for primary education which will take all the resources it can gather, there is no formal plan for educating those who have missed this opportunity.

Literacy Village has therefore developed its comprehensive programme to meet the needs of the young village adult who has probably never had an elementary education, yet who bears the burden of family and community responsibility. There are approximately 100 million between 13 and 21 who can neither read nor write the language they speak. The work of Literacy Village is supported by private, non-denominational organizations in the U.S. and Canada, as well as a U.S. government grant. In addition, there is increasing support coming from government agencies and private industry in India.

Today, Literacy Village is a campus of 20 acres on the outskirts of Lucknow with offices, classrooms, dormitories, staff houses, recreation areas—all built simply but attractively of locally available brick and other materials to show the villager what is possible. Here teachers are trained in the psychology and techniques of reaching young adults, and go out to be tested in night schools by lamplight in the surrounding villages. (Over 8,000 teachers have been trained to date.) Teaching aids and materials of all kinds are developed and produced—flannel-graphs, flashcards, silkscreen posters and Hindi primers. There is a School of Social Writing where

people come from all parts of India to learn the art of writing books of real interest and usefulness to meet the special needs of new rural literates.

Books are published on many subjects and widely distributed to other teaching centres. They are often translated into some of the other major languages of India (there are 14 of them). Tin trunk libraries are assembled (\$50 buys a library of 200 books!) and carried to villages regularly by bicycle. As the 'kitabwallah' arrives in a village ringing his bicycle bell the whole village runs out to see what is new. They borrow books for a week or two, all duly processed by proper circulation records, and exchange them for new ones the next time round. In addition to the bicycle libraries, there are three jeeps that carry larger libraries to village markets where thousands come to trade. These libraries are set up for the entire day of the market and do a lively business. Last year they circulated 60,000 books and lost only 500—a better record by far, I suspect, than many of our libraries. The mobile libraries have been steadily growing and mark the real beginning of continuing education in the villages. I can promise any librarian that they would be thrilled to watch the eagerness and wonder with which a new book is opened and read, and the pride that accompanies it. For the one who can read is a leader, much respected in his community. These books bring to the villager a window on a wider world—for the first time in hundreds of years they have new hope and new knowledge to improve their lives.

Equally as exciting is the educational puppetry programme. Puppetry is an ancient Indian form of entertainment which has been developed by Literacy House into a strikingly effective educational medium. They offer a three month course in making and manipulating puppets, writing puppet dramas and producing puppet shows, with all the gay, appealing music that accompanies them. Dramas are presented on family planning, child care nutrition, child marriage, life insurance, inoculations—all things so necessary to social change. Every night the puppeteers go out from Literacy House in jeeps to set up their stage under lanterns in some village. All ages assemble from many villages around to watch these puppets laugh and scold and teach—for with the right mix of humour these puppets, with no caste and no religion, can carry a message across all barriers.

Another side of the programme is the 10-day training course given to elected village leaders who come from all parts of the state to learn in seminar fashion about local government administration and

Sally Swenson, formerly librarian, Northern Electric Co. Ltd., Research & Development Laboratories, Ottawa, is now with Literacy Village, India.

how they can develop various aspects of their villages, such as literacy schools. This provides Literacy House at the same time with a vital link in many villages, for through these leaders much information and cooperation is made possible.

Mrs. Fisher is the first to admit that the ability to read and write is not in itself going to help the villager emerge from his changeless existence. She is concerned with the total development of the villager—in his family, in his community, and ultimately in his country and the world. All the Literacy Village programmes have been based on and closely related to a variety of village activities through which their lives can be improved arts, crafts, hygiene, community development, etc.

In addition to the training courses on the campus, the men's and women's field work departments carry on literacy classes in surrounding villages. One afternoon I visited Khasarwara village, of 500 people whose main income is from rope making, where the Literacy House field worker had begun only 25 days earlier. She first motivated the women to want to learn to read and write, then promised them a literacy class if they would undertake some basic improvements in their homes. The field worker showed them how to make smokeless chimneys to prevent the eye disease which afflicts so many, how to make mud storage cabinets to protect their food from insects, how to start a kitchen garden with green vegetables, how to keep their wells clean by building a raised platform and covering them, and many other things of this type. The pradhan (elected village chief) donated a room for the women's school, and the women themselves raised 80 rupees to buy materials to reinforce the thatched roof so the class could be held in all weather. We saw a village in the midst of a real transformation—cracking mud walls had been repaired and whitewashed, with floral decorations painted over the lintels of doorways. A drab and depressing environment had become one of beauty and order.

The forty women in the literacy class that afternoon were all intensely interested in this new thing that was happening in their village, and every one of them voted in the 1967 general election. When we asked the women in the literacy class what they wanted next, they were unanimous in saying they wanted a larger school so everyone in the village could learn! As it was, the others were standing around on the outside trying to figure out what was going on in there.

Last year, a new horizon was added at Literacy House with the establishment of the Young Farmers

Institute. The critical need for vastly improved food production was recognized as top priority for the villager. Indeed, Gandhi once said: "The only form in which God dare appear to these people is food." Young cultivators are brought in to the centre for ten months' intensive training in functional literacy based on agricultural knowledge. They spent half the day in the classroom learning to read, write and figure, and the other half out on the land with agricultural teachers learning how to irrigate, plant seeds in rows, use new tools and fertilizers. Towards the end of their course, they are given more theory so they will understand the many practical things they have learned. These boys return to their villages as changed people who can share their new knowledge and experience. The hope is that this pilot project can be extended to a full-scale and to other parts of India and Asia.

Planners in India and in the international organizations are now realizing that many of their social development efforts in the past have been relatively ineffective. They are beginning to pay increasing attention to this functional, integrated approach to literacy based on food production. While these larger organizations plan their future programmes, Literacy House is today at work with the villagers. The all-Indian staff of Literacy House has a special dedication to this pattern which they are pioneering and which is very highly admired by Indian educators and officials. There are problems of course, too many of them, but one hears so much these days about the difficulties India faces that I have concentrated rather on all the hopeful things I saw developing.

The essence of Literacy House is that the work is being done by Indians, and all the property is owned and operated by Indians. While Mrs. Fisher herself has been instrumental in obtaining all the support for this work and in launching each of the training activities, she has seen that the staff are developed to the point where they can take over. Her time is spent in planning for the future of Literacy House with the Indian Literacy Board, which she established to govern the institution, in counseling the staff and in fund raising. She divides the year between India and North America in a pace of activity that would astound most people, for she believes in what she is doing and is anxious to get on with it. Her many-sided strengths and her personality have inspired and motivated a great many people who are part of this movement of international cooperation, and provide a stirring example of what an individual in motion can accomplish.

—Canadian Library

Sept. '67

THE FRANKFURT 'UNIVERSITY OF THE AIR'

THE Frankfurt University "Funk-Kolleg," run in conjunction with the Hessische Rundfunk, is now in its second semester. It is therefore possible to give a first progress report on this 'university of the air,' which is the only institution of its kind in Western Germany.

What does it actually comprise? Professors from the University of Frankfurt give regular lectures on the radio. Anyone at all may listen to them, but those who enrol as students, do written work and attend weekend seminar as well as can take an examination. If they pass it they can go to university, *without* having passed the maturity examination, or alternatively they obtain higher qualifications for their jobs.

The scheme began in the winter semester of last year, with a lecture on economic theory given by Professor Karl Haeuser. Now, in the summer semester, Professor Iring Fetscher is lecturing on political science.

Listeners who enrol as students can be divided into three groups: a large proportion of them are *teachers*, others are *university students*, while the third group consist of *persons in fulltime occupations*. Many elementary school teachers study a second optional subject, with the aim of qualifying as intermediate school teachers; in addition, they have to spend a minimum of two semesters studying at university. Grammar school teachers enrolling for the course do so to obtain an additional qualification in general studies or social studies. To be able to teach these subjects, they have to obtain a certificate for each of the following sectors: economics, politics, law, sociology, and (if they are not historians) modern history. This means they need to spend 4-6 semesters (2-3 years) studying in their spare time, and they must also satisfy the state examination authorities in an additional examination in didactics. Still, they can undertake these studies at home, and the certificates awarded by the Rundfunk-Kolleg are sure of recognition by the Hesse Ministry of Education.

The reason why university students enrol for the courses is that they want to take another subject besides their normal course of study. If those who enrol under this scheme pass the final examination in the subject concerned, they can enter a 'Hauptseminar' (class for advanced students) at any university in Hesse. This qualification is thus equivalent to having taken part in a university 'Proseminar.'

The third group of persons in other occupations are mainly young people with an intermediate school leaving qualification, who are ambitious to go to university. Up to now there have been two possi-

bilities in the Federal Republic open to such people: they could spend several years at evening grammar school or Kolleg, in order to pass the maturity examination, or, if they had enough confidence in their own ability they could undertake their further education privately and then sit for a special examination (officially known as the "Sonderreifeprüfung"). This examination is considered to be so difficult that up to now very few people have attempted it. It cannot be repeated, and even the rules for admission to it put many people off. The applicant must provide evidence of outstanding ability in his occupation, together with two testimonials from university teachers in his proposed field of study.

From now on, the Funk-Kolleg will make things easier for these ambitious young people: instead of the two testimonials from university teachers, two certificates from the Kolleg, showing that they have participated in courses for two semesters, are sufficient to qualify them for the special examination.

In the first semester that this scheme operated, 400 of the 1,800 persons who enrolled for the course attempted the special examination. Intensive preparation is necessary for this examination, with the aid of written material, literature and tests. Applicants must hand in three major pieces of written work. As a result, about one-third of the participants in this group were accepted for the final examination last semester. They could console themselves with the thought that only about a third of the regular university students obtained the necessary marks to qualify for their final examination, while about half of the teachers were successful. This university of the air thus performs a selective function, and this is certainly a good thing. For the new institution would spoil its own image if its students made a bad impression later on because of their inferior qualifications.

There is, finally, a fourth group of students who cannot yet be defined very closely: these are people wishing to improve their education, but simply among them there are many graduates, for whom the university of the air might one day assume the function of the 'Kontaktstudium' demanded by the Wissenschaftsrat. This would naturally not apply to all subjects and in this respect the scope of its activities will remain limited; but for some subjects it could prove the ideal solution.

One practical problem is, what happens if someone misses a number of broadcasts? Well, the Funk-Kolleg does not operate entirely in a vacuum; one of Germany's leading publishing houses is to publish all the lectures in paperback form.

The adult education institutes in Hesse, by the way, are cooperating closely with the university of the air. They are organising courses for listeners who are not quite confident of their capacity to study on their own, as well as courses to enable students to practise and extend their knowledge.

According to preliminary surveys of the statistics, 25% of the students are women. More than half of those participating come from small towns or village. A noticeably high proportion of listeners (23%) said their fathers were working class. These brief statistics suffice to show that the Funk-Kolleg has found exactly the right public, from the sociological point of view, and fills a gap that can probably only be filled with the aid of the mass media.

The producer in charge of this series of programmes, Dr. Kadelbach, recently gave an account of the main features of the Funk-Kolleg at an international conference on educational broadcasting in Paris, by the way. His report attracted lively interest. Other countries besides Germany are beginning to realize the still unexploited potentialities of radio and television for popular education.

—*Education in Germany*
Nov. 7, 1967

Camp on Adult Education

A one-week Camp on Adult Education will begin at village Patti Kalyana in district Karnal near Delhi, on January 6, 1968. The Camp has been organised by the Gandhi Smarak Nidhi in cooperation with the Indian Adult Education Association.

The camp will be inaugurated by Shri G. Ramachandran and Shri R.R. Diwakar will deliver the valedictory address. Shri Saligram Pathik, Associate Secretary of the I.A.E.A. will be the Director of the Seminar.

Workers of the Gandhi Smarak Nidhi will participate in the Camp and will attempt to draw up a plan of work in the field of adult education.

University Adult Education Association Meeting

The University Adult Education Association will meet in Jaipur on February 9, 1968.

The Association has brought out "A select bibliography" of books and periodicals pertaining to University Adult Education. It has been sent to all the Vice-Chancellors.



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How Soviet Union Wiped Out Illiteracy

By Julius E. Savellev

Professor of Social Science, Institute of Russian Studies, New Delhi

ONLY fifty years ago, before the Great October Socialist Revolution, Russia was, in the sphere of public education, most backward in comparison with the advanced countries in Europe. Approximately 74 per cent of the population above nine years of age was illiterate. The corresponding figure for women was 86 per cent. Forty-eight out of the 71 nationalities inhabiting pre-revolutionary Russia had no written language of their own.

After a few days of the Revolution "The Declaration of Rights of Peoples of Russia" was adopted, which advocated free development for all Soviet nationalities. This principle was also embodied in the Soviet Constitution which recognised the equal rights of all citizens irrespective of their racial and national origin and all peoples were granted the right to use their native language as the basic language in all local, public and State organisations. All nationalities received the right and opportunity to have schools in their own native language.

From the very outset it was clear that it would be impossible to build a new society in a country of illiterates. Therefore, a nation-wide educational offensive opened against illiteracy of adults. On 26 December, 1919, the Soviet Government issued a decree signed by Lenin on the elimination of illiteracy among the population of the Soviet Union. Lenin called on all the citizens to join the fight against illiteracy.

Despite foreign intervention, Civil War, economic dislocation and hunger, the Soviet State addressed itself to the problems of education. Professional teachers and thousands of volunteers from among students, factory and office employees, peasants, researchers, scientists and senior school children joined the crusade against illiteracy. The finest of Russian intellectuals headed by Maxim Gorky gave much of their strength and energy in those years to combat illiteracy, this grim legacy of the past.

There were not enough rooms for holding classes. In the evenings after work in many Government offices and various establishments, tables were put aside, blackboards and maps were hung on the wall and classes for adults began. Sometimes classes were conducted in tea houses and private houses. Adult education schools and circles sprang up everywhere—in military units, at factories, plants and villages. Illiterates were taught at the cost of the State and on study days were let off from work two hours earlier without prejudice to their earnings and holiday pay.

In July 1920, the Soviet Government established the All-Russia Extraordinary Commission for Combating Illiteracy, and in the autumn of 1923 a mass society, "Down with Illiteracy", was founded, under Mikhail Kalinin, Chairman of the Central Executive Committee of the USSR. Lenin, too, joined the society.

A number of years thus passed in hard work and by 1930 the proportion of the literate population in the USSR had risen to 62.6 per cent.

The years of the Five-Year Plans gave a new impetus to the fight against illiteracy. The motto "Each literate teach an illiterate" was put forward. Industrialisation of the country, the transfer of the peasantry to the collective form of land ownership, the growing consciousness of the people—all this increased the people's thirst for education, for knowledge, for advancement.

Universal seven-year education was enforced in the years of the pre-war Five-Year Plans (1930-1940). The country-wide census of 1939, revealed that 89.1 per cent of the USSR population was literate.

Some time ago, when I visited the Kurukshetra University, I received, after my lecture, a question about a programme for admission to the higher schools that helped to train new specialists for the needs of the economy and administration.

The problem of training personnel for the new society was very complicated. The Soviet State needed personnel for the economy and for cultural work with a working-class and peasant background. Workers' faculties ("rabfaks"), a special type of secondary school, were set up at the university-level establishments on the initiative of the working people to prepare young men and women for entrance to the higher schools. Not only young men and women, but also adults with years of service in industry and agriculture, joined the "rabfaks". The "rabfaks" breathed new life into the higher school. In the time that they existed they prepared 2,327,000 people for admission to the higher schools.

The Soviet Government lifted all restrictions which had existed in pre-revolutionary Russia for the enrolment of workers and peasants to university-level schools. Tuition was free and students were provided a monthly living allowance. The higher school reforms prompted a mass influx of women to university-level educational establishments.

The rate at which Soviet higher education developed was much more rapid than that of the developed capitalist countries. Before the Second World War there were more students in the USSR than in 22 European countries (including Britain, Italy, France, Germany). In 1940 Soviet university-level establishments had an enrolment of 812,000 students. Women comprised more than 50 per cent of them, whereas in the 22 countries of Europe they then comprised about 20 per cent.

In 1966-67, more than 72 million people, or nearly a third of the population, attended educational establishments of different kinds. In 1966, Soviet higher schools graduated 179,000 engineers, or four to every one graduated in the USA. By 1966 the Soviet Union had over 700,000 science workers, or 70 times as many as before the Revolution. Every fourth science worker in the world is a Soviet researcher. Approximately 40 per cent of the Soviet researchers are women.

ERIC CLEARING HOUSE ON ADULT EDUCATION

THE ERIC Clearinghouse on Adult Education (ERIC/AE) has been established by the Library of Continuing Education of Syracuse University in association with the Educational Resources Information Centre of the U.S. Office of Education, to serve the adult education and training profession.

Scope

The Clearinghouse acquires, indexes, abstracts, and disseminates information about research documents and other useful materials in adult education. It covers all areas of adult education and training, including: public schools, junior colleges, universities; informal voluntary and community agencies; continuing education organizations in the professions, management and labour; industrial and military training centers; educational television and the educational divisions of the mass media; churches, museums and libraries; cooperative extension; local, state and federal government agencies; and business, trade, correspondence and proprietary schools.

Services

Documents processed by ERIC/AE will be announced in the new monthly abstract bulletin published by the U.S. Office of Education, *Research in Education*, now available from the U.S. Government Printing Office, Washington, D.C. 20402, for \$11 per year. Many documents listed in *Research in Education* may be purchased in microfiche or hard copy from the ERIC Document Reproduction Center, Bell and Howell Company, 1700 Shaw Avenue, Cleveland, Ohio 44112.

Other services to the adult education and training profession will include the publication of bibliographies and literature reviews, searching the current files of ERIC/AE in response to information requests, and assistance in developing adult education information services.

Inquiries

Institutions and individuals with an interest in adult education and training are invited to send to the Clearinghouse material which may be of interest to others, and to notify the Clearinghouse of existing collections of materials useful to adult education researchers or of research and bibliographic projects either underway or in the planning stages.

Comments, suggestions, materials or questions may be sent to:

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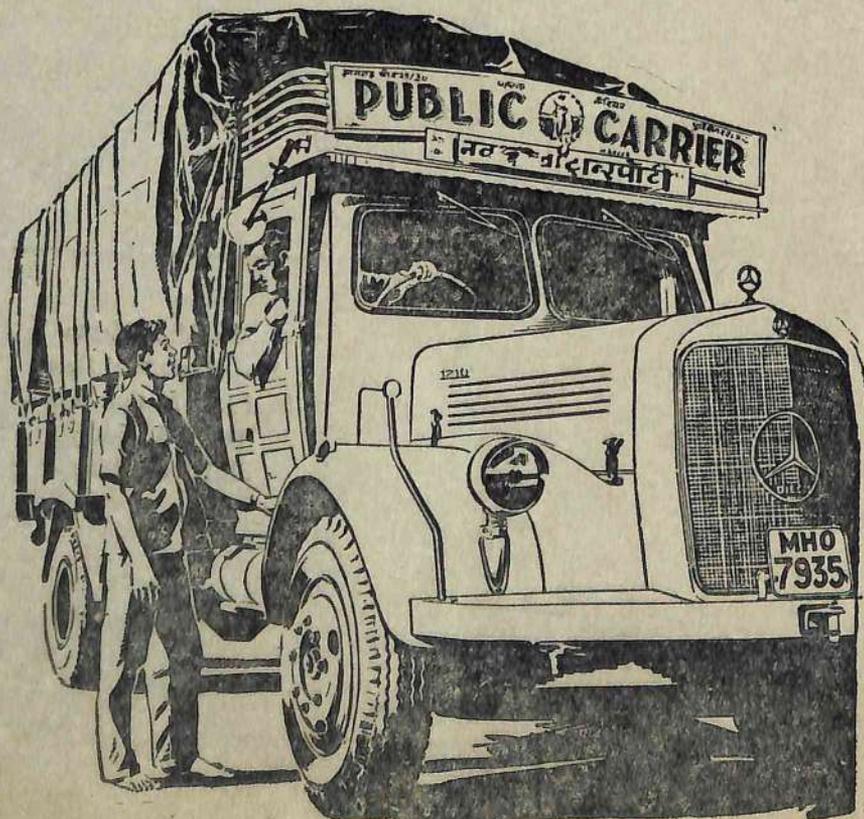
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Pilot Project on Farmers' Education and Functional Literacy

THE Ministry of Education, Government of India with the collaboration of the Deptt. of Adult Education, NCERT, organised a three day Seminar from Jan. 9 to 11, of the working group on Functional Literacy and Farmers Education. The Seminar was attended by officers of social education departments of U.P., Punjab & Mysore, along with representatives of the Literacy House, Lucknow, Agricultural University, Punjab, Mysore Adult Education Council and the Indian Adult Education Association. Dr. P. D. Shukla, joint Educational Adviser, inaugurated the Seminar.

The Seminar was addressed by Shri J.C. Mathur, Additional Secretary, Ministry of Food and Agriculture, Dr. S. R. Barua, Director Extension, Ministry of Food and Agriculture and Shri Sher Singh, Director, Farm, Home and Family Planning Unit, All India Radio. Shri D. K. Hingorani, Deputy Educational Advisor and Shri Jagdish Singh, Asstt. Educational Advisor also participated.

The Pilot Project has a special significance as it had for the first time brought together three ministries, the Education, Food & Agriculture and Information and Broadcasting, to join hands in a coordinated effort for increasing agricultural production thru' promotion of literacy in collaboration with UNESCO and the F.A.O. Since this is a new experiment, it has been decided to take it up as an experimental measure only in three states, Mysore, Punjab and U. P. and expand the same to other states after the results have been assessed.

Dr. Shukla, in his inaugural address explained that the aim of the Seminar was to work out the operational plan for the functional literacy part of the project. As the programme was linked up with the intensive cultivation and the High yielding

varieties cultivation plans of the Ministry of Food and Agriculture, it was essential to discuss and take decisions on the (1) contents of the Functional literacy course (2) its duration (3) the teaching and the reading materials, (4) the techniques of teaching with particular emphasis on linking literacy instruction with the information on farm practices and procedures to be followed by participating farmers as communicated by the Ministry of Food and Agriculture through the written word i. e. pamphlets, posters, charts, forms, and the agricultural broadcasts transmitted by the Ministry of I. & B. for the Radio Farm Forums and (5) the training of instructors and supervisors. As a result of discussions, it was decided to cover for the present, one district in each state and organise 60 classes in each of six months duration for the 1st stage. Decisions were taken on the syllabus content and the preparation of literature.

Shri J. C. Mathur, addressing the group emphasised the special importance of this coordinated effort by the three ministries. The participating farmers are anxiously interested in learning about the procedures and practices they need to adopt to obtain improved seeds and chemical manures and develop the ability to read and understand the written material distributed for their use and guidance as also to be themselves able to fill up forms and returns and keep farm accounts as required by the Agriculture Deptt. This felt need, therefore, has for the first time provided good opportunity to the educator to develop in the farmer the desired skill for reading and writing through literacy instruction and of understanding and interpreting the Rural Radio programmes through the organisation of radio forums to

(Continued on page 16)

University and Professional Development of Adult Education*

Dr. (Mrs.) S. Mulay,

Reader, Department of Adult Education, National Institute of Education

I think I must explain that I am primarily a sociologist and not an expert in the field of Adult Education and my views should be considered that of a layman in the field of Adult Education.

When we think of a University, we at once feel and think that university is a high seat of learning. The role of a University, as far as professional development of Adult Educators is concerned, is the same as that of the development of other professions—such as professional lawyers, engineers, medical practitioners, so on and so forth. To put it into Dr. Zakir Husain's words 'the functions of university are mainly three—research, teaching and the training for leadership in the particular field.' This very well explains what the universities should do for the development of professional Adult Educators.

In the first place, to develop the professional Adult Educators, the University has to establish 'Adult Education' as a separate discipline, so as to incorporate it into a regular graduate or post graduate degree or diploma programme.

Need for Research to Develop Professional Adult Educators

The importance of role of Adult Education has today come into lime light and hence its own standing as a significant discipline for educating Adult Educators has become a must. The status of a discipline, however, cannot exist on quick sand. In the pristine years of its development, we in Adult Education were naturally concerned with clarifying concepts, with working out organisational and administrative structures and with our problems to seek further areas of development. However, the time has come now, when systematic investigation of an empirical nature should form the back bone of the discipline of Adult Education if it has to exist as a recognised discipline. The time has come when we in Adult Education must cease to borrow from other disciplines for a factual understanding of its own basis and fundamentals. Adult Education must depend upon itself for continual strength through the development of research in Adult Education. Hence, it comes to the universities that

they should undertake researches to build up Adult Education as an academic discipline.

Research in this area is needed not only to establish Adult Education as a separate discipline, but also to enrich the knowledge and proficiency of the Adult Educators. The need for research in Adult Education to improve the policies and methods of Adult Education is being realized increasingly. The workers in the field are constantly searching for more effective methods, more satisfactory techniques of evaluation, richer and better learning materials, more efficient system of administrative organisation. The ultimate aim for research in these fields is to provide knowledge that would help the Adult Educators to achieve their goals by the most effective methods. Research in this field has the same meaning for Adult Educators as the educational research is for those who follow class room teaching as a profession.

University Teaching for Adult Educators

The second aspect of the role of University in the development of professional Adult Educators is that of teaching. In this respect suitable curriculum is to be planned to produce well trained specialist in the field of Adult Education. The very excellence of this professional training and the underlying presuppositions on which it is based will contribute to develop professional proficiency of the Adult Educators. This professional training should be designed to produce programme oriented specialist.

The teaching of the universities should clarify the concept of Adult Education and should include the body of knowledge of Adult Education, the different phases of developments in approach, methods, philosophy and organization, since the inception of Adult Education in India. Since Adult Education is basically an educational process, the Adult Educator must know the basic philosophy and process of education.

The teaching curriculum should include not only the body of knowledge of adult education and the education process, but courses in other disciplines also are required to produce what we can call as programme oriented specialists.

The programme of Adult Education does not deal just with slates and pencils but with people. The programme which the Adult Educators carry

* Paper read at a Seminar on the 'Role of Universities in Adult Education' held in New Delhi.

out is for the people and of the people. They try to reach the people and motivate them to learn and accept new ideas. Hence the knowledge of social sciences, such as Sociology, Cultural Anthropology and Psychology is absolutely necessary for an Adult Educator.

Sociology is a science of human beings in group relation. People cannot be understood apart from the social organization to which they belong. Studies and researches have shown that sociological factors are very important while introducing any new idea in the community. A research, for instance, has shown that the adoption behaviour of the community is directly related to the adoption behaviour of the leaders. The programme project leader then cannot ignore the role of leadership of the village. A case can be quoted here that in one of the villages of Delhi, an attempt to establish a youth club was unsuccessful because the project leader did not introduce the project in consultation with the village elders. Similarly researches have shown that people, especially, rural folk, do not accept any new idea if it disturbs the relationship pattern. An example again can be given that in village in Kanjhawala block, Delhi the younger daughter-in-law was prohibited from going to a Mahila Mandal Class, because that was changing her attitude and knowledge which ultimately was establishing her superiority over the other women in the family and it affected the homogeneous relationship in the family. To understand the importance of social factors in the decision making process of the persons, knowledge of sociology is a must for an Adult Educator.

Just like social factors, cultural factors also play an important role as a barrier or stimulant in the adoption of new ideas or innovations. Hence the knowledge of culture is an essential factor in the development of professional Adult Educators. These Adult Educators many a time come out of the world of highly literate and technologically advanced communities. Their way of thinking is sharply different than those where the programme is to be implemented. They go in the field with their own value system which is a product of their culture. Many a time there is a natural tendency to regard our own culture as the best or high culture and others as low one. But here the cultural Anthropology explains what culture is and how there is nothing like high or low or uncultured person. Cultural anthropology further explains how a person while taking decisions is influenced by his cultural pattern, value systems, beliefs, customs, etc. There are several instances in India that people do not change their food habits even though they are lacking nutrition. Similarly it is a common experience that women do not change their way of cooking and other house-hold work even though the better ways are suggested. S.C. Dube has mentioned a case of one Jat Hukum Singh who accepted the idea of poultry but had to leave it too, because it was

against the cultural norm of the Jat Community. Hence, to develop an insight into the problems of the community knowledge of Cultural Anthropology is obligatory for the professional Adult Educators.

Similarly, Psychology explains the working of the human mind, the basic learning process and the basis of human behaviour. Why for instance one illiterate adult is motivated to learn? or why one has a favourable attitude towards an innovation? Moreover, when people are confronted with new opportunities, acceptance or rejection depends not only on the basic cultural articulation, or on a favourable pattern of social relation but also upon psychological factors. How does the novelty appear to the individual? How does he perceive it? Does he perceive in the same light as the one who introduces it? Here also, researches in western countries and India have shown that the adoption of an innovation is dependent upon the perception of the person, upon the favourable attitude of the person. Differential perception and faulty communication become barriers in this situation. Hence to understand the problem of psychologically based barriers, understanding of Human Psychology is required.

This is why the teaching of Adult Educators should have an inter disciplinary approach.

Besides the basic knowledge of these behavioural sciences, the teaching programme should include a thorough knowledge regarding audio-visual aids and communication process. Adult Educators have to impart knowledge to others—which is the best way to communicate knowledge.

Researches have shown, for instance, that film-strips are the best aids to communicate the idea of improved farm and health practices. The knowledge of proper use of audio-visual aid, at the proper time and at proper place is very essential for an Adult Educator.

Training in Field Work

These are some of the aspects of the roles of university for the Adult Educators. But the curriculum which we have discussed so far is rather theoretical in nature. Any theoretical knowledge, without its practical application will be a sterile one. Hence in my opinion, practical field training programmes should be included in the curriculum. For this purpose one Community Development Block should be attached to the universities for the purpose of research, experimentation and practical training of the Adult Educators. Universities should undertake action programmes, such as conducting literacy classes, or organizing youth or women's activities or any other programme and should involve the student Adult Educator.

To conclude, the universities should have this integrated approach of research, teaching and field work i.e., Extension which will promote the professional leadership in Adult Education.

University Adult Education in India, Southeast Asia and the Pacific

Dr. A.A. Liveright

(The author Dr. A.A. Liveright, Secretary, International Congress of University Adult Education was on a four-month study tour of these countries early in 1967 under Carnegie Corporation study grant. Here he does not pretend to provide a complete picture of adult education—even university adult education in the countries visited but attempts rather to give a brief, subjective impression of what is going on in adult education in the countries visited—Ed.)

General Reactions and Impressions

IN all countries visited, with the possible exception of Australia, the universities appear to be playing an active role in adult education—but in a different way.

In India: Recent government reports call for the universities to play a more positive role in the community, expand their continuing education activities and become more directly engaged with the surrounding communities. To buttress this general mandate, a number of universities are developing new programmes, and an unofficial body, the University Adult Education Association, has been set up involving the Vice-Chancellors of a number of universities.

In Nepal: Where the first university is now being established, consideration is being given to the inclusion of research and graduate training for adult educators.

In Thailand: Where a most energetic and varied programme of adult education is now under way under the aegis of a number of non-university branches of the government, preliminary thinking is going on about how to involve the universities more actively.

In Hong Kong: Each of two universities now carry on active extra-mural programmes involv-

ing well over ten thousand participants (in addition to some eighty or ninety thousand persons involved in other government programmes), and a period of stock-taking, re-examination and direction finding for the future is now in process as a result of a recommendation by the newly-formed Universities Grants Commission that a joint extra-mural body be formed to plan cooperative programmes in university extension activities in the future.

In Singapore: The university is carrying on an active programme of extra-mural studies (besides a widespread programme of adult education in the Ministry of Education), and the possibility of establishing research and training in adult education at the University through an affiliate relationship with a U.S. university is now under discussion.

In Malaysia: The University of Malaya is initiating its first graduate course in the Theory of Adult Education this semester, considering the development of extra-mural activities and planning to cooperate closely with a highly imaginative and extensive programme of adult education carried on by both the Ministry of Education and the Ministry for National and Rural Development.

In Australia: A recent recommendation by the Australian Universities Commission to the

effect that universities should abandon extra-mural work by 1970, (not likely to be accepted by the Minister of Science and Education) is now causing considerable consternation within the ranks of existing university adult educators and has inhibited growth and any widespread development of adult education in the new universities.

In New Zealand: The four major universities at Wellington, Dunedin, Christchurch and Auckland are in the process of evaluating their present programmes and activities, moving certain programmes to the voluntary associations with which they work and moving into new continuing professional and specialist programmes for college graduates. The National Council of Adult Education, a statutory advisory and information gathering body, is working closely with the universities in their evaluation of present programmes and in developing methods for regional cooperation between university, public schools and voluntary association adult education activities. Although in a stage of flux, the developments in university adult education in New Zealand seem to be moving ahead effectively.

In other words, the present status of universities in adult education varies widely in each country visited; in most it appears that the universities will play an increasingly important role in adult education; and in all of them the question of what the universities should do is receiving active and intelligent consideration at present. In addition, an idea for developing a region-wide Training Institute for adult educators in Southeast Asia and the Pacific is under

active consideration by the Asian-South Pacific Bureau of Adult Education, and it is hoped that such an Institute may become an actuality within the next year or so.

In terms of general implications, the increasing activity of universities in all aspects of adult education as well as the obvious need for more communication among adult educators in this part of the world, suggests the urgency for intensifying the activities of the International Congress of University Adult Education and also the increasing need for the involvement of universities in the comparative study of adult education in various countries around the world.

The Opportunity and the Challenge

Throughout the entire area of India, Nepal, Southeast Asia and the Pacific, there is a great and widely accepted need for the development of dynamic, indigenous programmes of adult and continuing education. In general, it is realized that such programmes are important for economic, national, political and individual reasons. In almost all countries in the area, something has already been accomplished in the field of adult education, but the present activities usually fall far short of the real needs. Although dynamic experimental programmes exist in many countries, what has happened in adult education is largely unplanned; and even though there are a few magnificent leaders and dedicated professionals, there are not enough persons with a broad knowledge and understanding of adult education.

Generally, the free-wheeling interest in adult education has not been translated into terms of national goals and planning. Facilities for research, planning and development of key personnel are not yet in existence. Al-

though many of the programmes of adult education—especially in the universities—reflect the traditional United Kingdom approach, most countries have already adapted this approach somewhat and are willing to experiment with and develop programmes which really fit their particular needs and resources.

As a result, this area-given the acceptance of the importance of adult education, the understanding that indigenous programmes are required and the climate for innovation and creative development—is ready to move ahead and develop new, relevant and important programmes of adult education if some continuing guidance and concrete assistance can be provided.

The possibilities for innovating and experimenting with new programmes for adult education and for demonstrating the extent to which such programmes are an essential ingredient of community and nation building in this region are excellent. There are few places in the world where there is as much interest in adult education, where some imaginative demonstration programmes already exist, where a sound programme of adult education can have as much impact on the development of the countries and on the life of the people or where the opportunities for experimentation and innovation are as hopeful.

Crucial Needs

Despite the fact that each country has somewhat differing needs growing out of dissimilar current situations, cultural, historical and economic backgrounds, one can generalize, to some extent, about needs in the field of adult education which are characteristic of most of the countries in Southeast Asia and India. (The needs in Australia and New Zealand are somewhat different and are not included here.)

In broad and general terms, the major need is *not* for an outsider to tell people in each country what to do, *nor* help in adapting some overseas programme in toto, *nor* for fugitive visitors to present predigested plans and programmes, *nor even* for money to help on existing programmes, *nor* for sending government officials overseas to get degrees in adult education. *What is required is a kind catalyst-continuing-gad-fly-collaborateur relationship whereby some persons, who understand and are convinced of the importance of adult education in national development, can work with the responsible indigenous personnel in defining longterm plans, immediate needs, and who can then provide assistance in securing persons and funds to meet these needs.* In addition to this kind of personal catalyst, *there is a need for a strengthened and beefed-up regional organisation which can provide constant communication and promote worthwhile relationships among the persons active in adult education in the area.*

More specifically, the following needs are suggested by the forgoing analysis:

1. *Identification and planned development of a small cadre of key adult educators in each country, who can assume major responsibility for planning and operating a broad programme of adult education in Southeast Asia.*

2. *Development of long-range plans for adult education geared to the national needs and goals for each country. The plan should include provisions for liberal, vocational and occupational, family and personal, and civic and social education, and allocation of responsibility for various aspects of the programme to different governmental, educational and voluntary organisations.*

3. *Broader understanding*

and application of adult education activities and programmes now under way in a variety of countries—both “developed” and “developing”—in planning national programmes. That is, more attention should be paid to what is happening in countries such as Israel, Yugoslavia and in Africa, as well as to prototype programmes in the United Kingdom and the United States.

4. *Greater involvement and utilization of non-traditional adult education methods, techniques and consultants* (including person with a knowledge of mass media, programmed instruction, peace corps and poverty programmes, newly developing research and development organisations in private industry) in the national planning process.

5. *Greater communication and exchange of persons involved in adult education within the region.* Additional resources and programmes for regional meetings, conferences, workshops and training institutes.

6. *Strengthened and more effective staffing of regional and international organizations concerned with adult education and with university adult education* (e.g., ASPBAE, International Congress of University Adult Education, etc.) so that they can provide continuing practical assistance to developments in Southeast Asia.

7. *Better utilization of experienced and internationally-oriented adult educators from the U.S., Canada, and the U.K.* in providing the kind of continuing help and assistance really required in India and Southeast Asia.

8. *Development of continuing “Sister” or affiliate relationships between individual universities in developed countries and universities in developing nations in Southeast Asia.*

India—An Overview

At the “Centre”—the national level—a number of significant things

are happening which give promise of more effective adult education and of greater involvement by the Universities. In the first place, the mere existence and activities of the Indian Association of Adult Education under the leadership of the Hon. Secretary, S.C. Dutta and the President, Mohan Sinha Mehta (the former Vice-Chancellor of the University of Rajasthan) provides an energetic and effective back-drop for adult education activities in India. The Journal published by the Association, the dedication of the leaders (who serve in a voluntary capacity) and their continuing efforts to move adult education ahead in India might well serve as examples to many other associations around the world. Located in a key and central spot in New Delhi the Association is continually in touch with the activities and people who can further adult education in the country. Giving national and official legitimacy to the work of the Association is a recent report issued by the National Commission on Education in India which devoted a section to adult education and which called for renewed and greatly enlarged activity in adult education in India. This same report also discussed the role of universities in adult education and made a dramatic appeal for greater involvement of the universities in adult education. In line with this statement in the National Commission and initiative taken by the University of Rajasthan, a new organization—the University Adult Education Association—has been organized and is moving ahead on a programme to involve universities more actively in various kinds of adult education. This new Association involves key members of the Inter-University Board of India and Ceylon as well as of the Indian University Grants Commission.

Leadership in Adult Education

The most effective leadership

in the field of adult education in India is provided by dedicated and devoted persons who are the sinews of the adult education movement in India but who are usually not full-time employed persons in adult education.

In other words voluntarism and the leaders of voluntary groups are the prime movers in the field but they do not as in Australia and New Zealand (or in Scandinavian countries) receive official recognition nor significant financial support (either from the government or from private foundations) to be as effective as they might.

Based on the foregoing it appears that there is a real need to develop a small but growing cadre of full-time professionals in adult education who can assume increasing long-term leadership at the same time that provisions are made to provide fellowships and greater financial support for the part-time leaders and organisations now operating in the field.

Bureaucracy and Governmental Attitudes

One of the most difficult hurdles to overcome in developing either a sound nationwide programme in adult education (or for that matter any education) or in establishing effective local demonstration programmes is the enormous, formless and usually impenetrable morass of bureaucracy.

In comparison to the enormous central bureaucracy and the thousands of people employed in the various government “Blocks” in New Delhi there is an almost total lack of personnel to implement the national policies and programmes at the State, District and Panchayat (local) level. The governmental personnel provisions in India are a perfect example of an inverted pyramid with all of the personnel at the top and almost none at the base of the pyramid.

The Drive for Education

Despite some fears about the preoccupation with the education problem, the lack of sufficient support for truly effective adult education projects and the difficulties in determining what kinds of adult education should be supported, wherever programmes are offered there seems to be enormous and immediate support and participation in such programmes. The University of Delhi has more applicants than it can handle in its Correspondence Study Degree and Evening College degree programmes. The adult education programme at Poona is growing rapidly. The wide-spread literacy programmes in Maharashtra are well-attended and the growing programmes for adult education of women which are offered in the regular schools in communities such as Bikaner (where women have been out of the Purdah for less than a generation) and Jaipur, all give evidence of the desire of adults to participate in educational programmes. A quick over-view of classes for youth run in miserable and inadequate facilities surrounding the temples and mosques and, on occasion in the middle of a rural road, also indicate that, despite the problems or surroundings, a great and growing thirst for education exists in India. On the other hand, the lack of personnel for skilled services, of technicians and the slow rate of increase in productivity, gives evidence of the great need for highly expanded programmes of vocation and technical education in all parts of India.

University Activity

Visits to the retiring Vice-Chancellor of the *University of Delhi*, Dr. Deshmukh and the new Vice-Chancellor, Dr. Ganguli, revealed that this university is already engaged in a number of adult education activities including: a national correspondence study programme which permits adults to work toward a baccalaureate degree on a part-time

basis; an active evening college programme leading toward a degree; extension lectures; several continuing education programmes for management; a post-degree secretarial work; special orientation programmes for professionals moving to India; and a variety of additional programmes for adults not generally identified as adult education. The new Vice-Chancellor believes completely in the marshalling of all of these activities in one extension or adult education department as well as involving overseas universities on a co-operative basis. Although no other universities except in the State of Rajasthan—were visited it is known that several others are now engaged in similar kinds of adult education. (Bombay, Mysore and Poona). During a two-week period considerable time was spent looking at the activities of the *University of Rajasthan* (with headquarters in Jaipur and with some fifty-plus constituent and affiliated colleges located all over the state of Rajasthan). The University of British Columbia Extension Division has been working for some three years—under a Colombo Plan project—with this University in an effort to build a model extension programme there. This university has already completed a comprehensive survey of state-wide needs for adult education and has with the co-operation of the local staff—developed a wide variety of extension activities varying from evening courses in Jaipur to seminars and institutes for teachers in the state. The state

of Rajasthan boasts of small number of brilliant and dedicated education officers who support the university programme energetically (V.V. John, A. Bordia, Shrivastva) but, below this small cadre of state officers, there are almost no full-time paid persons to assist in carrying on the programme. Recent changes in the Administration of the University of Rajasthan pose some problems in effecting the blue-print for action which has been developed by the visiting Canadians in cooperation with local staff but it is hoped that the University of Rajasthan will continue to serve as a pilot, demonstration project for the rest of India.

Conversations with persons both in Rajasthan and Delhi resulted in the development of some preliminary plans for multinational cooperation between the newly organised Indian University Association for Adult Education and representative from a number of universities overseas. Whether the specific programme developed in India really gets off the ground depends on a number of unknowns at the moment, including the final drafting of a programme in India, the availability of the necessary funds and the possibility for recruiting staff for the project. Whether this particular project emerges or not, it seems more than likely that the universities in India will, during the next few years, move increasingly into the field of adult education.

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INDIAN ADULT EDUCATION

Statement of Receipts and Payments

RECEIPTS

Balance as on 1-4-66		
Cash in hand	451-45	
With State Bank of India	9,779-48	10,230-93
Grants from States		3,700 00
Membership Fees		4,236-50
Nehru Literacy Fund		
Contribution	2,624-30	
Souvenir	2,025-00	4,649-30
Centre for the Study of Developing Societies		1,79,000-00
Study of Social Values & Political Behaviour		1,39,968-75
Cross National Project		2,71,982-45
Khadi Project (For Women Spinner)		
Grant from Ministry of Education		10,407-00
Literacy Project in U.P.		
Grant from Ministry of Education		12,300-00
Rural Youth Club		
Grant from Ministry of Food & Agriculture		17,500-00
Rural Adult Education Committee		
Grant from Zila Parishad	1200-00	
Sale	0-50	
Fee	247-75	1,448-25
Grant From West Bengal (Bengali Book)		1,000 00
National Seminar & Conference		
Grant from Ministry of Education	3000-00	
Delegation Fee	775 00	
Boarding Charges	1202-50	4,977-50
Radio Farm Forum Project		500-00
Study Project on Appeal of Communism in Kerala		57,200-00
Sale of Literature		5,203-97
English Journal		2,300-70
Hindi Journal		542-82
Shafique Memorial Building		
Ministry of Education		
Rent	21,641-00	
Other Sources	54,000,00	
Ministry of Education (Aud)	1,500-00	91,141-00
Souvenir (Tagore Hall)		6,735-00
By Transfer (Workers' Education Project)		16,000-00
Interest on Staff Reserve Fund		1,861-62
Interest on Short Term Deposit		9,685-44
Staff Provident Fund (Association)		
Office & Staff Contribution	2,557-18	
Interest	329-85	2,887-03
Post Office (Withdrawal from S.P.F.)		2,095-00
Loan Received Back from Provident Fund		475-00
Staff Provident Fund Account		
C.S.D.S.		
Social Values Project	14,462-00	
Cross National Project	8,720-00	29,066-00
Miscellaneous	5,884-00	
Magazine (Advance received back)		89-05
		100-00

Total Rs. 8,87,283-31

S.C. Dutta
Hony. General Secretary

ASSOCIATION, NEW DELHI

Account for the Year Ending 31st March, 1967

PAYMENTS

Office Expenses		
Establishment	24,009-97	
Telephone	1,222-69	
Printing & Stationery	449-14	
Entertainment	105-16	
Furniture & Repairs	845-78	
Conveyance	548-45	
Travelling Expenses	500-00	
Audit Fee	750-00	
Postage	332-49	
Bank Charges	53-31	
Miscellaneous	474-46	29,291-45
Expenses on Shafique Memorial Building		
S. Pratap Singh for Auditorium	13,025-00	
Electricity for Auditorium	2,388-60	
Property Tax	7,968-15	
Electricity, Water & Maintenance	8,003-74	
Postage & Conveyance	31-80	31,417-29
Tagore Hall Expenses		4,021-85
Souvenir (N.L.F.)		661-40
Affiliation Fee		
IFWE Association	1,208-15	
ASPB of Adult Education	500-00	
Central Institute of Research & Training in Public Cooperation	50-00	1,758-15
Centre for the Study of Developing Societies		1,68,592-68
Social Values Project		1,14,083-18
Cross National Project		2,44,591-20
Rural Adult Education Committee		7,350-27
Correspondence Courses		834-37
Rural Youth Club		379-70
Literacy Project in U.P.		13,558-82
Khadi Project		16,710-39
Study Project on Appeal of Communism in Kerala		21,451-15
Publications		3,543-24
National Seminar		6,448-12
English Journal		5,842-53
Hindi Journal		2,082-54
Library		
Books	666-54	
Magazine	166-90	833-44
Radio Farm Forum Project		31,568-86
University Adult Education Conference		121-28
ASPB of Adult Education		72-46
Short Term Fixed Deposit Account		71,876-00
Security Deposit (D.E.S.U.)		200-00
Central Bank of India		29,066-00
Post Office (S.P.F.)		
Staff Provident Fund	2,886-85	
Loan Received Back	475-00	3,361-85
Staff Reserve Fund		1,372-00
Staff Provident Fund (Post Office)		2,095-56
Cash in hand and with Bankers		
Cash in hand	576-34	
With State Bank of India	73,521-19	74,097-53
		Total Rs. 8,87,283-31

IAEA Hony. General Secretary's Report

ON the occasion of the 21st All India Adult Education Conference of the Association I have great pleasure in welcoming you all this morning.

During this period the Association made sustained effort in evolving and developing the concept of functional literacy and "education permanente" and in popularising them in the country. It cooperated with National and International Organisations for the promotion of literacy. It assisted the Institute of Mass Communication in organising a Seminar on the "Role of Mass Communication in the Promotion of Literacy," it joined the Council of Social Development in the organisation of a Seminar on Functional Literacy in Hyderabad and an International Training Workshop on Literacy in Poona organised by the International Union of Socialist Youth with the assistance of UNESCO. It acted as a host to the ASPBAE Seminar on the "Role of educational institutions in the promotion of literacy."

14th National Seminar and 20th All India Conference

A National Seminar on Adult Education and Economic Development was held in New Delhi from August 21 to 24, 1966. Shri Annasaheb Shashrabuddhe, the Gandhian constructive Leader was the Director and Shri Gore Lal Shukla, Director, Social Welfare and Panchayats, Madhya Pradesh was the Associate Director.

The Seminar was attended by over 100 delegates from 16 States and Union Territories. It studied the relationship between adult education and the process of economic development. It also examined the overall objectives of economic development in India and discussed what contribution adult education could make towards the efficiency of

human factor. The Seminar made recommendations about the changes which were to be made in the existing programmes of adult education, so that these might become more functional for economic development. The report of the Seminar has been published.

A two day All India Adult Education Conference on the report of the Education Commission was inaugurated by Dr. D.S. Kothari, Chairman, University Grants Commission on the 25th Aug., 1966. The Conference welcomed the recommendations of the Education Commission calling upon the Government of India to set-up a National Board of Adult Education.

ASPBAE Seminar

The Indian Adult Education Association acted as a host to the Seminar organised by the Asian South Pacific Bureau of Adult Education on the Role of Educational Institutions in the promotion of Adult Literacy held in New Delhi in October 1966.

The Seminar was inaugurated by Dr. V.K.R.V. Rao and the valedictory address was given by Dr. C.D. Deshmukh.

The Report of the Seminar has been brought out. A Souvenir was also brought out on the occasion by the local Organising Committee headed by Shrimati Durgabai Deshmukh.

The Bureau also brought out a Quarterly magazine ASPBAE Journal. We welcome this new addition to adult education literature.

The ASPBAE fosters cooperation in Adult Education in Asian-South Pacific Region. Shri S.C. Dutta, General Secretary of the Association continued to be the Chairman of the Bureau.

Membership

In January, 1967, request for life membership was sent to few adult educators in India. The response was encouraging and I am happy to welcome the following new life members of the Indian Adult Education Association:

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

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

3. Dr. V.S. Jha, former Vice-Chancellor, Banaras Hindu University, New Delhi.

4. Shri G.L. Shukla, Director, Social Welfare and Panchayats, Madhya Pradesh Govt. Bhopal.

5. Shri Barkat Ali Firaq, New Delhi.

6. Shri D.P. Nayar, Specialist, Education Division, Planning Commission, New Delhi.

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

8. Shri M.C. Nanavatty, Adviser, Social Welfare Deptt., Govt. of India, New Delhi.

9. Shri P.L. Pareek, Director, SEOTC Vidya Bhavan, Udaipur.

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

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

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

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

14. Shri N.A. Ansari, Asstt. Director, Deptt. of Adult Education, NCERT, New Delhi.

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

16. Smt. Raksha Saran, Chairman, National Council of Women's Education, Sunder Nagar, New Delhi.

17. Shri L.R. Shah, Administrative Secretary to the V.C. University of Rajasthan, Jaipur.

18. Shri G.K. Gokar, Social Education Officer, Bombay City Social Education Committee, Bombay.

19. Shri N. Prakash, Dev Nagar, New Delhi.

20. Miss F. Rahman, Professor, Indian Institute of Mass Communication, New Delhi.

21. D. S.N. Saraf, Director, (Education Planning Commission, New Delhi.

22. Prof. M.C. Shukla, Director, Directorate of Correspondence Courses and Continuing Education, University of Delhi, Delhi.

23. Shri S.N. Maitra, Secretary, Bengal Social Service League, Calcutta.

24. Dr. H.S. Bhola, Dy. Director, Literacy House, Lucknow.

25. Shri B.R. Patil, Dy. Director of Education, Government of Maharashtra, Poona.

26. Mrs. Helen Butt, Literacy Consultant, Nilokheri.

Project on Literacy

The Association has started

an experimental project on literacy in three villages in Meerut District (U.P.)

The project has been launched with a view to link adult education with economic development and to examine such relationship which makes an overall development specially on the eradication of adult illiteracy.

It is hoped that the experience gained will stand in a good stead when a massive programme for the eradication of illiteracy will be launched in our country. A grant for the project has been given by the Ministry of Education.

Literacy Among Khadi Women

The Association has launched another pilot project to provide literacy to about 1000 women spinners working under the Khadi Commission in the district of Chanda and Usmanabad in Maharashtra. This is the first attempt to link literacy with productive activity. Suitable literature linking adult literacy with economic development has also been produced. The purpose is that literacy skill should result in more financial gains for the learners. Ways and means are being adopted to enable the women to increase their income by starting other activities like poultry-farming, silk worm rearing etc. The Ministry of Education has given a grant for this project also.

Rural Youth Clubs

The National Committee on Rural Adult Education set-up by the Association has actively engaged itself in rural development through youth clubs. This is being done through correspondence courses for local leaders and organisers of youth clubs for imparting and promoting programmes of functional literacy. Rural people in India always think of agriculture first and education only thereafter. Various attempts have been made by State Governments to provide

new methods to bring about improvement in life of the rural people but they have not yielded encouraging results. A new approach through demonstration education and Youth Clubs is being tried. This experiment is being tried in Gorakhpur district in U.P. 1000 rural youth are being trained through correspondence courses to organise 1000 youth clubs each having membership between 20-30.

Clearing House Activities

The Association continued to play its useful role as a Clearing House of ideas and information for workers in the field of adult education through the English Journal 'Indian Journal of Adult Education' which has now entered into its 28th year and the Hindi Journal 'Proudh Shiksha.' In addition, the Association continued its Abstract and Reference Service. During this period it sent out 10 Abstracts and 5 References. These References contained list of books and classified list of articles on Social Education, Community Development, Workers Education and allied fields.

Reference Service

The Reference Service provided by the Association is being used by Adult Educators. A number of queries were received both from India and abroad and the Association's reference section supplied such information as was sought and was thus able to help many organisations in planning and organising their programmes.

Publication

The Indian Adult Education Association continued to publish literature for Adult Educators, Administrators and Field Workers. During the year the following publications have been brought out by the Association:

1. Adult Education and Economic Development (Report of the 14th National Seminar).

The Association also brought out the Hindi adaptation/translations of the following two Unesco monographs:

1. Simple Reading Material for Adults—its preparation and use.

2. A. B. C. of Literacy.

We are thankful to Unesco for giving financial assistance to enable the Association to bring out these books for field Workers.

The Association with the financial assistance of the West Bengal Government and in collaboration with the Bengal Social Service League brought out 'Sukhi Samaj' in Bengali for the new reading public. The booklet deals with family planning.

University Adult Education Association

We are very happy to report that our efforts to involve universities in adult education is meeting with encouragement. At a conference of the Vice-Chancellors held in December, 1966 at the U.G.C. Building, the constitution of the U.A.E.A. was formally approved and decision was taken to enrol members. As a result of this drive so far 30 Universities, 13 Colleges and 7 individuals have enrolled themselves as members. At a Conference of U.A.E.A. held at Vigyan Bhavan, Dr. P.B. Gajendragadkar was elected President. Dr. M.S. Mehta and Dr. I.J. Patel were elected Vice-Presidents, Dr. Amrik Singh and Shri S.C. Dutta were elected Secretaries. The following were elected members of the Executive Committee:—

1. Dr. B. N. Ganguli, 2. Prof. M.V. Mathur, 3. Justice P. Chandra Reddy, 4. Dr. A.G.

Pawar, 5. Shri. C.S. Patel, 6. Shri Suraj Bhan, 7. Shri J.P. Naik and 8. Dr. T. A. Koshy.

Collaboration with UNESCO

The Indian Adult Education Association under a request from UNESCO has prepared a selected annotated bibliography on Research and Experiments in Functional Literacy in India in July, 1967.

Shrimati Durgabai Deshmukh, Vice-President, Indian Adult Education Association has been appointed member of International Consultative Liaison Committee on Literacy set up by UNESCO.

Shri J.C. Mathur, member of the Executive Committee continued to be member of the International Committee for the advancement of Adult Education.

Dr. H.P. Saksena, Member of the Executive Committee of the Association and of the Editorial Board of Indian Journal of Adult Education has joined UNESCO as Programme Specialist.

Shri Sohan Singh visited Afghanistan recently on a UNESCO mission on Literacy.

Shri J.L. Sachdeva, Reference and Documentation Officer of the Indian Adult Education Association was selected for the Award of UNESCO Fellowship under the Scheme of 'TEACHER AND LEARNER' grants in Adult Education for 1965-66. He visited Canada from September 1966 to January, 1967.

UNESCO has recently granted three fellowships under

its Workers Education Programme to the Association.

International Contact

Dr. Mohan Sinha Mehta, President of the Association was presented the ASPBAE Award for his outstanding and distinguished contribution to the promotion of adult education in the Asian and South Pacific Region. This award was announced at the conclusion of the ASPBAE Seminar on Literacy held at New Delhi.

Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association has been re-elected member of the WCOTP Committee on Adult Education.

Visitors were received from U.S.A. Canada, Japan, Australia, New Zealand, Philippines, Singapore, Turkey and Iraq. They had discussion in our Headquarters on the different aspects of adult education in our country.

Thanks

In the end, I must express my thanks to the members for their kind cooperation. It is our hope that contribution to the Nehru Literacy Fund which stands at Rs. 17,700/- will reach the target of Rs. 1 lakh. We propose to make special effort in this half during this winter.

We are also hopeful that we will be able to establish at least 3 to 4 branches by the time we meet next year, now that we are shortly to have a whole time Organising Secretary charged with this responsibility.

LIFE RETURNS TO A SARDINIAN VILLAGE

By Ena Scanlan

TEACHING the three Rs in the village school of his native Santu Lussurgiu is by no means the only occupation of Francesco Salis who recently visited Paris. Although it was his first time outside Sardinia since he was born there 44 years ago, Mr. Salis came as no tourist. The purpose of his visit was to receive a Unesco award for distinguished service in combating adult illiteracy. For in addition to his duties as primary school-teacher, Mr. Salis has founded in Santu Lussurgiu the first Popular Culture Centre to be set up in Sardinia and it was his achievement as director of this centre that brought him distinction.

However did he start it? Philanthropy was apparently at the origin of the centre. Mr. Salis explains how he and the local intelligentsia—a group of some 20 people—were moved by the plight of their small community. Here was a village that had never managed to sustain its 3,500 inhabitants most of whom are shepherds and peasants, with stock-breeding the main inadequate source of revenue. In this semi-arid region on the northern fringe of the province of Cagliari agriculture was almost impossible, commerce inexistent. Young people drifted overseas to Australia, Argentina; others suffered privation and many of the villagers tended to face their destiny with apathetic fatalism. In addition, the problem of recurrent illiteracy was a very real one.

Overcoming Lethargy

Having made up their minds to shake the community out of its lethargy, Mr. Salis and his friends threw themselves with energy into the study and remedy of its defects. The idea was to initiate some sort of simple professional and technical instruction based on local needs, to provide vocational guidance and, more important, see to it that those who had already received the rudiments of education did not forget what they had learned. Why, they asked themselves, should not their village benefit by a centre similar to those sponsored by the National Union for the Fight Against Illiteracy (UNLA) which were doing valuable work throughout southern Italy? UNLA favoured the idea and soon Santu Lussurgiu's Popular Centre started its evening classes, modestly at first, in a room at the local library.

But Mr. Salis and his group were to discover that any effort to better the lot of one's fellow men needs their co-operation if it is to succeed. And it was precisely this that was not forthcoming in the early stages. Members of the community were reluctant to admit the need of additional schooling;

their pride became involved. Winning their confidence was no easy matter. The centre's first pupils were a group of young people attracted by the novelty of a course in stenography and eager to acquire the "magic art" which would enable them to record and read at leisure the extempore verses intoned at the local festivals. "For", says Mr. Salis, "poetry plays an important part in all of the festivals throughout Sardinia." Mothers were among the first illiterates to turn up for instruction. They wanted to learn to write so as to answer personally the letters of their emigrant children.

So the centre was launched. With the gradual introduction of other subjects its programme was expanded and a cultural course established. And as the number of participants increased and villagers became used to spending some time each week at the centre, adult education took the form of study circles and the discussion of local problems was encouraged.

Profits from Traditional Skills

However, under the leadership of its director the work of the Santu Lussurgiu centre was to go far beyond its initial programme and take a practical turn. Five years of educational activities came to fruition with the establishment of a weavers' co-operative and it is when talking about this initiative that Mr. Salis conveys his greatest sense of achievement. "Something," he says, "had to be done about finding an occupation for the village's many unmarried women who were eager not to remain a burden to their families." Handicrafts, which have an age-old tradition in Sardinia, were the answer. But they had been allowed to run down. The old skills were no longer applicable in the new fields and the looms were not of the width now required by buyers. With the assistance of experts from the Organization for Economic Co-operation and Development (OECD) courses of instruction and demonstration were initiated, and craftsmen taught how to reconcile tradition and modern tastes. In an effort involving many sacrifices the weaving industry was gradually transformed and made productive and a co-operative was created of which the weavers are also the proprietors. It turns out carpets and cloth of high quality which find a market both among the tourists who are coming to Sardinia in increasing numbers, and overseas. Knitting, glove, ready-made clothing, carpentry, masonry and even stock-breeding were among other co-operatives to follow on the initiative of the centre, which also continued its programme of cultural activities. All are grouped together in a 25-roomed 18th Century house which

is now the centre's headquarters.

And what about the money? "That," Mr. Salis says with an air of resignation, "has always been a rather negative quantity." The centre receives a little assistance from the National Union for the Fight Against Illiteracy and from other regional organizations such as the Cassa del Mezzogiorno, which helped to provide the looms and other equipment for the weavers' co-operatives and from the National Institute for Training in Handicrafts (INASA), which helps to finance courses in carpentry, dressmaking, knitting. But the centre owes much to its director and his collaborators who have renounced in its favour their personal remuneration. Their work is entirely voluntary.

Mr. Salis does not pretend that through their efforts he and his friends have stemmed the tide of emigrants from Santu Lussurgiu or that they have solved all of the problems of its community. What he does claim is that a useful beginning has been made and that valuable work on a small scale is under way. In Santu Lussurgiu, where fifteen years ago when the centre was founded almost a third of the inhabitants could neither read nor write, only a few people remain illiterate. In addition, the link between adult literacy and productivity has been established and this is where the centre meets and endorses the objectives of Unesco's programme for universal literacy, winning for Mr. Salis a commemorative medal under the Mohammad Reza Pahlavi Prize 1967, awarded by Unesco for meritorious work in adult literacy.

The award coincides with the 10th anniversary of the Weavers' Co-operative, but its winner, a modest man dedicated to his mission, was in no hurry to come to Paris to accept it. In fact, he had to be persuaded to do so. All Mr. Salis hopes is that this distinction will serve as an example to others and that it may win financial as well as prestige recognition for his centre.

(Unesco Features)

West Bengal Adult Education Association

The 30th annual general meeting of the West Bengal Adult Education Association was held on 16th January this year under the Chairmanship of Shri Hiranmay Banerjee, Vice-Chancellor, Rabindra Bharati University and President of the Association. Certificates to 36 successful trainees of the teachers training course conducted in May last year were distributed.

Shrimati Latika Mukerji, Secretary of the Association presented the annual report. She said that the Association was running 93 Adult Education centres in different parts of West Bengal. 1455 men and 192 women were made literate last year with the help of 104 teachers including 18 lady teachers.

Shri N.R. Roy, Retired, Assistant Director of Public Instruction advised the students to launch a country-wide campaign against illiteracy.

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LITERACY TRAINING FOR KHADI WORKERS

IAEA'S ANOTHER BOLD STEP ✓

SHRI G. Ramachandran, a leader of the Gandhi Nidhi and a follower of the Gandhian Philosophy while inaugurating a course of training in Adult Education organised by the Indian Adult Education Association for the workers of the Gandhi Nidhi and Shanti Sevadals at Gandhi Ashram, Patti Kalyana in Haryana from January 6, 1968 called upon every worker in the movement to add adult education as a regular programme of his field work. He said, "the most important requirement of the country today is adult education and yet it is the most neglected and uncared programme. Illiterate people cannot take the country far and the longer we delay the spread of knowledge and enlightenment among the masses, the industry, health, family planning, science, technology, and mechanized agriculture all have little meaning for the illiterate common man. Literacy is not the beginning of Adult Education, it is neither the end, it is, however, somewhere in between the two, is a must and cannot be ignored. Without the capacity to read and write blessing of Swaraja cannot be enjoyed. It should be the mission of every worker in the field of Khadi to add adult literacy as one of the activities to his/her programme of the work and see that as many as possible receive the light of knowledge that is essential for purposeful and effective living. It is not poverty but ignorance that blocks our way. Babu had pleaded for it. He believed in it and had prescribed it as one of the field projects."

Continuing Shri Ramachandran said, "The problem of illiteracy is very colossal. It is not a question of some lacs or a crore but it is a question of 30 crores out of a population of 50 crores. The Government alone cannot tackle such a huge problem."

The hugeness only results in its neglect and omission from the country's budget proposals. How is that going to help us. We are immediately reminded of Babu's fight for freedom against foreign rule. Foreign domination is gone but freedom is yet far off. Freedom of the 2% will not help. Freedom is to be for the people who toil round the clock. Unless that vast multitude of people is able to stand on its feet, freedom or democracy is a myth. We will have to wage a fight against this slavery. The fight must start. It is already too late in the day and we have waited enough. Down with illiteracy and ignorance should be the watch word of all the Gandhi Nidhi and Khadi Gram Udyog

workers, who must not lose time in taking up this programme."

Shri Devendra Kumar Gupta, Secretary of the Gandhi Nidhi also spoke on the occasion. Shri Devendra Gupta told the field workers that educating the adult was like a Chakshu Dan Yagya. Shri Gupta advised the workers to try various methods for inspiring the adults for becoming literate. He said there was no doubt that the ability to read and write will enrich the life of the common man and will make him happier and healthier.

Shri Devendra Gupta has been instrumental in bringing the workers from U.P., Madhya Pradesh, Delhi, Punjab and Haryana Ashrams, together for the training course. Taking up a programme of Adult Education by the Worker of the Gandhi Movement is a bold step and has great potentiality.

The training course continued upto January 15, after which the trainees visited the adult education institutions in Delhi including the Indian Adult Education Association. The trainees on their return will organize literacy work in their areas.

Shri Saligram Pathik, Associate Secretary of the IAEA directed the training course.

Shri Neki Ram Gupta, Organising Secretary of the Association attended the inaugural function and later addressed the trainees during the week. He explained to them the idea of functional literacy as related to farmers education. It was also explained that the need for such a programme was never so great as it is today because the Ministry of Agriculture in association with the Ministry of Information and Broadcasting and the Ministry of Education has taken up various projects in the field of agricultural production with the help of intensive cultivation programme and high yielding variety of seeds. Dr. Idnani, Fertiliser Expert and Dr. Narang a Chrompath also spoke to the trainees on their respective subjects.

In the concluding address, Shri Devendra Gupta said that 1000 field workers of 300 centres of the Gandhi Nidhi in the country would be given similar orientations in the due course so that the programme of mass education was usefully followed by them in their respective areas of work.

Pilot Project on Farmers' Education and Functional Literacy

(Continued from page 1)

observe, listen to and discuss the agricultural broadcasts. He emphasised that if the efforts of the three ministries are thus desirably coordinated and integrated the farmers will be enabled to become literate as well as to produce more. This is how the programmes are closely inter related and if sincerely and rightly followed, the advantage will be spread of education and enlightenment and increase in production.

For effective implementation of the above programme of functional literacy, Shri Mathur emphasised the need for an integrated approach in the preparation and use of teaching and reading materials. The subject content of the publications by the Ministry of Education and those distributed by the Ministry of Food and Agriculture as well as the Visual and A.V. material used on radio and the film by the Ministry of I. & B. should all be suitably coordinated.

Shri Mathur suggested four points of contact for coordination of effort.

1. The supervisors and instructors in the functional literacy programme should attend the demonstration camps organised by the Ministry of Agriculture and should establish personal contacts with the group leaders of the participating farmers.
2. The personnel from all the three departments should join hands at the training centres and work together in the training processes.
3. The literacy programme should be conducted in regional language based on regional vocabulary and special reading material should be prepared to fulfill regional requirements.
4. In the preparation of the reading material and the audio-visual aids, the facilities available with the agriculture departments in the form of offset printing press etc. should be utilised. The preparation of this material should be done not in isolation but by a team consisting of experts of the three departments.

Shri Mathur also suggested the gift of a diary to the successful learners as an incentive. This could be used by him/her with advantage for keeping record of important information, guidance notes

and accounts etc.

Dr. S. R. Barua, Director of Extension, Ministry of Food and Agriculture said that besides the short term training course, the programme of farmer's education envisages 15 days institutional training of a specialised nature for progressive farmers. In the fourth Five Year Plan he expected about five million farmers would be trained for increased production. Training programmes for Education of farm women, young farmers and rural youth have also been planned. Functional literacy in this context, he said, would be useful as it would mean relating the reading and writing programme to agricultural production.

Shri Sher Singh explained how Radio Forum programme was helping increased agricultural production by providing timely information on improved agricultural practices and requirements. The education workers can greatly help by inspiring the participating farmers for listening to, discussing and utilising the guidance given through these broadcasts.

The Working group discussed the syllabus content and it was agreed that the syllabus should be closely linked to the reading and writing needs of the farmers participating in the increased agricultural production programmes and should mainly consist of (i) reading (ii) writing (iii) relevant agricultural and general information (iv) arithmetic.

The aim should be to enable the new literate farmers to read simple literacy cards and small informative pamphlets issued by the department of agriculture. He should also be able to fill in the application forms and returns required for obtaining the supply of fertilizers, seeds and subsidies for pumping sets etc and for keeping account of income, expenditure and produce. A vocabulary of 200-300 words containing all those required for the high yielding varieties and intensive agricultural cultivation projects be prepared and used in preparing the reading material.

The Seminar concluded on January 11 when Dr. S.K. Mitra, Joint Director, N.C.E.R.T. gave the valedictory address. Dr. Mitra, observed that in addition to making the illiterate farmers literate, the project should also aim at improving their attitudes and behaviour pattern.

List of Publications of the Association

1. Liquidation of Illiteracy	2.00
2. Community Centres	2.50
3. Training of Social Education Workers	3.50
4. Literature for Neo-literates	3.50
5. Organisation of Recreational and Cultural Activities in Social Education	2.50
6. Libraries in Social Education	3.50
7. Social Education in Rural Reconstruction	1.00
8. Workers' Education	2.50
9. Social Education in Urban Areas	1.50
10. Organisation and Administration of Social Education	1.50
11. Community Organisation in Social Education	2.00
12. Social Education and Democratic Decentralization	3.00
13. Social Education and the Youth	2.50
14. Adult Education and Economic Development	2.50
15. Development Work Among Rural Women	1.00
16. Methods and Techniques of Workers' Education	3.00
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ROUND TABLE ON LIFE-LONG INTEGRATED EDUCATION

A three-day Round Table on "Life-Long Integrated Education" was organised by the Indian Adult Education Association at New Delhi on February 25, 26 and 27, 1968. Dr. Mohan Sinha Mehta former Ambassador and former Vice-Chancellor, Rajasthan University was the Chairman of the Round Table. Dr. P.D. Shukla, Joint Educational Adviser was the Director.

At the conclusion of the Round Table a Statement was adopted which called upon educationists, policy makers, industrialists, politicians, administrators, operators of mass media and others to carry on a nation-wide dialogue on the concept of life-long education and its implications, so that a number of pilot projects could be set-up in the country to test the assumptions and their implications. The statement is published in subsequent pages.

After the adoption of the statement the Round Table suggested that the Indian Adult Education Association should take initiative in organising similar discussions, on the concept of Life-Long Integrated education and its implications, in other parts of the country.

The Round Table also proposed that the Association should undertake a pilot project comprising a complex of programmes which would work out the implications of this concept in actual practice, demonstrating the need, utility and possibility of changes in formal, informal and environmental education.

The Round Table was attended by Shri Pitamber Pant, Member, Planning Commission, Dr. K.G. Saiyidain, Director, Asian Institute of Educational Planning and Administration, Dr. K.L. Joshi, Vice-Chancellor, Indore University, Indore, Shri J.C. Mathur, Addl. Secretary, Ministry of Food and Agriculture, Prof. M.C. Shukla, Director, Directorate of Correspondence Courses and Continuing Education, Dr. T.A. Koshy, Head, Department of Adult Education, NCERT, Shri R.M. Chetsingh, Vice-President, IAEA, Dr. V.S. Jha, former Member, Education Commission, Shri B.R. Nanda, Director, Nehru Memorial Museum, Shri A.D. Moddie, Resident Director, Hindustan Lever, Shri Anil Bordia, Addl. Director of Education, Bikaner, Shri Sohan Singh, Programme Specialist, Asia Foundation, Shri Jagdish Singh, Asstt. Educational Adviser, Ministry of Education, Shri C.S. Gupte, Chief Planner, Town and Country Planning Organisation, Dr. S. Shukla, Coordinator of Studies, Asian Institute of Educational Planning and Administration, Shri K. Milinkovic, Unesco Expert on Adult Education, Shri V.S. Mathur, Director, Asian Trade

Union College, ICFTU, Mr. A. Rahman, Scientist Incharge, Research Survey and Planning Organisation, CSIR, Shri Glen A. Eyford, Project Adviser, Department of Adult Education, Rajasthan University, Shri N.K. Pant, Associate Director, Directorate of Correspondence Courses and Continuing Education, Smt. Kulsum Sayani, Vice-President, Bombay City Social Education Committee, Dr. Amrik Singh, Secretary, Inter-University Board, Shri S.C. Dutta, Hony. General Secretary, Indian Adult Education Association, Shri N.R. Gupta, Organising Secretary, IAEA and Shri J.L. Sachdeva, Reference and Documentation Officer of the Association.

Many more ideas were thrown up which needed to be discussed at great length at subsequent meetings. It was also suggested that the Executive Committee of the Association should set-up a Standing Committee of Life-Long Integrated Education to continuously discuss its implication, educate the policy-makers and implement thru' pilot project some of the complex of programmes.

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STATEMENT ADOPTED BY ROUND TABLE ON LIFE-LONG INTEGRATED EDUCATION

AT a Round Table organized by the Indian Adult Education Association we have had the opportunity to discuss among ourselves the implications of the concept of Life-long Integrated Education. Certain ideas on the subject have been formulated earlier in UNESCO and other forums and have also received the attention of Government of India's Education Commission. We feel that the concept is of special significance to the present situation in India and we, therefore, wish to suggest a consideration of this concept and its implications by educationists, policy-makers, industrialists, politicians, administrators, operators of mass media and men and women concerned with the use of human talent, energy and skills in productive activity as well as those dedicated to the enrichment of human life.

Thinkers, politicians, educationists and religious leaders have in the past emphasised the desirability of study and learning

throughout life. That the acquisition of knowledge is an evolutionary process extending from the cradle to the grave is an idea expressed in different ways by scholars from the earliest times.

In practice, however, life has generally been divided into two distinct and unequal stages; the period of childhood and youth is assumed to be the time for learning and the rest of life is meant for main pursuits of action, when the skills and attitude learnt in the first phase are to be applied.

This 'terminal' concept of education is, in our opinion, totally inadequate in the present social, economic and technological context. In static societies when man's tasks in life and his challenges followed a predictable pattern and a slow pace, the terminal view of education seemed all right, because the equipment that education provided during adolescence and youth gave the

limited foundations and tempo required to perform jobs, to take decisions, to determine social relationships and to seek self-expression.

Today education terminating at a particular age and designed to be self-contained is a poor foundation for the future and does not give the stimulus that can last throughout one's life. It is an inherent limitation of the terminal view of education that whatever improvements in educational methods and institutions may be attempted (as they have no doubt been proposed and sometimes implemented) cannot overcome this inherent limitation.

The explosion of knowledge following discoveries, scientific inventions and refinement of technology is the primary cause of this inadequacy because much of the information gathered in terminal education gets dated. The other notable factors like

the breakdown of traditions and customs, acceptance of parliamentary democracy, democratisation of social and cultural life, increased availability of labour, movements of population, change in the composition of the intelligentsia and the disappearance of religion as an educational force, have demonstrated the impossibility for the average man, of leading a life without a chain of frustrations.

This is not all. The adult has to play many roles in his lifetime. He is a wage earner, member of a family, a citizen, a social being, and a seeker of inner and aesthetic satisfaction. In the past social and cultural values regulated men's conduct, behaviour and activities through religion and customs. Today that framework is gone and regulation by political institutions and code touches only a fraction of man's personality. Should not education attempt to provide the moorings in this situation? But at present it seems incompetent to do so since a terminal education cannot be a force for the integration of the various facets of human personality.

Integrated education is thus a *horizontal* process to cover the various facets of his life and the spectrum of his interests just as life-long education is a *vertical* process comprising inter-related phases of pre-adult formal education in schools and colleges, and adults exposure to various kinds of training opportunities and learning environment. The two are essential components of one concept—Life-long, integrated education.

We are convinced that while the orientation of education to make it a life-long and integrated process is of importance to western societies with their affluence, their fast pace of life and their sense of spiritual vacuum, it is no less crucial to

transitional societies like India. We maintain that if our society remains indifferent to the call of Life-long Integrated education (the name is immaterial so long as the idea is grasped), more than one generation will be crippled and the process of nation-building will receive a serious set-back. We are, for example, convinced that some of those who hold important positions in education, politics, business, industry, administration, etc., have ceased to be educated persons, whether in their understanding of problems or in their attitudes and behaviour. Our attempts to improve schools, colleges and institutions and our exhortations to youth are point-less unless we are ready to be ourselves educated.

The tasks of economic development call for a combination of skills and enthusiasm for which neither the administration nor the political leadership can have the requisite education under the present terminal system. We are strong supporters of parliamentary democracy, but where are the opportunities for the training of those who are representatives of the people or otherwise participants in this great task? Are our teachers in a position to equip themselves sufficiently to meet the challenge of the widening horizon of information? Are the parents among us in that position either? Men and women in technical professions and in industry continue in their respective shell of specialisation unconcerned with interdependence disciplines and the interaction of behaviour problems on performance. The break-through in agriculture based on the high-yielding seeds and modern inputs has confronted the traditional farmer with a situation in which an irresistible temptation to use the new profitable methods is likely to be negated by the want of training and capacity to adjust old ideas and

skills to changing techniques.

Finally, the media of mass communications—the film in particular—have exposed our cultural forums and traditions to influences of which the unsettling effect is hardly understood by those who wield them. Never before in Indian history (as that of other developing and transitional societies) was there such a rapid, deliberate and almost ruthless pressure on the cultural heritage by people many of whom are ill equipped to use their instruments with sensitivity & understanding in order to make the transformation less of a traumatic experience.

We are under no illusions that the mere acceptance of the concept of Life-long Integrated education can be the remedy for our deficiencies and ailments. It cannot. But we are certain that of the several ideas for the improvement and transformation of education that have been before the nation in recent years, this one needs to be picked out for special emphasis and urgent consideration for reasons explained above.

In our view the concept of Life-long Integrated education will call for changes in pre-adult education; it will necessitate improvement and expansion of education for adults both for those in work and in positions of leadership, and it will require concrete action to develop environmental and informal education to which all are exposed. These changes will need to take into account the existing institutions and agencies, the methods of learning and the organisation. Above all, pre-adult education, adult education and environmental education will need to be so inter-related as to become a continuing and evolutionary process.

Without attempting to spell out the details of the changes, we

would here offer a few examples of the points that could be emphasised.

Pre-adult education in schools, colleges and Universities should provide the young people with the tools of self-education for use later in life, such as the use of libraries and references, group-discussions, mass media etc. It should also relate the process of learning with work-situations. Educational institutions will also have to be given facilities to continue contacts with their alumni all through their life, to advise them where necessary and to act as a point of reference for problems and information. From this follows the role of an educational institution in the community where it is located. In our opinion extension in a larger sense should be accepted as an essential function of Universities, Colleges and higher secondary institutions. Society and government should consider what kind of adjustment in structure and programme and what strengthening of resources would enable pre-adult education to develop as a starting rather than a terminal stage, as proposed here.

Education of adult men and women is the natural corollary to the concept of life-long integrated education. In the first place it should cease to be regarded as the responsibility solely of professional educationists. Primarily it is the concern of those who supervise, promote and finance all kinds of productive activities, or enrichment programmes. Eradication of mass illiteracy which is of paramount importance to our country, is thus as much a concern of education departments as of agricultural and industrial organisations. In-service training is of concern to offices, business-houses, banks, educational centres and the like. Political parties, parliamentary institutions and local government bodies have to become keenly

aware of the necessity of leadership training. It follows therefore that the meagre resources that are provided by Governments for adult education have to be increased manifold through departmental allocations and institutional finances. Again we consider the class-room technique to be generally inadequate for the education of adult men and women. Use of correspondence courses, group-discussions, the radio and audio-visual agencies, these and several other methods will have to be employed in coordination with each other. Recent experience has confirmed their effectiveness.

Perhaps today the most powerful element in the process of learning for youth and adults alike is the complex of informal agencies such as the film, the radio, the television, newspapers, and low cost publications.

It is doubtful if, apart from a few limited programmes of the radio and the television and the documentary films, any conscious use of these media for educational purposes has yet been attempted. At the same time a medium like the feature film is itself a pervasive, almost inescapable, environment, all the time communicating attitudes, fashions, values and bits of information. It is not always a wholesome environment. It often leads to a distortion of values both aesthetic and behavioural. Those who determine the programme content and approach of these media are, we are constrained to observe, often without the leisure or opportunity to be themselves educated. This has led some of them to hold the extreme position that they have no responsibility towards the education of the people. This is equally true in a smaller or lesser degree, of commercially organised media like the film, and government-controlled media like the radio. Moreover, even though there have been discussions and

isolated attempts to improve the contents of the media and to refine the presentation of the programmes with a broader educational objective, little attention has (until recently) been given to the organisation of the end use of these programmes. Without such end use the mere dissemination of programme has limited value. It is here that the tools for self-education, if acquired in the earlier phase of education, would come handy for getting the best out of the media as an environment.

Mass-media is only one portion of the environment. There are other institutions such as libraries, museums, study circles, clubs, readers advisory services, reference centres which need to be given the potential for making an educational impact. The responsibility for creating this environment of education rests upon a host of bodies such as professional associations and trade unions, owners of commercial and industrial bodies, municipal organisations and government departments. Emphasis on self-learning skills implies the initial foundation of intellectual curiosity, and self-learning tools, access to the facilities for self-learning and organised and motivated utilisation of the facilities thus available.

We do not expect any overnight transformation in educational policies and programmes. What we are pleading for is a serious consideration of the concept of Life-long Integrated Education and its implications not merely by educationists, but also by the leaders of society and the community in general. We cherish the hope that as result of such consideration, some people, regardless of their number, will be moved to organise action broadly in the directions we have indicated and that their examples would become the beginnings of a nation-wide movement.

ROUND TABLE ON LIFE-LONG INTEGRATED EDUCATION

WORKING PAPER

By J.C. Mathur, ICS

Introduction

ATTEMPTS to bring education nearer practical life and to widen its objectives so as to include the specific needs of society have often been made in the past. Generally those attempts have led to the inclusion in school and college/university education, of those contents the knowledge of which equips the young people better to discharge their responsibilities when they grow up, and, as adults, to perform roles either as professional men or as leaders of society.

Recently, the Education Commission set up by the Government of India proposed this closer link between education and life by emphasising that education in India should be "related to production; strengthen social and national integration, consolidate democracy as a form of government and help the country to adopt it as a way of life, hasten the process of modernization and strive to build character by cultivating social and spiritual values."

This like other similar attempts did not change the unanimously accepted idea that education is a preparatory phase in the life of the young people. Education continues to be deemed as a preliminary stage for life "proper." It is, as it were, a greenroom for the performers before they go on the stage.

Thus, life itself is divided into two stages, the "green-room" stage and the "performance stage."

"Life-long and Integrated

Education" is a principle that challenges this old basic concept of the division of life into two stages. It questions the assumption that education for the young people should be planned as a terminal process. It repudiates the belief that the state and society, while being responsible for planning education for the young, have little or far less responsibility with regard to the education of the adult, or are under no obligation to promote and plan an educational environment for citizens of various age groups. It refuses to look upon education as a collection of fragmentary, self-controlled bits of learning-situation.

The principle of life-long education has been given coherent expression in the last 8 to 10 years, in particular by UNESCO'S International Committee for the Advancement of Adult Education in 1965. It is true that often in the past some such ideas had been expressed. For example, over a 100 years ago, a British priest—F.W. Naylor—had in his book entitled "Continuous Education" observed as follows:

"Education belongs to the whole of life; and continuous education implies the prolonged use of those means of self-culture which are within the reach of each individual and which may be employed advantageously during almost every stage of our earthly progress."

Definition of Life-long and Integrated Education

But Unesco's Committee on Adult Education formulated in

December, 1965 formulated this statement in contemporary terms and giving new dimensions to the concept, proposed the term "Life-long, Integrated Education." This principle was defined as "*the animating principle of the whole process of education regarded as continuing throughout an individual's life from his earliest childhood to the end of his days, and therefore, calling for integrated organisation. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally, to cover all the various aspects of the life of individuals and societies.*"

It will be seen that this is truly a reconsideration of education as an evolutionary, developing process stretching from childhood to old days. It also emphasises the lateral functions and impact of education corresponding to the spectrum of the individual's personality in various social situations.

This declaration is distinct from the attempts made from time to time in recent years to improve the educational system. School and College education in the last 150 years or so; has undergone various changes and improvements. All these were designed to promote assimilation of knowledge to enable young people to express themselves effectively and to encourage them to cultivate the final emotional and spiritual values. Most experiments have been undertaken so that the young may be better equipped to cope successfully with the hazards and opportunities of the competitive existence of independent life as an adult.

In the last 150 years in the West and lately in India, education for the adults has also been developed, mainly as "remedial action," the object being to fill up the gaps that might have been left in the preparatory stage of life. Adult literacy, vocational courses for labour, evening classes for urban people and even young farmers' training, fall under this category of remedial action.

In both kinds of improvements whether in the formal education of schools and colleges or in organising adult education, the basic assumption has been that education is a terminal process. It is given and received during a specific period of time. A course is planned and completed within a given duration. For the youth the duration may vary any where from 5 to 12 years after which they are launched, as it were, into life. For the adult, it may be anything from weekly courses to 6 months or short periods interspersed over a duration of 2 years or so.

Moreover, these improvements and experiments have, in the past, generally tended to deepen and intensify the preparations for one or the other role in life. The learner or the pupil is given a wide chance. There is a variety of steams, arts, sciences, sociological disciplines etc., and a multiplicity of subjects. Having chosen a possible role, the learner is enabled to obtain the utmost of the contents, the information and the techniques required for the purpose of that role.

Both these features, namely, terminal process and the role-based process have been challenged by the principle of life-long integrated education.

Factors Necessitating the New Principle

What are the factors that have necessitated this reconsideration of the scope and process of education? The first is, what may well

be called, "*the explosion of knowledge*" during the last 3 decades. Those who seek to explain the enormity of the population explosion often point out to the geometrical progression in the increase of population since the beginning of 20th Century in contrast to the slow growth in the past 2000 years. This is true also of knowledge. It took many, many centuries before man could discover the use of the wheel. Several centuries passed before steam power could be known and harnessed. Thereafter to electricity and now to atomic power, the transition has been rapid. The atomic bomb, the computer, the exploration of space, the control of new natural resources, all these have brought-forth a mass of knowledge and information that seems to be ceaselessly expanding from day to day. It is true that the full potential of the human brain has yet to be exploited, its capacity to assimilate facts and to reproduce them may be infinitely more than presently imagined.

Even so, an obvious result of this explosion of knowledge is that whatever one has learnt at school or college gets dated. The terminal process of education seems not only inadequate but a drag because the stamp of having completed school or college education would seem to give today a false sense of confidence and security leading to a bewildering experience to the adult in the midst of the luxuriant and baffling growth of new facts and information.

This bewilderment is shared by adults and the young people alike. Both are subjected to the intense experience of a fast moving tempo of life. Both are being exposed to the myriad and blinding rays of new discoveries and intellectual feats. Both are living in an era of anxiety in which the wonders of today foretell an uncertain tomorrow. Indeed, there is a sense of equality between adults and children, for today more than

ever before adults are obliged to learn from children and adolescents as much as they are able to offer.

It is clear, therefore, that neither the transmission of encyclopaedic knowledge within the limited duration of formal education at schools and colleges, nor the provision of remedial education to the adults in order to fill up the gaps, would meet the present situation caused by the explosion of knowledge. Perhaps, formal education could in this situation be more meaningful if it could equip the young people to be, in the words of Sir George Pickering "versatile and adaptable." The odium that goes with the common saying "Jack of all trades, master of none" is wholly unjust for the learner in the modern world. The master of one trade who is an ignoramus in the rest, could survive and shine as a recluse in a static society. Today, in order to be the master of one trade, one has to have curiosity for many. Versatility, adaptability and curiosity are required among the adult and the young alike. These are qualities hard to grow within the terminal concept of education.

The second factor compelling reconsideration of education is the extension of *leisure* to an increasing number of people in the modern world. In the West, leisure is now at the door of the masses. Not yet so in countries like India. Labour saving devices have brought-forth the dangers of boredom in western society leading to various kinds of aberrations, addictions and crimes. Leisure there was, even in ancient times but for the aristocracy. Ancient societies like Greece and India, treated leisure and action as one integrated whole. Leisure-time activities in ancient India had to be cultivated by the aristocracy with the same earnestness and dedication as activity for one's living. That is how the cultivation of the 64 *kalaas* was enjoined

ed upon the citizen (naagarik) as a duty. It was the same with the Greeks. But in modern times a dichotomy has been allowed to grow between action and leisure, between hard work and rest. It is the sabbath spirit which inculcates among people a kind of escapism in adult life. In schools and colleges, extra curricular activities have been widely used in the West and inadequately so in India for keeping the young engaged outside the class-room. But the terminal nature of formal education has infected the organisation of these activities also to such an extent that in many cases their appeal seems to end the moment an adult gets established in the routine of his vacation. Thereafter, it is the escape of the sabbath or the stress of action. There is no link between the two. Here too, both continuity and integration would seem to be the pointers to the future shape of education for society as a whole.

Connected with this is the other factor in contemporary society, namely, a *longer-expectation of life* for the average man. It has been stated that in America, there is an addition of 1000 persons daily in the age group above 65. The number of over 65's is expected to reach 25 million in the United States by 1980. In India, the number of people retiring from Government services on completing the age of 55 and yet being fit enough to seek more jobs is ever on the increase. The average expectation of life has gone up from 23 years in the thirties to nearly 50 years in the sixties. But as Arthur Crabtree has said in his essay on education—"The Key to Successful Ageing," we may retire from work but we do not retire from citizenship.

The ageing person today seeks on his retirement, more work, more wage-earning opportunities in order to keep going, he does not seek the opportunity to function more actively as a citizen and to seek creative ex-

pression as an individual. This is because of the terminal philosophy of education that has dominated our life. The old adage in India that "an aged parrot cannot learn" overlooks the fact that the capacity to learn is not merely a question of brain-cells, but also a question of the liveliness of curiosity and desire. If this desire could be built and sustained, the adult would gain more from the humanities and the sciences. So many of us have shared the feeling of Sir Richard Livingstone contained in these lines "now that I have seen something of the world and human-beings, I realize, what education can do for me and the real value and significance of many subjects which I studied years ago with little aptitude and less understanding under the compulsion of a teacher. If I could only go back and have again the chances which I wasted simply because I was not old enough to use them."

The abundance of leisure and the emptiness of retirement provide an excellent soil for a cross-fertilisation of theory and experience.

The *break-down of traditions* at much faster pace than has ever happened in periods of transition of human society in the past, is another factor which calls for a reconsideration of the concept of education. In the past, the disappearance of old traditions was gradual and their place was taken up by new values and thus stabilisation was possible. Today, one of the serious crises of transitional societies like those in South Asia is that this stabilisation is becoming increasingly difficult.

Disharmony has been more frequent because the older generation has neither the aptitude and means for making adjustments in their traditional outlook, nor the authority to impose their own outlook upon the new generation. The young-

er people live in the new environment, the flux in which has yet to gather moorings. The value to which their elders refer have not been adjusted to the new environment. The result is want of communication between the two generations. In education stretching from childhood to the end of one's life, the dynamism of changing values and the worthwhileness of traditions could both be incorporated. In particular, life-long education would provide to the adults opportunity to understand the mind of the new generation and to communicate with the young not with hostility, but with tolerance and curiosity.

Another dilemma of our transitional society is that an educational system meant for the elite and developed over the years is being imparted to the *multitudes who have been crowding schools and colleges* since the coming of independence. Elite education was designed for a stable, hierarchical society in which a few not only managed things for the many, but took decisions for them. This minority which belong to the middle classes, particularly those in the urban areas, had a certain background consisting of intellectual and cultural experiences which the new multitudes do not possess. In the past, continuity between the young and old was maintained because both came from the same intellectual and cultural background and thus even with a terminal philosophy of education, the intelligentsia represented more or less a homogeneous group. Today the composition of intelligentsia is greatly changed, a phenomenon to which attention has been drawn in the Education Commission's Report also.

This want of cohesion in the composition of the intelligentsia is heightened by the *acceptance of parliamentary* democracy in countries like India and by the assertion of personal freedom, the concepts of equal rights and

equal opportunities. While in today's political and social situations, we promote and uphold greater participation in decision-making by the common man, we do not find an echo of this voice in the situation in the school. Prof. Bohdan Suchodolski has criticised this divided approach in education. He has referred to out-of-school activities, that have been organised in western societies for youth and has pointed out to the fact that in these out-of-school activities the organisation is not authoritarian as in the school activities. According to him, this prevented the out-of-school education to be an appropriate complement to school education. In India, however, there is a near-absence of such out-of-school activities and so the link between the authoritarian pattern of institutions and the egalitarian environment of political life in a democracy is absent. While it would be impracticable to reorganise the administration of schools and colleges on the democratic principles of the outside society, it may be necessary to organise out-of-school activities in a manner that these may act as a link between the school environment and political and social institutions. In their turn, out-of-school activities would have an impact upon the school programmes and greater opportunity would arise for the cultivation of an internal discipline among the young people who would feel less curbed and therefore less rebellious.

A number of institutions, agencies and situations have arisen in modern society which impose upon various people in such situations to function as educators. In the past, it was the professional teacher, the priest the *pandit* and the *moulvi*, who were accepted as teachers. Today, even doctors, Agricultural Extension Workers, foremen, executives in business firms, trade union officials, social welfare workers and a host of other people have to be constantly

aware of the educational process. In other words, *between practical and educational work, there has to be today, a greater link* and far more of continuity than ever in the past. Already this is manifested in a number of programmes of in-service training for people in various responsibilities. Not only, have such in-service training programmes to be expanded, it is also necessary for practical values to be incorporated in the structure of formal education. This situation requires the educator to understand the sociology of practical life and to impart to pupils not only the heritage of learning and culture, but also the skills of handling problems.

The dominant challenge of modern life is the *growth of specialised skills and technocracy*. In decision-making, the background of the specialist has to be combined with the skill of co-ordinating and general direction. Therefore, institutional education has to be followed by opportunities for learning the art of making compromises and adjustments, of organising manpower, of accounting for human deficiencies and psychological reactions. All this means a kind of enrichment education as a continuing experience for technocrats and specialists. If society is to be spared the perils of dehumanised leadership, its technocrats must be exposed intensively and periodically to liberal education. It is thus that the university has to stretch its arms beyond the limitations of youth education.

A deeper challenge to modern society is the *gradual disappearance of religion as a pervasive and continuous educational influence* over human personality. Human beings got so used to the existence of religion that they were not conscious of its educational continuity and influence over their lives. But under the pressure of rationalism of the 19th century and the devastations of the 20th century wars, the

popular aspects of religion ranging from miracles to solace for the suffering are losing its appeal. With that the power of the church in the West and of the sacred text in the Orient, to enrich the minds and emotions of people is also on the decline. It is necessary for education to try and move into the vacuum, and like religion education will have to be a pervasive influence stretching from childhood to old age.

Steps to be Taken: Changes in Formal Education

These then are the compelling factors behind the reconsideration of the principles of education and its re-statement, in the form of "life-long and integrated education." Few would dispute these realities. Few would deny the need for looking upon education as a totality. But the more important thing is to spell out the changes that are necessary in formal education and the facilities that have to be provided for education beyond that given in schools and colleges.

First of all it would seem necessary that education imparted in schools and colleges has to be made sufficiently attractive so that the young people may feel like returning to it when they grow old. *Education in schools and colleges should create an aptitude and sustain the desire for learning*. The environment of schools and colleges have to be such as to be more than nostalgic to the alumni. If the initiative and curiosity for learning were stilled, then undoubtedly, the adult would feel like an old parrot unwilling to learn. But if creativity is appropriately cultivated at schools and colleges, then the urge for expression and self-learning would not cease.

Secondly, it is now widely recognised that the *period of formal education should be long enough to make it possible for young people to cultivate versatility and adaptability*. The

tendency to specialise at an early age inhibits creativity in human personality. It limits interests and in particular stands in the adult's way of making a creative use of his leisure.

Thirdly, work-experience has to be part of formal education. It is more meaningful when it is related to work. It would lay the seeds of continuity of the educational process. It would bring the school much more in the contemporary setting. It would bridge the artificial gulf between men of thought and men of action.

Fourthly, communication between the school and the community has to be fostered. This another communication may take the form of extension departments in universities, correspondence courses, college-based farmers' training, and special courses for the alumni.

Rural and traditional society in various parts of India is undergoing a distressing experience because institutions of formal education, namely schools and colleges, provide a cultural and social environment drastically different from that in the community and the family. The blunt answer that the traditional ways—family festivals, seasonal festivals, folk songs and dances, folk customs at social and religious occasions decorations in the home dancing etc.—will have to disappear in the process of modernisation, is in fact an escapist answer. It provides no solution to the distressing tension among young people and adults who have to live between two environments. Therefore, one innovation necessary in formal education in transitional societies is to introduce in the academic programmes of schools and colleges, some of those elements of traditional and folk life which can enrich school activities give colour and verve to it, without becoming a drag. Local festivities could be observed in the schools, songs sung in

the homes could provide for the boys and girls, the decorations on the ground done at festive-time by girls in their homes could well be done in the verandas of the school buildings. Some of the folk dances which are so common in rural and tribal life might well be adopted as part of the cultural and physical activities of schools. Such a step would have an additional advantage of involving the adult in the school environment. It would provide a link between the adult and the child, it would iron-out tensions and promote better understanding. This would appear to be a social imperative arising from the acceptance of the concept of the life-long integrated education.

And finally, institutions have to take into account the existence of number of media and influence in present-day society such as the film, the radio, the T.V., the mass newspaper, the paperbacks, the popular magazines etc. which are a formative milieu. These are pervasive influences for the adult and the child alike. But the education that is imparted in schools and colleges does not equip them to use these media to the best advantage. Reference here is not to the use of the documentary, the radio and the television for lessons in schools and colleges. That is important. But it is even more important to equip the student with the capacity and desire to understand and discriminate the expressions of these media. At present, much of what is conveyed by these media, is associated by the average citizen with escapism from boredom, with a superficial kind of entertainment, with a lullation of the senses. This is because the schools and colleges almost completely ignore the existence of these media. The fine points of films, and radio programmes are not a concern of educational institutions. It is hardly realised that the message conveyed through lectures and lessons can be easily obliterated by a single shallow type of film.

Therefore, it is important that formal education should embrace in its programmes these communication media and thus enable their alumni to enjoy in their leisure these media to discriminate the fine from the crude, and to create a wholesome impact upon the producers of programmes.

Greater Attention to Adult Education

Apart from these changes in the system of formal education, the concept of life-long education implies a greater and immediate attention to adult education. In this respect, developing societies like those in India have to learn from the mistakes committed in the early American democracy when adult education was ignored and a big gulf appeared between the leaders and the led. Adult Education should imply a quick provision for *mass literacy*. But even more it calls for extreme care that a mass literacy movement does not become terminal like school and college education. What is called follow-up in mass literacy and adult education schemes is generally treated with scant respect and is starved of funds. In fact, no system of adult education will succeed and leave permanent results unless continuity is ensured.

Along with mass literacy, functional literacy and *vocational education, particularly, for farmers and workers*, are a matter of great urgency for developing societies. The more advanced societies of the West can afford occasional inefficiency at various levels of production activity. But the challenge to the developing societies is more immediate and they are under pressure to improve living standards, to achieve prosperity and production targets which the West took several decades to attain. Therefore, for these societies, professional efficiency is a 'must'. Most of the continuing education for the profes-

sional people will be either on-the-job training or in the form of orientation courses.

Apart from making professional people up-to-date in their specific disciplines, training will also extend to various aspects of personnel control, leadership, administration etc., since a specialist can no longer remain in the Ivory Tower of his field of specialisation regardless of the human problems that impede progress.

However, the dangers of organising adult education only profession-wise cannot be overlooked. Profession-wise adult education is undoubtedly of practical value to men of action and attracts them to these programmes. But care has to be taken to use these training courses for imparting to the professional people an integrated education besides a continuing education. The horizontal development of life-long education is an important aspect of this concept. The professional man has to be approached as an individual who earns his living through his vocation, has certain responsibilities as the head of his family, has his own psychological problems, his own striving towards an inner life. He has also to respond to beauty, to admire the colours and rhythm of life.

Therefore, while the rallying point for adult education may have to be the professions, its scope will have to include *education for family life, education for personal enrichment, education for parents and teachers.* How far it is practicable to retain the standard of professional education and at the same time to create an impact upon the other facets of the adult personality is one of the tasks of life-long, integrated education. The present trend in the West has been to have separate courses for parents, for professional men, for persons inclined towards the fine arts and other

cultural matters. The result is that specialisation of one kind or the other, dominates adult education too. Of course, it means more efficient adult education in a sense. Whether it is possible to plan *composite adult education around the individual*, to give him an opportunity to be creative and expressive in the multiple manifestations of his personality, needs to be considered.

This integrated form of adult education would have been easier if in the schools and colleges also this integrated approach to human personality were emphasised. For want of that, adult education approaches the individual in that aspect of his personality where he looks for immediate advantage for himself.

Education for parents is of a special significance in a developing society, where the family has not yet completely broken-down and is not merely confined to the father and mother. Robert J. Blakely has identified two kinds of learning which influence the human-being: one, hereditary-cultural learning and the other, adaptive-cultural learning. The family has been concerned with the hereditary-cultural learning. According to Blakely, until recently, hereditary-cultural learning has been orientated towards the past on the assumption that the future would be recognisably similar to the past. However, with the rapid change in technology and inventions and discoveries, the future has become more and more uncertain, unpredictable and unlike the past. These developments are reflected in adaptive-cultural learning which a human-being receives outside the family environments. If parents could be exposed to this kind of adaptive-cultural learning, they could succeed in changing the trend in the family and make it more future-oriented. Thus young people will not be subjected to the sharp contradiction between the past-oriented hereditary-cultural and the future-

oriented adaptive-cultural learning.

There is another category of persons in the family who particularly in the West, are in need of adult education. They are the *ageing couples*. In India, the joint family system ensures that the ageing couple would have a continuity of environment, attention and interest. But this position is gradually changing. In the west, with the increase longevity, old couples have to live by themselves over much longer periods than they did as young couples. In other words, they have to learn to adjust themselves even to each-other, because as young couples, their children provide common interest. Thus a problem which faces the West is to teach old couples how to live in each other's company.

Mass Media as an Educational Environment

We have discussed two tasks that would follow from the acceptance of the concept of life-long integrated education, namely, changes in formal education at schools and colleges and secondly, emphasis upon the organisation of education for the adults. A third consequence follows and that is the involvement in this concept of those who control and operate the media of communications. The film, the radio, the television, the mass newspapers etc., are an abiding and continuing environment for individuals in modern society. Hitherto, their only contribution has been mainly to formal education or to publicity. In formal education at schools and colleges, they are beginning to be used as audio-visual aids. For publicity items documentary films and programmes are now an accepted medium. But neither of these two uses have touched the principal environment that these media constitute as sources of entertainment and cultural influence. It is doubtful if producers

of feature films in India, for example, realise the implication of the hold they have on the minds and emotions of millions of film-viewers. It is also true that most film-producers take their decision with regard to their undertakings mainly in the light of the commercial advantages of the appeal which their films may make. Film-producers are not equipped to take any other view, to consider, for example, the impact on human personality of the emotional tension which situations in a film may create to the social attitudes and reactions and which the film may foster, to the sense of beauty and refinement which a film is capable of developing.

Why is it that film producers and others have not given thought to these aspects? Is it not because those who control films, television and radio and even the paper-backs, themselves need to be exposed constantly to some kind of education; to be made aware of certain human aspect of their technology? They need to understand the cultural and anthropological issues of the society which provide them audiences. In a larger sense, this could shape the genuine educational role of the media, a role far more significant than that of being used as minor tools in formal education i.e. as audio-visual aids or documentaries.

Education of Opinion-Makers

The powerful educational environment which the media constitute, is matched only by the role of the opinion-makers in a transitional society. The category would include parliamentarians as well as office-bearers of various kinds of institutions and organisations which represent diverse interests in a modern society such as trade unions, cooperatives, religious groups, local development organisations etc. For the performance

of their own functions and tasks, these people have to communicate with various sections of society. They have, therefore, to be themselves better informed and balanced human-beings and for this reason, have to be provided the opportunity for self-education almost continuously. For Parliamentarians in a new democracy like India, the need is even greater. In the days of the national struggle for freedom, the leadership had arisen from the educated middle class, initially the upper middle class who had the advantage of high education, cultural attainments and inbred sense of responsibility. With the coming of democracy, recruitment into the ranks of leadership has expanded suddenly. But the facilities for the education of the new leaders have practically been non-existent. Here too, any idea of terminal education, that is to say, a school for politicians prior to their joining political activities would be wholly unrealistic. We have to think of ways and means of providing continuous opportunity for self-education to politicians at all levels. And it is important to see that this education does not, like the usual trade union education, become a limited course in imparting the skills of handling political situations. This too, has to be an integrated education, having its lateral extensions into enriching experiences through an understanding of history, philosophy and the liberal arts. Political leadership must be well-informed and equipped to be versatile and adaptive.

The fact is that education for

leadership in ancient societies particularly India, had always been conceived as an all-round education. One should not be a *rajapurush* according to Damodar Gupta, an 8th century minister of a Kashmiri King, "unless he had cultivated a discriminating sense in the fine arts, was an accomplished sportsman, did not turn his back in the battlefield, was able to conduct a lively conversation over a wide range of subjects and knew the workings of the human mind." In a static society of those days, such accomplishments could only be confined to the aristocracy who constituted the limited leadership. In present day democracy, and the dynamic modern society, decision-making is being shared by a growingly large number of people. Indeed, the average citizen is an active participant in the progress of society. Therefore, the integrated and creative expression of his personality would seem to be an imperative. Never before in human history, the potential for creative expression and for self-discovery for an individual was so great. But the means for this kind of self-education have to be made available from childhood to old age through inter-related processes. For this reason in the words of Sir George Pickering, "education should be a process which begins at birth and continues to the brink of the grave; it should not cease when a youth leaves school or the university. Perhaps, the most important function of education, forgotten by pedants, is to develop the desire and the capacity to learn; formal education should be a preparation for self-education throughout life."

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EDUCATION PERMANENTE OR LIFE-LONG EDUCATION*

By P.D. Shukla,

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I am conscious of the honour done by the Indian Adult Education Association in inviting me to be associated with the present Round Table convened by it. By pondering over the implications of the concept of "Education Permanente" or "Life-Long Integrated Education" one concludes that it is a revolutionary approach to modern education and has very crucial and far-reaching implications.

2. The UNESCO's Committee on Adult Education, which in December, 1965, formulated a statement in contemporary terms, gave new dimensions to educational activities and proposed the term "Life-Long Integrated Education." The basic principle was defined as "the animating principle of the whole process of education regarded as continuing throughout an individual's life from his earliest childhood to the end of his days and, therefore, calling for integrated organization. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally, to cover all the various aspects of the life of individuals and societies."

3. It is important to realize that "Education Permanente or Life-Long Education" does not refer to any specific area of education or to adult education alone. Dr. J.R. Kidd in his 1966 lecture, at the University of Saskatchewan, defined "Education Permanente" in the following words:

* Director's Address at the Round Table on Life-Long Integrated Education held in New Delhi on February 25, 26 & 27, 1968.

"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; more 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 moorings 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."

4. Previous Thinking on the Subject

I think the concept of life-long education is not quite new. In a way, it has been emphasised by thinkers, philosophers and scholars in India since ancient times and has been expressed by educationists and others in other parts of the world for more than 100 years.

In the eyes of some of these persons, 'education' should be considered to be a life-long process. To quote only a few;

(a) अहरहः स्वाध्यायमधीयीत ।
That is, "Study every day." This has been emphasized in शतपथ ब्राह्मण (Shatpath Brahman)—a book in Sanskrit published about 1000 B.C.

(b) भरद्वाजो हि त्रिभिरायुर्भिरब्रह्मचर्यं
मुवास । तं ह इन्द्र उपत्रज्योवाचयते

चतुर्थ-मायुर्दधां किमेतेन कुर्या इति ।
ब्रह्मचर्यं मेवैतेन चरेयमिति हो वाच ।
(तैत्तिरीय ब्राह्मण—१००० B.C.)

Bharadvaja spent 75 years of his life in pursuit of knowledge. Indra then asked: "If you live for another 25 years, what would you like to do?" Bharadvaja replied: "I will engage myself in pursuit of knowledge."

(c) A book entitled : पारस्कर-गृहसूत्र (Paraskar Grhasutra) related to Yajurveda states: यावज्जीवत् । वदवीथी त That is, one should learn as long as one lives.

(d) In the well-known work मनुस्मृति (Manusmriti), the same idea has been expressed in the following words: स्वाध्याये चैव युक्तः स्यान्नित्यमात्महितेषु च । That is, he only knows his good, who is busy in studies for the whole life.

(e) As indicated in the Working Paper, about 100 years back, a British priest, Shri F.W. Naylor, had in his book entitled "Continuous Education" observed as follows:

"Education belongs to the whole of life; and continuous education implies the prolonged use of those means of self-culture which are within the reach of each individual and which may be employed advantageously during almost every stage of earthly progress."

(f) In 1919, in a letter attached to the final report of the Adult Education Committee of the Ministry of Reconstruction in Great Britain, 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."

(g) In his book entitled "Liberal Education in our Modern World" published in 1932, Shri R.C. Wallace 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.

(h) In 1934, Shri Robert Peers, Professor of Adult Education at the University of Nottingham, wrote:

"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."

(i) In an article entitled "Why Universities?" in a recent issue of "The Observer," (U.K.) dated 14th January, 1968, Shri John Davey has stated that:

"The present system of turning out graduates in English literature and Chemical Engineering, for example, in the same time and same place is basically ludicrous. It assumes that three years' work of the one is somehow equivalent to three years' work of the other.It also encourages the treatment of vocational training as a once-for-all package deal, instead of as a process which should continue, at intervals and at different levels, throughout life." (Italics is mine).

Undoubtedly, similar expression of opinion would have been made by scholars and thinkers in the literature available in Greek, Latin, Arabic, Persian, Japanese, French, Indian and other languages as well.

The Present Practices

5. In spite of the above thinking and expression of opinion, until recent times, life has generally been divided into two distinct and unequal parts. The earlier, i.e. ब्रह्मचर्य (Brahmacharya) in the Gurukula system and Childhood and Youth in others were treated to have been reserved for education considered necessary by society to ensure that the individual was equipped to function effectively in it. During the rest of his life, when he was in the world of work, the individual was expected to utilise the knowledge gained by him earlier.

6. Most people in education perceive education as a preparation for life. That is, it is to prepare young people, set them off on the path of life, provide them with facts of knowledge and truths and train their intellect and habits for the life's journey. These are notable sentiments as far as they go, but they paint an incorrect or at least a partial picture.

Aims of Education

7. A lot has been written on the aims and objects of education, and in particular it means development of the "whole man." Shri R.S. Peters in the book "The Concept of Education" edited by him in 1967 says "...Could a man be educated whose knowledge and understanding is confined to one sphere—mathematics, for instance? There is a strong inclination to deny that we could call a man 'educated' who had only developed his awareness and understanding in such a limited way; for, our notion of an educated man suggests a more all round type of development."

8. John Dewey (1895-1952) in his famous book "Democracy and Education" while elaborating his concept regarding aims of education stated:

"...When it is said that education is development, everything depends upon how development is conceived. Our net conclusion is that life is development, and that developing, growing is life. Translated into its educational equivalents, this means (i) that the educational process has no end beyond itself; it is its own end; and (ii) the educational process is one of continual reorganizing, reconstructing, transforming."

Factors Necessitating Educational Changes

9. A number of very major developments have necessitated a change in our traditional approach to the scope and purpose of education as well as the educational practices. Some of these developments are as under:

(i) *Growth of modern science*: This has introduced in our lives the use of gadgets requiring continuous acquisition of more information and knowledge about them, their upkeep and simple repairs. Modern science has also contributed in a big way to the development of greater reasoning and rational approach to issues. This cannot be done without more study, consultation, discussion and thinking on a continuous basis.

(ii) *Explosion of knowledge*: The ever-rising flood of new knowledge brings in new concepts, so that whatever one has learnt in school and college in one's childhood and youth gets outdated and needs to be replenished.

(iii) *Advance in technological and specialized skills*: These have brought in new techniques of production and management and have created new jobs; and what

is most important, these have changed the nature of old jobs necessitating continuous need for training and retraining. It is due to these advances that there is an increasing realization to organize refresher and re-orientation courses in all professions, including even Administration, which was considered to become, after some experience, routinised and simple.

(iv) *Use of leisure:* As a result of scientific developments in industry and agriculture, the quantum of available leisure is increasing. In the West, it has already become accessible to the masses, but not so yet in the developing countries like India. To pass the leisure well, one has to interest oneself in hobbies or some other creative and satisfying activities. For all these, one has to read necessary literature and utilise other modes of acquiring knowledge and information. The larger expectation of life has further contributed to magnify the issues involved in the proper use of leisure.

(v) *Breakdown of traditions and customs:* These are today breaking so fast that the transitional period in the various countries is very small. As a consequence, the old values are disappearing without giving time for the stabilization of the new ones. The result of this is a lack of understanding and clash between the outlooks of the old and the young generations; and this sometimes gives rise to expression of dissatisfaction, distrust and anger and even leads to strikes and destruction of property by the newer generation—a phenomenon observed in several parts of the world. One possible solution to avoid the situation is for the elders to make necessary adjustments in their traditional outlooks, and for the educational system to provide the means for it.

(vi) *Acceptance of parliamentary democracy and democratisation of cultural life:* These

have involved the common man in the deliberative and decision making processes as well as the cultured life. This participation would become more fruitful and happier only if we continue to educate ourselves on a life-long basis and make up for the deficiencies of the traditional type of schooling which was imparted to us in our childhood and youth. These developments have also placed greater social and civic responsibilities on the adult citizen; and he can discharge these well only through continuous effort at self-education and self-discipline.

(vii) *Movement of population:* There is a large-scale movement of population all over the world from rural to urban areas, from region to region, and even from country to country. In all such cases, the social, emotional and economic adjustment will be easier if the newly moved citizens come to the new environments with an attitude to learn new ways of living and take advantage of the new courses for training and education which may be organized for them. This has, for example, happened in a significant way with respect to immigrant population in Australia.

(viii) *Changing social, economic and political situations:* Such situations in the modern world are changing so fast that all grown-up men and women will find the life happier and more successful if they also go on acquiring new knowledge and using it to face the new situations which are created before them in the social, economic, political and other phases of their life.

(ix) *Speed of change:* This has an impact of its own. As we know, the Stone Age lasted 5,00,000 years, the Bronze Age 50,000 years, the Iron Age 5,000 years and the Industrial Age 500 years. The Atomic Age is already 50 and the Space Age 5 years old. The change in the rate at which we move from idea to application is almost

instantaneous. Photography took 112 years from the idea and the first invention to its application. The telephone took 56 years; Radio 35 years; Radar 15; Television 12; Transistor 5; and Laser rays only 10 months from invention to application.

10. A child of 8 today will be 40 years old in the year 2000. What will be the level of knowledge and the pattern of life in the year 2000 is difficult to anticipate. With the present rate of development, it is bound to be very much different from today. Then how will a child of 8 today adjust his life of 30, 40 or 50 years which he will still have to live after the year 2000 unless he had learnt to learn more and do so continuously every day, every week and every month?

11. In view of the above considerations, one can easily conclude that even the best of education will now become out-of-date very soon. The value of any system of education will lie not how much young people have learnt in that system by the time they are mature, but how effectively they use learning as a function during their mature years.

Discussion

12. In modern times, adult educationists all over the world have known, by experience and experiment, that adults *could* learn and that certain subjects could be studied with value and profit *only by adults*, and they have fully realised that education must be seen as a life-long process. However, when they are speaking of 'continuing or life-long education' they appear to speak and think of "adult education" generally. By and large, they do not seem to think in terms of the concept of a planned and integrated educational system, stretching from nursery schools to elementary, secondary, university and adult education.

13. Take education in the limited sense—a sense in which alone the common man often understands it namely classroom instruction. We attend the class, cover a syllabus and pass an examination. We think we have 'completed' a course of education. This attitude is inappropriate. For, there is a danger in completing a course of education. It is the danger which grows as we complete high school, complete college, or complete post-graduate work. It is the danger of thinking that in completing a step of our education, our education has been completed. That has never been true. Today it is farther from the truth than ever before.

14. If there has been a reluctance to admit that formal education of the young represents only the preparatory stages of an education which must continue through all the years of life, the explosion of knowledge and the demands for more highly trained and educated cadres for a society, which has been revolutionized by the march of scientific and technological developments, have today created a situation in which any attempt to cram all the education required into the formal schooling provided in the childhood and the youth, becomes less and less tenable. Efforts to do so simply increase further and further the period of schooling in a manner which seems to create a new social problem in all countries—developing and developed. In the developing countries all over the world, desperate efforts are being made to introduce 5 to 6 years of compulsory elementary education for all the school-age children; and in other countries, the emphasis today is to raise the present 9 to 10 years of compulsory schooling to 15 or 16 or even 18 years. Further, a new situation is arising in which it is growing harder and harder to limit education to the formal pre-adult structure of schools and universities in which it used to be carried on. It is no longer

possible to conceive of education once for all.

15. The above developments create a big strain on the available finance for education, which are limited even in the most affluent societies today. Sociological and other studies have also suggested that the restlessness amounting to revolt of many young persons of roughly the age-group 16-20 can be traced to: (i) the extent to which they increasingly feel isolated from life by the protracted and extended nature of their formal schooling; and (ii) the vague dissatisfaction they feel with an education which appears to them too strongly biased towards passing an information about the past: Rather than confront questions the answers to which are already known, they want to make discoveries, receive education in the richer outside world, and participate.

Change in Education

16. Before any reconstruction of the traditional educational systems can be undertaken, the educationists, the policy-makers, the financial authorities and the community in general have all to realize that education as a whole should be reconsidered to be an evolutionary and developing process which touches us from childhood to old age. It has also to be emphasized that if the idea of education as both life-long and comprehensive is to gain full acceptance, it is not enough just to state the principle clearly, but to ensure that education, other than the traditional one of school and university, of such a quality that its value is unquestionable and its usefulness fully appreciated. Its contribution and efficiency has to be of such an order as to be recognised by those responsible for school and university education, and, in general, the public authorities concerned, as imparting a place in the planning of education.

17. Life-long education was

vital for both developed and developing countries. The industrially developed and richer States could possibly afford the inefficiencies of the existing educational system more easily than the still developing and economically poorer countries. Once conviction of the need for the introduction of an educational system based upon the principle of life-long education was recognised, developed countries had the resources to introduce the new system rapidly and effectively. As for the developing countries, many of them had the advantage of starting their educational structure almost from a scratch. If they spent their limited resources on copying the present educational system of industrially advanced countries, they might not only be wasting their scarce resources, but might be starting with an educational system, which was already outdated. They could re-think the whole of education afresh in terms of their own needs and could create new educational models for the world of tomorrow.

18. As for India, although it belongs to what are called 'developing countries,' it already has an established educational system whose roots are in the ancient past. In accordance with the requirements of the present concept of new life-long education, it will have to make major modifications in the existing system. To my mind, the most important change will be to create among the pupils (and the teachers) an aptitude the sustained desire for learning. According to this, education would not be considered to end with school or college, but would be indefinite and unending in character. This would mean a complete reconstruction of our curricula and text-books. This would necessitate a major change in the method of teaching and, therefore, a complete overhauling of the teachers' attitude and teacher training programmes. This would also mean the introduction of

work-experience and other co-curricular activities in a very big way in all the educational institutions. This would also imply a major reform in our examination techniques in which as much weightage will have to be given to what the pupil has learnt as on the extent up to which he has developed interest in learning.

19. This would mean a different recruitment policy for public services for both the government and the private activities. People being recruited with minimum essential schooling at a younger age and made to work and learn throughout their service period on alternative or continuous basis, and the concerned departments establishing their own training and re-training institutions.

20. This would also mean a good part of public and private resources intended for educational purposes to be spent on the production of various types of literature, their distribution and sale, and the provision of different kinds of mass education media. This would, in other words, mean the real emergence of education as an industry.

21. Continuing education is already becoming a competitive necessity. Several years back, Shri Fritz Machlup at Princeton University defined 'Education' as a new industry. He attempted to trace the relationship of education and the development of mind to the use of mind in industry. According to him, in 1963 the knowledge industry—education, research, publishing, broadcasting, theatre, the communications industry, the information machines, and the professionally governed information accounted for nearly one-third of the gross national product in the United States of America.

22. The new emphasis on education would mean the establishment of a national system of public libraries to be, in a way, even more important

than the establishment of schools and colleges; and the concept of public libraries will also have to change, so that they would become as much responsible to teach knowledge to the people as the people to get the same from the libraries. The public libraries will also have to become responsible for organizing discussion groups, film shows, debates, radio and television programmes, social and cultural activities, and even reorientation and refresher courses in order to function as sources of information, knowledge and training and generating interest to take advantage of them. The Delhi Public Library, established in Delhi with Unesco's assistance, has been doing this kind of work on a small scale.

23. In so far as adult education is concerned, its scope and function will have to be widened very significantly. The programmes of adult education will have to provide for : (i) literacy, (ii) functional literacy, (iii) informal education, (iv) educational extension, (v) correspondence courses, (vi) evening and morning courses, (vii) Sandwich courses, (viii) short courses, (ix) refresher courses, and (x) re-orientation courses.

24. Acceptance of education as a life-long process, and implementing it as such will have many advantages apart from its being a solution for the modern situation in most parts of the world. In the first instance, it will make life happier and fuller; and it will contribute to increase production and national wealth. Since a large number of the participants in the new classroom would be grown-up persons studying for a definite purpose and to meet a need already felt by them, there will be no occasion for the present type of disturbances and strikes by the youth exhibiting indiscipline and taking recourse to destruction mainly because education appears to them to be purposeless resulting in frustra-

tion in their minds. The acceptance of this approach to education may also reduce expenditure of the parents and the State. For the parents, it would not be necessary to continue the same pattern of formal schooling to colleges and universities in every case; and the grown-ups and employed persons who would join such courses to meet their own requirements, would themselves pay for their education. It will also contribute, without doubt, to greater utilisation of the educational buildings and increase their use-coefficient, for the same buildings would then be utilised for a large variety of extension, reorientation, retraining and other courses which may have to be organized for those who have already entered the world of work and are in need of such courses. Further, employers in industry, trade, commerce etc., would all have to organize their own training and educational programmes and pay for the same. These practices may reduce the educational expenditure required to be met by the State today.

25. In so far as India is concerned, the progressive educational thinking has already realized to some extent that education is a life-long process. To meet the increasing needs of the country, measures have been initiated to widen the scope of educational processes and undertake education of the adults in various ways. Schemes for adult education and functional literacy have been launched, and correspondence courses, evening and morning colleges, and sandwich and other types of training and reorientation courses have been organised. The programmes of literacy and social education have been a living activity for more than 20 years now. Correspondence courses for the first university degree were started in Delhi University about 5 years back on an experimental basis. Since these courses have established their usefulness and have become

popular, they will be organized now in a few other universities. Correspondence courses for training of teachers have also been organised in the Central Institute of Education at Delhi as well as in the Regional Colleges of Education at Ajmer, Bhubaneshwar, Bhopal and Mysore. A new scheme for providing secondary education through correspondence has also been launched this year with the establishment of a *Patrachar Vidyalaya* in Delhi; and the Central Board of Secondary Education will examine these students and issue certificates to them. Under the Apprenticeship Act and otherwise, various kinds of practical courses, refresher courses, summer institutes and other means of giving informal education have also been taken in hand.

26. It may, however, be stated that from the point of view of those who maintain that

only an education based upon life-long learning can meet the needs of modern society, the tendency of the formal education system to turn out an unduly high proportion of their pupils with indifference to education must be a matter of concern. It is a kind of universal observation that those who have been most successful in schools and who have enjoyed the most extended education during their youth are also those who will recognize the need for further education in later years and actually acquire it.

27. If education succeeds in its object, it will mean that the educated man's curiosity to know more will never be satisfied and he will continually be making efforts to learn more and more and thus improve himself for the work he does—whether it be the work relating to his profession, his side interests, his hobbies or leisure activities. This would

mean, in a way, the fulfilment of the objectives of Unesco's "Life-Long Education" as well. Unesco's emphasis on life long integrated education, I would say, is thus an indicator to world to remove the deficiencies of the on-going educational systems and ensure that they fully succeed in developing the "whole man."

Conclusions

28. The Round-Table may consider the implications of the new concept of 'Education Permanente' now initiated by Unesco and may make a detailed study of its general implications, and specially in the context of India. I would consider it to have succeeded in its objective if it could draw attention of the educational thinkers, leaders of public opinion, and policy makers towards the consideration of this matter seriously. If that can happen, appropriate implementation of the ideas will automatically follow in due course.

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Implications of Life-long Education*

By Sohan Singh

WITH characteristic clarity and force Mr. Mathur has explained in his Working Paper what the concept of life-long education is and why is it that modern societies must adopt this concept as the basis of their educational policy. Today we have to notice some of the implications of this concept. I will take the implications in their three-fold aspect: implications with regard to educational policy, with regard to educational methodology and with regard to educational organisation.

Before I explain the implications I would like to recapitulate what seems to me to be the salient idea put forth by Mr. Mathur. The growing pace of pure and applied research in all the sciences and arts is bringing up new knowledge so fast, and this new knowledge is changing men's modes of living so fast, that an individual in a modern industrialising society has to constantly renew himself educationally if he is not to find himself relegated to the position of a vestigial organ of the society. All this means tightening up of the triangle of Research, Education and Work. All our conclusions follow from this need to tighten up the triangle. The tightening up means that Research has to flow without a time-lag to places of work directly and through the educational institutions, that education has to serve research and work purposefully, and that work has to feed research with its problems and enrich curricula of educational institutions. Education will thus function in the context of close covalent bonds between itself and research on the one hand and itself and work on the other.

Our first implication from this thesis is that if education has to be life-long it must be planned on this basis. In that case there will be no need to crowd curricula to a point where they are a strain on all but the top-notch minds. That does not mean that the young people will have soft life. As soon as the basic skills, which form an essential equipment of an individual in today's society—skills of self-direction, communication, work etc.—are mastered, and the body achieves strength and maturity, the boys and the girls will be put to a life of education-cum-work. In the beginning there will be more of education and less of work. The proportion of work time will gradually increase, but not to a point where it ousts education altogether. As soon as possible boys and girls will be prepared for performing the roles in society needed to enhance its quality or civilization. The concept

of life-long education is really the concept of life-long education-cum-work at both ends as much as at the middle.

This concept of life-long education-cum-work calls for a proviso. One of the most important roles in the society of the future, if not its most important role, is going to be the research role—of pushing forward and more forward the boundaries of knowledge in its various aspects. Research in physical sciences particularly is the function of the young of the homosapiens and so in the interest of research a bright mind has to be brought upto the peak of existing knowledge in his field of a specialization as soon as possible. This means almost whole-time education for the more brilliant minds that are God's gift to a society. This qualification does not really invalidate the concept of life-long education-cum-work, for work is work in the fulfillment of a role and the work of adding to the society's fund of knowledge is also an essential role in society and men and women have to be prepared for that role. Of course, it is not always possible to judge the quality of brain of an individual in the early years in his life, some individuals mature late. That only means that the proportion between the work and study time of an individual will be always adjustable in accordance with the direction of his maturity and the promise he shows.

The second implication of life-long education from the view point of educational policy is that the educational function will have to be proliferated in society and no more remain the monopoly of educational institutions in the narrow sense of that term. Already the monopoly is breaking in the form of agricultural extension services, in-service courses in industry and army and in many other ways. But this trend has to be made more systematic and institutionalised. Society will have to be organised in different sectors—agriculture, industry, commerce, transport, communication, education, government etc.—and subsectors within these sectors, and the central organisation in each sector or subsector made responsible for the vocational and other education of the individuals working in the whole hierarchy of the sectors.

We should here safeguard against two possible misunderstandings of the nature of this decentralization of education. In the first place, investing sector organisations with the responsibility of the education of their manpower does not mean sole emphasis on vocational education to the neglect of other dimensions of education, notably liberal education. Education is an indivisible whole, just

*Paper presented at the Round Table on Life-Long Integrated Education held at New Delhi (February 25-27, 1968)

because education is an opening of the mind and there are no boundaries to limit the opening of the mind. It is only the pressure of poverty which keep an individual bound down to vocational education and it is perhaps right that this should be so. But as soon as these pressures recede the human mind rebounds into seeking a wider partnership with the creation of which liberal education is the essence.

In the second place, the decentralization does not mean closing down general educational institutions. There is no much of a common care of knowledge and skills that constitute the nutritional base of a modern society, the common core which in fact expands with the development of a society, that educational institutions—schools, colleges and universities—will in fact have to grow further to meet their responsibilities in a society owning the concept of life-long education cum-work. They will be the cerebrospinal system of the new education with decentralized plexuses located in the sector organisation. That only points to the need of a more close knitting structure of the educational corpus.

And that leads us to the third implication of the concept of life-long education-cum-work; a greater integration of educational institutions between themselves and with various sectors in society. We will notice here only three implications of this integration. First, if boys and girls have to go to centres of work-farms, factories, offices, centres of transport and communication etc.—as early as possible, schools and colleges will have to come closer, even physically closer, to places of work. Two consequences of this could be easily foreseen. Vocational organisations will have to have a greater say in the curricula of schools and colleges and schools and colleges will have to abandon age-gradation to a large extent.

Second, this process of close integration of educational institutions with other organisations in society will result in a greater degree of specialization within the educational institutions themselves. This would hold even at the lowest level. For example, schools will have to specialize to impart literacy to farmers, to industrial workers and other classes. One blanket type of elementary school for all sections of population does not go with the style of the society accepting life-long education as its objective.

Third, educational institutions will in turn have a greater impact on work places than they do now. Educationists will have a lot to say about the timings of the work, the conditions of work and even physical design and plans of work places if work is to be harmonised with education. Further, in the educational wings of work organisations the advice of educationists will be heard in the planning

of vocational and other course of work under the organisations.

It seems to me that universities will feel the greatest impact of integration of education with other sectors of life. The universities will have to forge closer bonds between themselves and the government and a wise government will turn to universities to infuse its own decisions with more knowledge. Similarly, universities will have to forge closer bonds with industry, agriculture, communication sectors etc. In this process the curricula of universities will be streamlined more and more to accord with the problems a society is facing, the age-gradation will vanish and the controversies regarding their autonomy will be read only in histories of education.

The fourth implication of the concept of life-long education to educational policy will be that education will become as much a social obligation as work now is. "He who works not shall not eat" was the cry of utopian socialists of the early days of our industrialising society. "He who shuns education shall not eat" will be the cry of the wise men of the days of maturity of the industrialising society. Instead of 48 hours work week we should have a 48 or 56 hours work-cum-education week. The portionment of work and education within this 56 hour week will depend on how much education a man's work demands and this education will as such be a social obligation as his work on the machines.

I had used the concept of the 56 hours work-cum-education week to dramatise the situation. My purpose in doing so is to point out that with the coming of leisure to the masses, the leisured classes have gone and the days are not a far off when a man will be accountable to society in the matter of how he uses his leisure. His place in society will depend on his leisure-time performance, that is to say, in utilizing his time in continuing his growth educationally, again taking education in the wider sense of the term. The word regimentation has abnoxious overtones and but for these overtones I would not hesitate in saying that every man in the life-long education-cum-work society will be socially regimented. The point is that society will become more and more of really what we understand by the term organism with less and less room for vagabondage physical or otherwise, for individual cells. That is what the concept of life-long education points to.

We will now draw out some of the implications of life-long education to educational methodology. The most important of these is the emphasis on self-learning. The emphasis is two-fold: that on imparting self-educational skills and that on production of self-learning materials. In both these respects we have witnessed almost a revolution in

the field of education within our life time though the fruits of the revolution have not been very much in evidence in India and other developing countries. But in the developed countries teachers are now less keen on teaching facts and more keen to teach how to find facts and they would like to play only the part of a catalytic agent in letting the learner organise his facts. Finally, since the Russians first shocked the world in 1957 in putting the first sputnik in orbit around the earth, teachers are now more anxious to sensitivise their pupils to generalisations than to see them exulting in the richness and variety of facts—though the penchant for fact as a basic element in the civilization of the western man has only been strengthened in the process. This shift in teaching methodology is bound to diffuse to developing countries as well in course of time.

In the matter of educational materials, again, we have witnessed two big developments in recent times. One is the development of what is called programmed instruction and introduction of more and more elements of programmed instruction in textbooks and instructional materials. The second development which did not enter with such a loud bang as programmed instruction, but which has quietly grown to gigantic size in the last two or three decades, is the development of reference materials. Time was when the total production of a society in the matter of reference materials could be represented on a shelf or two in the library of a middle class home. It was an encyclopedia or an almanac. Now whole libraries are needed to house a representative collection of reference materials. Besides the old fashioned dictionaries and almanacs and encyclopedias we now have bibliographies, indexes to periodicals, and other indexes, abstracts, who's handbooks etc. and besides general dictionaries and encyclopedias and other genres within reference materials we now have these within subjects and within sub-divisions of subjects and the whole of this even now growing reference materials, is becoming more and more an integral part of the educational materials.

The second implication of the concept for educational methodology is the gradual development, of what may in due course amount to a overshadowing of class room pattern of education by a more varied pattern. The extension methods, first employed in agriculture, were the first breach in the near-monopoly of the class room system. The development of communication technology helped to a no-less impressive breach. Correspondence courses, though originating much more earlier, are really the style of the post-middle of our century. Radio and television have introduced altogether a new vision of educational groupings. The growth of self-learning materials has helped this trend of education stepping out of the class room. As life-long education develops class room education will shrink. If not in absolute size at least relative to other forms of educational groupings.

We will now equally briefly trace out the impli-

cation of the concept of life-long education in the matter of educational organisation. My general remark in this connection is that life-long education will demand more and more specialists within the educational field, thus helping to transform the profession of education from the semi-skilled profession that it now is to that of a fully skilled profession, such as the medical profession. A large part in this growth of educational specialities will arise out of the development of the programmed instruction and use of radio and television and correspondence techniques, but life-long educational by expanding greatly the educational gamut will make a solid contribution of its own to this end. Besides the present setup of schools, colleges and universities, I envisage a five-fold expansion of the organisational set-up in education as follows:

First, we will need organisations within the various vocational sectors of society to look after the basic and continued education of the entire manpower they represent. In addition to vocations, men from research and educational fields will also be represented on these organisations. The function of these organisations would include the general educational institutions on the type of curricula needed to prepare good recruits for their own field.

Second, organisations would be needed to undertake research in the production of prototype instructional materials for the various educational groups as well as to advise them on suitable educational methodology.

Third, life-long education is inconceivable without a wide-spread library organisation. Though I am disposed to call it a public library organisation, its emphasis will be on a different type of service than what the public library gives now. By and large the public library caters at present to the recreational needs of its members, though the more serious reading in the libraries is now growing year by year. But for a developing country like India such an institution is a luxury. But we do need an institution to which any group or any individual in a society may almost instinctively turn to for seeking educational materials and advice. The library service I have in mind will be strong on reference and readers advisory services and will have close links with vocational organisations and educational groups of all kinds within the community it serves.

Fourth, life-long education calls for a unit within government to consider the inter-sectoral and overall problems of promoting life-long education through out the society it represents. It will be something like our Central Advisory Board of Education, but it will be a Board which is not unduly obsessed by schools, colleges and universities to the exclusion of adult education in its myriad forms. On the other hand, it will deliberate on the problems of raising the whole civilization of the people through the instrumentality of life-long education.

Fifth, life-long education needs a multiplicity of voluntary organisations within the orbit of a universal adult education association in order to make

education a force in the day-to-day lives of the people. One essential task of this organisation will be to train an army of voluntary leaders of adult educational groups. I am calling them adult educational groups just to draw attention to the fact that they will be outside the formal set up of education, otherwise youths, and in fact any age that can participate in the dynamics of voluntary educational groups, should be free to member and groups.

I have drawn above in broad outlines the implications of life-long education in general and not with particular reference to India. I would now like to add a few words with regard to the application of these generalizations to India.

In the first place life-long education-cum-work is a concept which holds good only for a country with a growing economy. This is so because a growing economy needs to be fed continuously by a stream of fresh knowledge and as life-long education is one result of the constant flow of fresh knowledge from the laboratories into the tissues of a society that education is inconceivable in a society with a static economy. The concept of life-long education will, therefore, apply to India only in so far as it can free itself from a stagnant economy.

Secondly, the present political state of the government is inimical to the materialization of the concept of life-long education. From the Centre to the states our Governments are now engaged in political tight-rope walking and in such condition all the attention has to be given to one's feet, the head will balance as it may! A movement like life-

long education needs among other things political leadership which will not be available to us until our politics are stabilised.

Within these two dismal parameters, we can dare to hope that the day will not be indefinitely put off when our people will start to live and work in the context of life-long education. Our present political condition is a necessary transitional stage from a monolithic party raj to a pluralistic politics. And who is there among us to say that our people do not and cannot possess the wisdom necessary for a more healthy politics? Again our stagnant economy is not a necessary result of the quality of man dwelling between the Himalayas and the Arabian Sea. It is the result of certain circumstances and as the saying goes, "if winter comes, can spring be far behind?" Finally, the Indian humanity is not isolated from the rest of mankind and the forces now at work in mankind are bound to make themselves felt in India. Some of these forces are making life-long education a necessity for modern societies and the style of life-long education must one day come to India; it is a different matter that men of my generation may not live to see that day. And the day will be hastened if there are organisations in India that keep alive and clear the vision of it. At this stage we can hardly do anything else but to do what we can to promote the health and vigour of the Indian Adult Education Association, which is the one association in India devoting to the cause of adult education, which is really the cause of life-long education.

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STEPS TO REMOVE ILLITERACY Regional Workshop's Recommendation

THE UNESCO regional workshop held recently in New Delhi submitted recommendations to the UNESCO on the eradication of illiteracy in the participating countries.

These include greater recognition of illiteracy in a developing economy, invitations to non-governmental and voluntary organizations to help in the programme, and seeking of assistance from UNESCO for the supply of paper and printing presses.

At a discussion earlier Mr. Romesh Thapar, a member of the Indian National Commission for UNESCO, outlined the causes for the present-day "crisis of the human mind" and urged the UNESCO to concentrate on efforts to transform education and "dethrone the value system which has made economic and social growth ineffectual."

Rejecting any simple solution to the problem, as suggested by the Chinese cultural revolutionaries, Mr. Thapar, said that a disciplining philosophy of life would be the only means to combat the crisis and this required reorganization of education.

enable men in every profession to acquaint themselves with the latest techniques through literature about their respective vocations, and thus help raise their overall efficiency.

Praise For Mrs. Fisher

Dr. Reddi applauded the devoted efforts of Mr. Welthy Fisher, founder of Literacy House, that have raised "this magnificent" institution which imparted education to the poor. "Let us exploit her invaluable service," he said, speaking in a light vein, "exploiters as indeed we all are."

Mrs. Fisher thanked the Governor for the compliment.

Later, the invitees were taken round to witness the programme demonstration by the staff of Literacy House. It was interesting to see how rural men and women employed themselves in profitable industries ranging from embroidery, chikan and sari work to the handling of a simple winnowing-machine. There were also demonstrations of people learning to read and write under the guidance of instructors.

In the evening, a cultural programme, including an entertaining puppet-show, dance, caricature items and music both instrumental and vocal, highlighted the celebration.

15th Anniversary of Literacy House

THE Governor of Uttar Pradesh, Dr. B. Gopala Reddi presiding over the 15th anniversary celebrations of the Literacy House in Lucknow on February 18, 1968, said that "since we have accepted adult franchise for the masses, the need for their literacy assumes paramount importance, as it is necessary to have an enlightened electorate." Functional literacy, Dr. Reddy explained, could

India Literacy Board

Earlier the annual meeting of India Literacy Board elected Mrs. Welthy Fisher as Chairman. The Board also elected Dr. Mohan Sinha Mehta and Shri Girjapati Mukerjee as Vice-Chairmen. Shrimati Sucheta Kripalani, Dr. K. N. Kaul, Sarvshri J.C. Mathur and S. C. Dutta were elected members of the Executive Committee.

ADULT EDUCATION IN A DEVELOPING COUNTRY

Dr. T.A. Koshy*

THE basis of development is change, whether it be agricultural development, community development, social and economic development, cultural or political development. For agricultural development, the farmer has to change his attitude, the implements he uses, the seed he sows, the method of his cultivation and a variety of other farm operations if increase in yield is to be brought about. Similarly, in community development, people have to change their attitudes, their mode of living, give up their prejudices and superstitions and be willing to accept new ideals and ways of doing things. In the field of Public Health, one has to make changes in habits of living, food habits, community cleanliness, general sanitation, etc. if there is to be an improvement of community health. The same principle applies to development in social and economic fields.

If the basis of development is change, how does change take place? What is the process of change and to what extent education is a factor in bringing about change for all round development? These are questions which an adult educator must consider. The process of change involves three steps namely, (1) acquiring knowledge or information about what to change, why to change and how to change; (2) acceptance of the proposed change based on understanding; and (3) effecting the change itself in which quite often materials or other aids are necessary. The role of education in this process of change is to provide the first two steps namely, to educate the person so that he could acquire knowledge himself or through media of communication which supply such information. The second role of education is to enable the adult to consider the pros and cons of the suggested change so as to understand what would be involved if the change is accepted and implemented. In other words, education enables the adult not only to gain information about the change, but to understand all the aspects of the proposed change. As for the second step, it deals with creating conviction in the mind of the value and worthwhileness of the proposed change and the benefits which it would bring to the person concerned. It is this conviction, based on thorough understanding that motivates the person to proceed to the next stage, namely, action. Thus, education has a fundamental role in conveying information and helping the person in the process of decision making. The third stage mainly depends upon the availability of the materials needed for effecting the change and the will to go ahead with necessary action.

From what is described above, it would be clear that education has a significant and basic role to play in development. This fact is evident from the fact that in India in those areas of development where the individual has to make decisions, the progress has been slow. For instance, the farmer in bringing about improvement in agriculture; the house-wife in providing better nutrition to the family, or accepting family planning, decisions have to be made by the individuals concerned. Unless the individuals are given the proper education which helps in decision making, they will be hesitant in accepting change and thereby delay development. In a country such as India, where the mass of the population is illiterate, the first two steps in the process of change are indeed difficult to be provided because of the inability of the people to acquire knowledge through books and other reading materials. It is true that the media of mass communication could provide the information and education necessary, but the cost is prohibitive and the illiterate adult will constantly remain dependant on someone else for acquiring knowledge. It is this fact that brings out forcefully the need for adult literacy, particularly, functional literacy for all round development.

Although adult literacy is important, in the past two or three decades this country has been pre-occupied with literacy almost to the exclusion of other forms of adult education, such as continuing education, vocational and professional adult education. To step up development, it would be necessary to offer other types of adult education, particularly relating to decision making. In the third place, education of industrial workers and professional people to improve their occupations or professional competence is extremely important. It also enables the workers to be more effective in their participation in social, economic and political development taking place in the country. It is, therefore, this new role which adult education has to play in the coming years if adult education has to make a substantial contribution in national development.

Mrs Fisher Felicited

A FUNCTION to honour and welcome Dr. (Mrs) Welthy Fisher, founder of the "Literacy House" of Lucknow was organised by the Bombay City Social Education Committee on January 29. Shri M. D. Choudhari, Maharashtra's Minister of Education presided.

Shri Choudhari, in his presidential address paid homage to Dr. Fisher, "The Literacy Lady," by mentioning that Bombay has been honoured by her presence.

* Dr. T.A. Koshy is head of the Department of Adult Education, NIE, NCERT, New Delhi.

THE ROLE OF THE UNIVERSITIES IN ADULT EDUCATION*

By Glen A. Eyford

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

MAY I begin by referring to some remarks made by Mr. A.R. Deshpande in his perceptive and provocative presidential address. He likened the progress of Adult Education in India to the progress in transportation from bullock cart to automobile—a development not without complications and difficulties. He reminded us that the pioneer, trail blazing days are receding into the past and that adult education has been transferred from more primitive modes of conveyance to automobiles and buses, maintained in many cases, by the State. However, these State supported vehicles suffer periodically from engine trouble and frequently run out of petrol. Also the drivers keep changing and some are forced to set out with empty cans in search of more petrol. The stranded adult education passengers scan the horizon for help, and, in desperation, look for the magical appearance of a foreign helicopter, bringing supplies, petrol and assistance of all kinds.

It seems to me that I might be considered one of these foreign helicopters, bearing a label 'Colombo Plan'. As you have undoubtedly noticed there are a large number of these foreign helicopters of various makes, buzzing around India, bringing advice which is often questionable and equipment which is frequently unsuitable. Our value to India's long term development, whether we operate in the field of agriculture, engineering, health or education, may be seriously questioned but, you

must agree, from our helicopters we are provided an excellent view of the country and a superficial knowledge of its problems and prospects. I have now been flying around in my helicopter for 4 months trying to form a picture of Indian adult education, with special reference to that based in universities. It might be interesting if not instructive for me to tell you what I have seen from my great height—a height which prevents me from seeing certain things, but which throws other things into clear relief.

But before I proceed, let me refer again to the image of the questionable vehicle in which adult educators are being transported, to indicate some similarity between our concerns in Canada and yours in India. We too are looking for a good serviceable vehicle, preferably one which we can design ourselves; and we want to keep it well filled with petrol so that we can take our passengers where they want to go. But where are we going? Is there a road map, a general plan; if so someone must know how to read and interpret the map. And, who is reading the road map for us in Canada? Is it the Canadian Association for Adult Education; or is everybody reading it and arguing about which direction we should take. Sometimes we are confused by the large number of road maps we have, each made according to different scales, each suggesting different routes.

If we are to have successful journey we must also know as much as we can about the general lay of the land, the obstacles, the detours and, of

course, we must know where the petrol pumps are located along the way. We must take along with us someone who has been this way years before to indicate points of interest and to remind us of our objectives.

What about India? Do you have a road map of adult education; who is reading it?

Now let me tell you what I have seen from my helicopter. Generally the scenery is attractive but there are some areas where I should be reluctant to land. I am first of all most impressed by the generally favourable climate for adult education in India today. This climate has recently been improved by positive statements from your President Dr. Zakir Husain and Dr. T. Sen, both of whom have thrown clear challenges to adult educators and to the universities in particular, and both of whom have promised support for any reasonable proposal. Further, they have exhorted adult educators to be bold in their planning and imaginative in the implementation of these plans. I only wish such highly placed men in Canada would make such encouraging sounds—we would be at their doorsteps immediately.

I see an urgent need for the modern university in India to extend its hitherto restricted services to the community at large and to add to its traditional activities that of continuing education or adult education for all groups and professions interested in further study opportunity. In today's rapidly developing society people are becoming increasingly impatient with the traditional university

* Talk given at the Adult Education Conference held at Mysore in October '67.

which does not have some direct involvement with the society it serves, which does not serve as a laboratory of society.

Unfortunately, I also detect a serious shortage of trained personnel in adult education generally and in university adult education in particular. Most people who are now working in the field of adult education are not academically trained in that field but have stumbled into it just as we have in Canada. But in India, like in Canada, the pioneer and inspired amateur days of adult education are drawing to a close and those imaginative leaders who have done so much in the past must be followed by highly trained people who have a professional orientation to this fast growing aspect of education.

There is also an urgent need for short-term training programmes, for special diploma or certificate programmes so that those people now working in the field of adult education can have an opportunity to become familiar with its principles and practices. The need for adult educators in India is increasing and there will be even greater demands for trained personnel—people who have a general background of training in the teaching and learning process, adult psychology, the use of the mass media, educational administration. Universities therefore must arrange training programmes both as short courses and as degree programmes for those people already in the field and for those wish to enter the field. The number of training opportunities in India at the present time does not seem to be adequate. Most people now working have learned by experience, by trial and error and though experience is a good teacher it is very costly, especially when more efficient methods are available. I am pleased to note the existence of a year long diploma programme in adult education at the University of Rajasthan.

This is the first of its kind in India and 15 students are already registered and studying hard. This however is hardly enough to meet the growing needs for such trained personnel all over the country.

As I look around the country and as I try to determine the chief educational requirement of adults it seems clear that literacy is still the number one problem. Though everyone seems to agree that it is of paramount importance I cannot see any concerted, through going programme at any level or in any part of the country, which is designed to meet this problem in a comprehensive way. Though I do not believe that universities should be directly involved in teaching literacy to the masses, they do have a very definite role to play in training the trainers in adult literacy programmes. It seems that very little is known definitely about the best way to bring about literacy in this country and unless universities turn their attention to this problem, the number of ill-fated experiments will continue and will lead to results of little significance.

If I look very closely I can detect a crisis developing in the need for continuing education in such professions as teaching, medicine, engineering, etc. These fields and others are developing new knowledge at such an explosive rate that the graduate of today is obsolete in a few years unless he has an opportunity to bring his training up-to-date through intensive short courses. India is as desperately in need of highly trained professionals in all fields as it is in need of a literate population. The university must make every attempt to keep its professional training courses related to the demands of society and one of the best ways of testing this relevance is to offer regular refresher courses for all of the professions. Since University produces these graduates, it also has a clear res-

ponsibility to keep them up-to-date.

It may be the lack of oxygen I am experiencing at this height but I cannot seem to get a clear focus on any overall theme. Similar helicopter trips over Denmark, or England or the United States would reveal definite historical beginnings for adult education related to some clearly expressed national need or consciousness. In Denmark, for example Bishop Grundtvig and the folkschool movement gave purpose and shape to the educational aspirations of the Danish citizens. In England, adult education was given force and direction by the Workers Education Association and the Mechanics Institute. In the United States one of the most effective jobs of adult education has been done by the government in its agriculture extension programme. Is there in India a similar need or occasion which could give substance and purpose to a nationally recognized programme of adult education. I am sure there are many worth while causes but none seems to have captured the imagination of the adult educator. Literacy, community development, family planning, health and nutrition, all hold huge challenges for the adult educator but it cannot be said that they have mobilized maximum interest and enthusiasm of the entire country.

The University's Role

If adult education is defined as literacy for adults then the role of the university, as has already been suggested, is clear. Literacy will remain a priority concern in India for sometime to come and the university's training and research should be on this.

However, if we are to define adult education at the University level as continuing education wherein the university strives to make its total resources available to the total community, then it

is more difficult to appreciate the precise nature of the role which already overburdened universities can play. How much extra-mural activity can a modern Indian university take without neglecting its traditional responsibilities of teaching and research? Is it true that universities in a developing country need to be even more involved with the concerns of society than universities in the more affluent nations?

The medieval idea of a university as a cloistered group of scholars discoursing amiability with a select group of devoted students is charming and attractive but represents a luxury which few societies can afford. Society today demands more of its educational reserves. If the knowledge which is now being generated is to influence our future, the university must be seen as one of the instruments by which that future can be made better. No university today can, with any degree of integrity, remain aloof from the concerns and problems of the age. Its various departments wherever possible must address themselves to the preplexing problems of the day and must test the validity of their findings and speculations in the world of reality. The sociologist for example, has much to say about the processes of change in our society, about the effect of radical changes in customs and traditions, about the problems of urban living. The professor of education can tell us about the process of learning and the process of teaching so that our entire educational system might be better used to produce creative, imaginative students instead of dull pedants. The economist has much to say about the development of a country and its relation to world developments in general. The professor of commerce has a wealth of practical advice to offer the businessmen and industrialist. The psychologist can shed light on many personal and

social problems, and provide understanding about the stresses and strains of modern living, about the role of the family in modern society. The geographer, the historian, the mathematician, the agriculturist, all have an abundance of experience and knowledge which should be fed into the main stream of the nation's development. Unfortunately the traditional structures of a university limit the accessibility of these resources to a handful of full-time students. Universities cannot produce enough skilled people in all fields to make an immediate and significant difference, so other and more efficient means must be developed to bring this new information and knowledge to bear upon those areas where it can do most good. This is precisely where university adult education or extension comes in. The job of the university's department of adult education is simply to take the university to the community and to bring the community to the university, an exchange which is immensely beneficial to both parties.

Universities are limited further by the artificial boundaries which exist amongst the various traditional disciplines. Man and society do not always express their needs and aspirations in terms of existing fields of study. As a result, disciplines are being redefined, others are merging and others are disappearing altogether. A notable example of this interdisciplinary approach is seen in studies of urban living. Who is best prepared to explain what is happening in the modern city? The sociologist, the political scientist, the geographer, the historian, the economist, the educator, the psychologist? The truth is that all have something to say but unless their comments are tempered by the insights to be obtained from other disciplines their suggested solutions will appear unbalanced and inadequate.

The modern university should

be at the very fore-front of intellectual ferment. It should regularly convene gatherings and conferences dealing with national, local and international questions. These conferences should include not only academics but politicians, government employees, businessmen, artists etc.,. In this way the university can take its share in providing leadership and in interpreting its new discoveries to those people who can most appreciate them.

One example of a university's involvement in timely and current issues could be mentioned here. In Canada, like in India, we have a number of government appointed commissions looking into such problems as education, economic development, transportation, agriculture, family life, health. These Commissions usually produce valuable studies which unfortunately are not always acted upon or even carefully considered. Apparently some governments feel they have fulfilled their responsibility when they have created a commission to define the problem. However, some universities and in particular many adult educators were not contented to leave it there and in collaboration with the Canadian Association for Adult Education arranged for intensive discussions by the public on all aspects of a royal commission report on health. By combining public lectures, press reports, radio and television interviews, study groups, and conferences, all segments of society concerned with the report had an opportunity to consider, under expert guidance, its implications and to recommend and even insist upon action upon those points which seemed most pertinent. These various dialogues brought together the farmer, and the industrialist, the trade union officials and the corporation lawyer, the housewife and the politician, the teacher and the businessman and provided an excellent opportunity for an appraisal of the report. Those universities involved found it a stimulating experience especially because they

felt they were contributing to the understanding and enlightened implementation of an important document.

The University and the Education of the Adult Educator

In Canada more people are engaged in a full education programmes of a formal and informal nature than are served by the facilities of the public school, the university and the college combined. Adult education is therefore a large and growing enterprise, but precisely because it has expanded so rapidly not all of the people most directly concerned in developing these programmes are properly trained. Just as universities undertake to train lawyers, physicians, teachers, so they must now provide training for this new group of professionals. The training required is unique. Traditional teacher training is

not appropriate for the kind of work undertaken by an adult educator whether he eventually works in the field of social welfare, university extension, public health, agriculture, community development or labour. Universities therefore need to provide this training, preferably at the post-graduate level, and they must see that it is interdisciplinary in nature, practical, and based on sound theory and experience. In addition the university needs to provide courses in adult education for those other professionals who will be working in closely related fields, for example, librarians, school teachers, social workers.

The Major Responsibility

I have tried to suggest the reasons for university involvement in adult education. Some universities are more ready for it than others. But the trend

toward closer cooperation between the university and the community is everywhere apparent. However, those of us who feel some urgency for greater involvement for the university in community affairs must recognize that universities are conservative and slow moving institutions. They are unlikely to move in this new direction of providing more services for the community at large unless that need is made very clear to them both by adult educators and by the community desiring the service. In other words it is our business to bring this to the attention of university administrators and government alike and to make them aware of the benefits of well planned and consistent adult education programmes designed to serve the needs of a public which is developing ever increasing demands for further education.



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THE ORGANISATION OF ADULT LITERACY PROGRAMME

N.R. Gupta

Organising Secretary, Indian Adult Education Association

ORGANISATION is the most important part of any programme of creative or productive activity. It implies the work plan for the implementation of a programme in a regular and scientific way. Successful implementation is not possible without well conceived organisational plan.

The plan has to be evolved in consideration of (i) the objectives of the programme, (ii) the participants (workers and beneficiaries both) in the programme, (iii) the inherent difficulties in its implementation and (iv) the means to work the programme.

Our programme i.e., the programme of Adult Education relates to the education and enlightenment of the individual for the development of his self and thereby of the society, he belongs to. The objective of a literacy programme for the adults is to equip them with the skills of reading and writing so as to enable them to use the same in their daily life occupations.

Five factors are involved in the organisation of any educational programme, they are:—

1. The teacher
2. The learner
3. The reading material
4. The building, furniture, and equipment
5. The work procedure

Let us take them one by one and examine the needs and requirements.

I The Teachers

The teacher must first understand his learners, identify their needs, study their behaviour, know about their interest and aptitudes and appreciate their difficulties and limitations for effecting an adjustment of all these with his plan of work. A detailed survey of the locality, the living conditions, the interests and aptitudes of the learners by the teacher is, therefore, initially called for. He must appreciate that his learners do not make a homogenous group. They are of different ages, follow different professions, have different liabilities, belong to different financial and social status, have different objectives to achieve, and are at different stages of mental development. Since learning is to be adjusted to the level of

mental development, field of experience and the felt need of the learner, the class room system will not work. It is essential to divide the learners into suitable groups on the basis of the above characteristics so as to bring about maximum homogeneity. The basic principles of group work process are to be followed in conducting the lessons, developing practice and providing opportunities for participation. Adult education programme has ultimately to develop as a programme of self-learning. The teacher, therefore, has to provide guidance and not much of talking. Reading and writing has to be suitably mixed up with oral, visual and audio-visual work for sustaining interest and avoiding fatigue as well as giving a sense of participation and achievement. Intergroup story telling and recitation contests will be helpful. Occasional short oral Quizz tests given unconsciously will be inspiring. Those responding intelligently should be given a 'shabash' but those that show slowness in understanding and responding should be sympathetically given encouragement, helped to respond, given suitable hints, reminded of familiar experiences but never a frown or a censure. The teacher has to be extra cautious, patient and sympathetic. The urge to learn has to be produced within the adult and the teacher has to be accepted by them. He has to become one with them rather than something superior to them. A smiling, sympathetic, accommodating, patient and optimistic teacher will inspire the learners and would be easily accepted by them as one of their own to work with. He should not be a preceptor only but a co-learner also.

II The Learners

Let us now think of the students. They will be adults of the age group of 14-45 who had to remain illiterate or had to give up schooling under force or circumstances, social or economic and are at present engaged in one or the other occupation for earning their livelihood.

The following characteristics of the adult behaviour and his needs should be understood:—

(i) The adult has accumulated some experiences—they may be pleasant or bitter—on that basis they have developed likings and dislikings—tendency for indifference towards reading and writing is one of them. They are too old to learn and of what use will learning be to them may be

others. Such wrong and harmful notions have to be removed. Easier to build a fresh, than to remove the already formed. An adult need not learn or cannot learn. This diffidence is to be overcome and utility to be brought home.

(i) Illiterate adult has been ignored by society—He needs sympathy—companionship—he has suffered humiliation-needs respect. He has suffered anxieties. Sometimes disappointments-needs inspiration—may not be regular and punctual—has to be tolerated and sympathetically advised—he is the head of a family—he has responsibilities—he takes decisions and has developed a sense of masterly behaviour—will not tolerate a frown or a chiding or an ironical satire—one who will discover his helplessness and can become one with him, is liked by him. As head of his family or his group, has developed a superiority complex—is too shy to take a test or face a failure:

(iii) The adult sees utility only in what satisfies his aspirations. He needs incentives:—

(a) Financial-literacy will result in increased earning.

(b) Social—it will result in increased social prestige.

(c) Mental—one may like to learn songs-stories-read papers etc.

(d) Spiritual—reading epics etc.

These incentives have to be provided according to need. The satisfaction of the felt need is the success of the effort. Literacy has to be functionally effective.

(iv) Literacy straight off may not succeed with some:—

He needs to be studied—cultivate acquaintance—read to him—talk to him—tell stories—discover his interest and feed—ultimately he will feel inspired.

The adult do not have patience and luck—self-reliance. Expect quick results. Desire early improvement and new knowledge. Do not begin with anything unfamiliar or difficult to understand—begin with the thing closest to his liking or daily work and build further.

(v) The adult is fatigued—needs recreation—easy to understand matter-made interesting with visual and audio-visual aids for a short while, in an atmosphere of sympathy and friendship throughout.

He needs a discoverer, a guide, a friend, a sympathiser, an inspirer, an admirer and an inter-

pretor—the teacher has to be all in one. He has to have interest, imagination, initiative & integrity i.e. honesty of purpose. He should be able to create an influence on his learners by becoming one with them—a partner with ideas of simple living and high thinking-

III Reading Material

The paucity of suitable reading material has been a great handicap in the programme of adult literacy. It has been said before that the adult is not interested in every thing. He is interested only in what appeals to him as immediately useful. He pays attention only to what is interesting to him and more so to what he easily understands. It therefore, implies that the reading material must attract his attention, be easily readable and understandable. It should also be of use to him, that is, it must relate to his life occupation. These principles clearly indicate the nature of the subject content of the reading material, the simplicity of its language, the method of its approach and the style of its presentation. The non-availability of enough suitable reading materials satisfying the above requirements has been posing a difficult problem and has been largely responsible for creating among the adults an apathy for learning. The reading material may consist of lesson cards, charts, posters, photographs and books, all written in bold letters, profusely illustrated and presented in a simple readable and understandable manner. If the material provided to the adult learner for reading does not interest him, it will not catch his attention and he will not understand it. If what is taught to the adult is found useful by him in his day to-day life, he will feel inspired to pursue the study and get benefited. While it is correct that the child also likes to study the easily readable and understandable literature related to his every day life experiences and the environment around him, it does not mean that the same literature has same value for both the child and the adult. The life experiences of the adult are much more varied and developed. His understanding is advanced and his interests more mature. He may be illiterate but he is not uneducated. His knowledge is far more developed, while the child is a beginner. The adult does not also have the patience of the child. He has a number of other things to attend to. He, therefore, needs a different type of literature which will sustain his interest and will present no difficulty to him so far as reading and understanding are concerned but the thought content and the appeal is sufficiently mature as not to appear childish.

For want of suitable material, the teachers generally start using any material that is easily available and the only result is that adults get disinterested and do not consider the programme worth while. The lesson must inspire participation. The adult learner cannot stand being only a passive

listener. Constant conversation, frequent use of the black board, and practice to read aloud will give him the sense of participation and arouse his interest. Quite a lot is said rather too frequently about visual and audio-visual aids. It should be remembered that the devices are only aids to arouse interest and confidence. The literature proper must provide substantial, easily relishable and digestible food.

IV Building, Furniture & Equipment

It has been observed that generally this aspect of the literacy programme receives very inadequate attention. Organisers seem to feel that the literacy programme can be conducted anywhere and every where. The principle that a congenial physical environment has an important influence on the learning attitude is lost sight of. The cleanliness of the premises, adequate light arrangement, the privacy, calmness and quietness necessary to ensure concentrated attention, the physical comfort necessary for the already fatigued learner are all important factors to be considered—equally as important as—initial survey for the enrolment. At least a clean dari, if not the desks or chairs, is necessarily essential.

A literacy teacher without the necessary equipment is again like a mason without his tools. The equipment includes books, charts, visual aids, black board, chalk, maps, the newspaper and a small library and even slides and film strips with a projector, if possible a radio—all these make useful aids to learning. Availability of as many as can be afforded should be ensured to make the process interesting, learning easy and quick and participation willing and active.

V Work Procedure

Finally let us consider the procedure of working the programme. While it is accepted that the adult will not like the actual school class room atmosphere and the learning has to be done in groups, some-sort of discipline is necessary to conduct the work in an organised manner to ensure punctuality, regularity and gravity. The work must start at a fixed hour irrespective of the number present at that time and the time table to be gone through may be something like the one suggested below:

1. Some sort of community singing.
2. News review by the Teacher (daily news and local)
3. Short description of current topics, (encourage participation by learners, turn by turn, if necessary)
4. Reading lessons, writing practice, some practical arithmetic even orally, for mental exercise.
5. Reading from some useful book from the library. Ability to read something other than the classbook gives a sense of achievement and is a source of inspiration.
6. Some short cultural programme (once a week).

7. Conclude with a group song again. It may be national anthem or other instructive songs.

Such an arrangement followed to whatever extent feasible, will give the programme a shape and discipline. This work may be supplemented by music concerts, picnics, excursions, demonstrations, displays, field trips and competitions from time to time. These activities will provide useful entertainment to the observers and participation to the organisers from among the learners to organise these programmes. The learners will develop a confidence in the project being worthwhile as it would keep them actively interested.

Last of all we have to take care of the regular records to be maintained by the teacher. The admission form, the admission and withdrawal register, the test record and the progress register, the stock and property register, the stock and issue register for the library, the attendance register are all important records which the teacher must maintain. Without such disciplined procedure, the teacher and the taught both are likely to take the programme rather too lightly and would defeat the very objective of making the adult functionally literate, socially enlightened and intelligently responsible.

BOOK NOTICES

Learning and Working

Frederick Denison Maurice, Edited by W.E. Styler, Oxford University Press, 1967, Price 35s.

This work was published in 1855 together with a set of lectures on "The Religion of Rome." It has now been issued for the first time in its present form edited by W. E. Styler. As an educational classic it has been compared with Newman's *Idea of a University*.

Maurice argues eloquently that adult education is of primary importance and that a college for adults is the best way to provide it. Maurice's thought anticipated many subsequent developments and is still strongly relevant and suggestive. Bill Styler, Director of Education, University of Hull in this volume underlines the main points of Maurice's theory and places his thought and influence in its historical setting.

Indian Educational Material: Annotated Quarterly Bibliography

Indian National Scientific Documentation Centre, New Delhi has started publishing a new abstracting periodical entitled "Indian Educational Material-Annotated Quarterly Bibliography," which attempts to cover Indian documents-books, periodicals, newspapers, reports etc., on all aspects of education. The report of the Education Commission has been specifically treated in all the three issues published so far. The annual subscription is Rs. 15/-. For further enquires write to, The Editor, Indian Educational Material, INSDOC, Hillside Road, Delhi-12.

Extension Department, University of British Columbia: Impressions

Mrs. C.K. Dandiya*

“IN our day, another dimension has been added to teaching and research, namely that of directly sharing the fruits of learning not only with the students on the campus, but with the community at large. National and international growth is contingent upon an adequate supply of an educated citizenry in trained man-power. Without it, progress in developing and developed societies would come to a halt and rapidly declined”—says John K. Friesen, former Director of the Extension Department, University of British Columbia. A progressive society renews itself through innovation and education. Universities and colleges have to take a leadership position in making their institutions, centres of a learning society, both—physically and intellectually. This is the faith which runs the Extension Department of the University of British Columbia. Delineating the purposes may be defined as:-

- (i) An endeavour to create a climate and a purpose for life-long learning, to provide Continuing Education in literature, civic and professional areas.
- (ii) A commitment of higher education. The effort is to share the advanced, complex and difficult levels of learning.
- (iii) Developing a broad base of Leadership to advance the boundaries of knowledge and improve the quality of political and leadership.

Programme Areas

These objectives are reached by an intricate and vast net-work of programmes, which are offered to the community in a variety of ways. The programmes of this department are both—of a formal and an informal character. The formal programmes involve a teacher in a class-room with a curriculum leading towards a certain goal. The informal programmes lead either to increased professional or technical competence or personal development.

The Department is gradually taking every caution to enhance the quality of its programmes and is making effort to maintain them within University standards. Three years back, a vigorous weeding out process was on way, to eliminate those programmes, which fell short of university standards.

* Mrs C.K. Dandiya is Assistant Director, Department of Adult Education, University of Rajasthan, Jaipur.

It was revealing to know that, inspite of these heavy reductions, the enrolment figures maintained the same level and an upward trend in later years. This indicates the readiness of the community for university level programmes and also is a compliment to the vision and imagination of the administration of the department in offering them at a ripe time. The Extension Division offers programmes of several types, viz; Credit Courses, Professional and Technical programmes, Social Sciences and Humanities and Short-courses and Conferences.

Credit Courses

These courses are open to adults, who wish to complete their higher education and obtain university degrees in their spare time, in the evenings. The extra-sessional classes provide for teaching in arts, science and education. They are held both on the campus and at other centres throughout the province. Previously, the extra-sessional teaching was limited to only the Ist and IInd years, but, now it is extended to IIIrd and IVth year, and the number of subjects have also been increased because of continuous demand.

These credit courses are opened to students on non-credit basis also, who wish to add to their knowledge. They have to take it as an earnest business and carry out all the assignments of the class except the examination. This experiment ran successfully for two years and is expanding.

Correspondence courses for credit are also offered by this department, but this is amongst the leaner activities.

Professional and Technical

The courses offered in this group are in a large number of subjects and almost all the faculties are involved. Agriculture and Fisheries, Business Management programmes, Education, Geology, Health, Nursing, Pharmacy and Social Welfare had running programmes. In 1966, Engineering and Law were added, with the appointment of an administrator for each. These additions were possible with the blessings, imagination and co-operating planning of the faculties of Applied Sciences and Law.

The programme planning and development for the professional and technical subjects is done with great technical insight. The objective is to ensure their usefulness, enlist support and get a proper

response from the concerned professional group. Hence, the programmes are planned by a triangular unit of the representatives of the faculties, the profession and the responsible administrator of the department, whose background is also professional. To illustrate, programmes in education are evolved in consultation with the Faculty of Education and the representatives of the British Columbia Teacher's Federation by the Education Supervisor. And this applies to almost all the professional programmes. Participation is very high, in almost all the subjects. Nearly, 6,000 people attended them last year. The maximum number is in the evening class of Business and Management and in the short courses and conferences for Education. In this way, there is a continuous process of ideas and knowledge flowing out and field experience blowing in, between faculty members, experts and field workers. One can imagine the impact of this continuous outflow and influx of knowledge and exchange of ideas on the outlook of the professions and the output of their work. It is like the revolving of the wheel in continuous revolutions, catching greater and greater momentum with each round completed. The subjects chosen are current and relevant. As soon as a change of techniques or added information is available, the flood gates are opened and the process of dissemination sets in. Some of these courses run into as long a period as four years carrying a credit certificate. The programmes are administered by a variety of methods in the form of short courses, conferences and evening classes.

Humanities & Arts: There has been a tremendous expansion of activity in this area, moving towards more numbers as well as high university standards. As against a total non-credit clientele of 4000 in 1956-57, the enrollment for 65-66 for this group alone was over 6000, and the curve is rising up speedily in these areas. Almost all the subjects from A-Z are covered, involving a large number of faculty members. Programmes are offered in Automation, Community planning, Communication, Contemporary thought, Creativity, Continuing education of women, Fine arts, Languages, Leadership Education, Public Affairs, Travel and others. The maximum enrollment is in Fine Arts, Language's and Psychology.

A new and expanding area is the interdisciplinary approach where resource people are drawn from different University departments and community groups. At the time of my visit, one such popular programme was "Genetics and Man." The entire department was inflated with enthusiasm about its success. Another example was a very popular seminar on "India, the problems of a developing nation" It is of interest to note that U.B.C. is very much Rajasthan bound.

Discussion—Independent study programme, a

university version of the Living Room Learning, are popular programmes.

The courses are of varying lengths and offered on campus or off-campus. The department administers a number of programmes in cooperation with other agencies. The Vancouver Public Library is a favourite cousin.

Short Courses and Conferences

Although, there are no regular facilities for continuing residential education, but, still a large number of conferences are held regularly from September to August, the maximum number is for May, June and July, when due to vacations, residential facilities are available. In 65-66, over 85 conferences involving over 6,000 people were held. There is a separate unit in the department responsible for this work. It was amazing to find that only two officers managed this huge mass of activity and men, coming in with baggages, asking for space, indulging in learned discussions and going out full of ideas and enhanced enthusiasm.

Other Services

In addition to direct adult education activity, the department has several informal adult education programmes termed as "Other Services." These include a speakers Bureau, a Film and Records Library, Information Service and Photography and Printing. The Speaker Bureau maintains a list of speakers and lecture topics. On request, this information is available to community organizations and agencies. Numerous off-campus lectures are arranged thus. The Audio-visual Library has a huge stocks of talents and records which are loaned out on a service charge to the campus community and off-campus community.

Administrative Set-up

The Department of University Extension is full-fledged University department, with a Director, Associate Director, Asstt. Director and over 20 supervisors in the official cadre, who are each responsible for a programme area, and have backgrounds qualifying them further charge. Over 20 other members of the staff assist these officials in their work. The Director is a member of the Vice-Chancellors Committee and an administrator of the University.

The proposal by each staff member for the year are put forth and the programmes discussed in a set of several staff meetings at the start of year, where targets, goals and programmes are fixed. Beyond this, each one has a green signal to go ahead. The equipment is sophisticated and modern—the dreams of any administrator,

Financial Set-up

This indeed smacks of financial wizardry and the sources of funds have been expanded immensely in the last decade. There is not one source of money, it is drawn from as many sources as available, fees, university, state and federal Government; private foundations. Two private donations were available for the past few years. It is not one budget, one source or one pattern. To achieve a stable financial pattern in a diversified scheme financial resources calls for tremendous effort and great economic wisdom. Instead of being a liability, the Extension Department was turning over revenue to the University. There is not much reliance on the Government for funds. To keep off purse strings tightening educational autonomy, Government funds are not a pet expectation. Freedom first, money afterwards.

The Last Impression

Making observations on his visit to this Extension Department, Dr. Mehta remarked—"It is a busy beehive humming with activity." There could not have been a better statement of facts. Over 20,000 adults enroll themselves annually. It looks like a big department store, selling wares of a different variety. It is a growing concern giving the newest product of the century: Learning.

And the buyers are equally willing and responsive. They come in large numbers to take classes and pay for them as one would for a theatre or cinema show in India. My last impression is that education has a great value, it gives dividends, it solves peoples' problems, makes their lives happier. It has prestige, position and pride. Adult education is a real fact, a living fact and an on-going expanding effort.

The department is run with imagination, efficiency and skill. Every one seems busy but no one looks strained.

African Conference on Continuing Literacy

A Conference on Continuing Literacy was held at Kampala, Uganda in January this year. It was convened by the African Adult Education Association and was attended by over 60 delegates from 7 African countries. Representatives from Unesco also attended.

The Conference passed the following major resolutions among others:—

1. This Conference on continuing literacy is of the unanimous opinion that literacy will not be functional or continuing unless it is combined with access to educational opportunities related to all

the functions of adults in a developing society. Literacy education is one aspect of the education of adults, and it is essential that the artificial distinction between literacy training and the other forms of adult education be brought to an end.

2. Conscious of the fact that the formal school systems as at present operating in most of the member countries do not give the pupils the necessary preparation for continuing literacy, the Conference stresses the need for curricula and teaching methods to be adapted to ensure the formation of life-long reading habits. To achieve this objective, specialised training must be included in teacher training colleges and refresher courses for teachers.

3. This Conference wishes to emphasize in the strongest possible terms the necessity for training of some kind for all engaged in the field of adult education, whether as full-time professionals, or as part-time volunteers. It wishes to deprecate the widely-held view that experience in teaching children is sufficient qualification for teaching adults.

In particular, it wishes to stress that writers for new literates need training, librarians need training to introduce readers to suitable books, and teachers of illiterates and new literates also need special training.

4. Realising the need for adult education to make its maximum contribution to economic and social development of member countries, the Conference points to the need to bring together, at the highest national level, economic planners, educational administrators and political leaders with professional adult educators, to discuss how adult education can best be integrated with the economic development planning in the country concerned.

5. Realising the fact that University adult educators adequately prepare students for an effective participation in the development of their country, the Conference urges governments and other related employers to recognise certificates of competence and, where possible, remunerate such students satisfactorily.

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DISCIPLINING PHILOSOPHY OF LIVING

By Romesh Thapar

Director, India International Centre, New Delhi

I

TODAY, we are concerned not so much with the brain of man but with his mind—what helps the brain look at itself. The brain is a living computer, developed or otherwise, something which has evolved over endless centuries and about which we, as yet, know little. The mind of man should, in fact, be treated separately from the brain if we are to pursue our investigations constructively. It is our creation, the creation of our social systems, of historical accidents, of conscious and unconscious confrontations, tensions and the like. Any study of the human mind in history offers evidence of this process.

In the context of the challenges facing us, we have to assess, on the one hand, the complex crisis of peace in our shrinking world and, on the other, the crisis of the human mind, reacting to the situation which surrounds it. The two crises are closely related. They have to be tackled simultaneously. Effort at one level is defeated by inaction at another. Our apparent inability to grasp the total situation makes us victims of the very forces we create and over which we have less and less control. Much has been written about this tragic phenomenon, but the striving to locate the septic focus in our system is halting, uncertain and inhibited. It is here that we can make our most significant contribution.

II

If we speak of the mind, we have to understand how helpless this mind has been made by its most triumphant achievements in science and technology. The

leap in knowledge during the last fifty years, the pushing back of the frontiers of the unknown, has given man a variety of incredible skills. However, the very fact of the leap has denied the opportunity to the mind of man to adjust to the change, to discipline and condition it for the general good. The dramatic advance of science and technology, so rapid as to deny the mind to grasp its implications, and hence devise correctives, is not studied in terms of its impact on human relations and living. We continue to expend our intellectual energy debating 'the naked ape', 'the ghost in the machine' and other such esoteric questions.

If it is peace in our world that we speak of, we tend to run away with the notion that invocations about co-existence, mutual understanding and cultural exchanges are enough to build the defences of peace in the minds of men. We forget even as we mouth these phrases, that we are in practice linked to activities which are sharpening political, economic, social and cultural polarisations in our world. It is these polarisations which are increasingly a threat to peace in a shrinking world. Indeed the revolution of science and technology, with its built-in leap effect, intensifies such polarisation between the developed, the developing and under-developed regions of our world. We can not accept these trends as inevitable, for they are self-destructive. We have to evolve correctives on a world scale, even as we do within a family, a community or a nation.

The despair which engulfs the mind of man is all-embracing. It cuts across the frontiers of affluence and poverty. It cuts

across power elites drawn from various classes—or at least the thinking sections of these elites. The 'flower children,' sprouted by the jungle of affluence, the volatile anger of the impatient in the sprawling regions of poverty, the desperate moves of the cultural revolutionaries, the revival of anarchist thought, the nihilism of the sensitive and the apathy and cynicism of the millions of educated youth, are, in fact, a part of the single trend which reflects reactions against the social frame within which we have to operate. It is imperative that at this juncture in our affairs, when new science and new technology have created the clear possibility of a massive forward thrust, we begin an incisive assessment of the relevance for the future of the social frame in which we live. Is it viable in the context of the needs of what has become the family of man? Does it belong to a past epoch? Are we guilty of living by values which are no longer valid? Crises of this kind have engulfed past civilisations. Is our civilisation on the edge of some such catastrophe? These questions concern both the mind of man and the quest for peace on our planet.

III

The scientific and technological revolution, pushed in various directions by considerations far removed from the essential interests of man, except of course in such accidental conjunctions as happen to serve him, has created an unending maze from which it is difficult to escape. Unless we are able to direct this process on the basis of profound understanding, we shall find our condition becoming inevitable more complex. The first efforts to evolve models

for living and behaviour in the future, and to use these models to discipline our present actions, constitute a recognition of the need to assert our hegemony over the knowledge to which we have given birth. But the efforts remain few and far between, and suffer from the desire to preserve such norms as we are accustomed to. Qualitative changes demand the forging of new weapons, both intellectual and institutional. Whether it is a matter concerning food, political behaviour patterns, constitutional structures or social assertions—matters inextricably tied up with the all-embracing question of peace—we must now realise that the old terms of reference no longer have validity.

The concrete jungle that is the modern metropolis is enthroned as the city of tomorrow. Only stray voices are heard to challenge this travesty of what a city should be—an efficient human mechanism intended to manage both the problems spawned by science and technology and to enrich man's spirit. The sum of loneliness and frustration has only been increased by modern urban development. The growth of the concrete jungles is paralleled by the growth of psychiatry. Man's environment is desecrated by man. He is unaware of what he is doing, and has done, with himself.

The traffic jams of our major cities have become a feature of urban growth. The automobile, intended to speed movement, has now become a hinderance to that movement. We merrily continue to produce the material which consolidates the traffic jam. The standard has been established and then elevated to the principle of what is called 'the good life.' There is built-in anarchy in the process, but who has the courage to cry halt to this aberration which it constitutes.

The standards of living prevalent in the affluent pockets of the world are also defied. The

urge for more and more of what we do not really need is axiomatic to present growth. The enormous waste involved concerns not just materials of all kinds but also involves massive, meaningless, effort by men and women, an effort that sparks explosive psychological tensions and dries the springs of creativity. There is time for little else except competition at the level of ostentation.

Societies which claim to live by other values are no better. In socialist societies, there is a 'me tooism' a complex which startles the sensitive observer. Here, despite social controls, the cities rise like jungles, the traffic jams are consciously sought, and so are the wasteful standards. No genuine alternative is posed. The choice before man remains what it has always been—conform or perish. His plight is tragic for, unless the alternative is blue-printed, he can not be otherwise motivated.

The infection of these obsessions spreads throughout the developing world. A city such as Bombay in my country, congeals within itself all the features to which I have referred. It becomes the symbol of the future to more than five hundred million people. Our planners know that to proceed along this path is madness. Yet we proceed along this path. When China rejects this path we are amused. True, the cultural revolutionaries are doomed. They are trying by official fiat to skip a whole human experience in a world already shrunk, a world soon to be ringed by communication satellites which, willy-nilly, will internationalise all the values and standards prevalent in the most advanced societies today those same self-defeating values and norms. China can not isolate herself. Two hundred years ago her cultural revolution may have been a success. But not today. Science and technology can no

longer be defeated by slogans. Other answers have to be found. But the question raised by China can not be dismissed.

I have dwelt at length on what I consider to be the heart of the crisis because I believe that here lies the main threat to peace. We seem to be unaware that the very processes of growth we witness to-day will divide our world into distinct areas—the highly advanced, the advanced and the camp followers. The millions of Asia and Africa will soon learn that within the framework of the scientific and technological revolution they can not possibly make up the leeway of centuries—that is unless we evolved a dramatically different alternative, spell it out and campaign for it. I shudder to think of the impact of this realisation upon the mind of Asia and Africa. The most sophisticated brain research will be numbed by such a challenge. Either there will be deadening apathy, with all its accompanying aberrations, or there will be explosive anger—a mix of starvation, frustration and obscurantism—spilling over frontiers and sparking responses leading to mass annihilation.

If you should feel there is exaggeration in what I say, then it is for you to explain that the processes of growth we witness now have another different impact. There are vicious circles within vicious circles. If disease is conquered, there are more mouths to feed. Bursting populations, fed on rising expectations popularised by the mass media, demand standards for which resources are not available. Resources for significant development can only come from the surplus of the affluent. But the affluent are embarked on a course of development which rules out any surrender of resources to the less fortunate of this planet. All effort in the direction is without a disciplining philoso-

phy of living, both for the giver and the receiver.

We can no longer look upon our world as we have done in the past. It has to be seen or viewed as a **family of peoples**. A family lives by different norms than does a nation among nations. Naturally, when dealing with nations, the complexities are greater, more ramified, not easily resolved or untangled. But the business of returning to fundamental has to begin if we are to salvage the mind of man and promote peace among men.

IV

I have said that we must engender a **disciplining philosophy of living** both for the giver and the receiver. It has to be a simultaneous quest, for failure at either end only destroys the motivation both must have. If concrete jungles, traffic jams and wasteful standards are launched upon or sought, in the developing regions there will be little chance to persuade the more fortunate regions to part with their concrete jungles, traffic jams and inflated standards, to create the surpluses so necessary to correct the imbalances of the world. Similarly, if the affluent do not radically alter their value system, the so-called status symbols they have created will become the cherished objective of those aspiring to affluence. A disciplining philosophy of living is the central question facing us, for it embraces the whole canvas of man's thought and activity.

We are so enmeshed by the net of established values that there is a tendency to dismiss this kind of thought as being fuzzy, impractical or even demented. I am only too well aware of the many ramifications of the established norms, of the powerful entrenched interests who will view such a disciplining philosophy as a threat to their very survival and

growth. Indeed, vast resources have been expended to create anarchic affluence in the midst of a vast desert of poverty, both physical and intellectual. I am also aware of the danger of attempting to dragoon millions to by-pass the pleasures of affluence. But, as conscious arbiters of our fate, I do feel that the science and technology available to us offer several alternative kinds of growth. We must assess these against the background of our condition today and then decide how to rescue ourselves from the tragic fate we seem to have inherited.

In other words, our task is to understand **the crises of the mind**, to begin to work on alternative thoughts and actions to ease such crises by the creation of healthy involvements in the planning of the future, and to evolve new priorities and standards for a fresh attack on our problems of living. This is a huge task embracing education, economic and political organisation the creative use of science and technology for the humanisation of present day development and the evolution of techniques towards international cooperation on a more rational, thoughtful basis. We must forge the change which changes man. This change must take tangible shape within his life time, otherwise he will lose interest. Only then will hope return and transform the mental landscape of today. There can be no peace without this creative input. How, then, do we go about this task?

V

Clearly, there are **no simple solutions** to this major aberration of our times. Those who seek simple solutions will fail. We have to plan for a sustained assault over many years and at many levels on a distorted value system which is strongly entrenched. Brain research as such can not assist us. Indeed, to give new meaning to this term, we have to think of a brain-

cleaning—and I don't mean washing—operation which is skillful, sensitive and persuasive. We have to enter the maze of our making, demarcate the avenues from which there is no return and push ourselves gently in a direction where the maze is less frustrating and where movement holds the possibility of an exciting adventure.

Education is obviously the critical area of correction. It is here that the mind of a man is being made to conform to all manner of archaic notions. The starting point is an understanding of the history of man. The idea that present-day patterns of culture are composite, nurtured in the past at widely dispersed points of human striving, has yet to become an integral part of a universal conscience. In other words, the generation now being moulded, has to develop a **commitment and perspective qualitatively different from that of the generation before.** For the first time in human history, we have the knowledge and the means to achieve this transformation. The new text books of a universal culture, in which there is unity in diversity, have to supplant the old. We must shift the emphasis from the techniques to the content of education.

Parallel to this effort, and learning from the research of our past, we have to **place power and initiative in the hands of our most talented thinkers and technicians** to evolve systems of cooperative living from the smallest collective to the largest known collective that is our planet. Proto-types must be evolved on the basis of the most advanced science and technology, and these must somehow enter the market place to compete with what at the moment dominates the choice of man. The proto-types, ranging from gigantic models of urban renewal, to mass transport, to objects like the chair and the table, must defeat in the free play of the market the decadent, unhealthy

status symbols of today which constitute the understructure of our developing world culture. The challenge posed places a heavy responsibility on the most creative men of our age.

Unless the efforts to transform education and to evolve proto-types for mass manufacture are made in close conjunction, it will not be possible to dethrone the value system which has in fact made economic and social growth ineffectual as the answer to the problems of our planet. It will not be possible to end the waste upon which they are built. It will not be possible to reduce the tensions which these standards generate through the discriminations inherent in them. We will be reduced to crazy idealists, unrealistic primitivists and the protagonists of lost causes by the entrenched interests who live for to-day only. Brain-cleaning, as I said earlier, could assume a wholesome flavour if we work in coordination to popularise a disciplining philo-

sophy backed with the materials to support it. This is the neglected task which has to be taken up if we are to survive in peace.

There is nothing startling in what I have said. Almost every concept to which I have referred to has its enunciators and followers. What I have done is to bring this search of sensitive minds into some kind of focus and to urge practical initiatives. I can only urge speedy action. Every day lost only makes the task of renewal more complex.

I would not have pushed the discussion into these fields if I had doubts about the practicability of changing human behaviour within a short period of time. In my country, over the last two years of stress and strain we have witnessed two remarkable revolutions. In a strict hierarchical society, using the techniques of mass communication, we have made the subject of birth control a normal family conversation in town and village. The merits of the loop and the pill are begin-

ning to be discussed much in the same way as the merits of various cough mixtures! Similarly, over the same two years, our farmers have taken to scientific agriculture. The food grain crop for 1967 has jumped by well over 10 million tons over the peak production figure before the drought began in 1965. Traditional agriculture is undergoing dramatic changes from day to day. When I try to locate the common key to both these successes, I find that it is courage—guts—the decision to attack the problem. It needed courage to take the initiative on birth control popularisation without inhibitions in a conservative society. It needed courage to concentrate scientific inputs for agriculture into the best land despite the political implications in a democratic society—only 32 million acres out of 200 million have been chosen. If courage is the answer, let us use it more widely. For, after that, the problem is management—and that is not beyond us.

Illiteracy Eradication Week in Bombay

THE EDUCATED class should be made to participate in the illiteracy eradication programme if quick results are to be achieved said Shri Morarji Desai, Deputy Prime Minister in Bombay on February 18, 1968 while inaugurating the "Illiteracy Eradication Week" of the Bombay City Social Education Committee.

Shri Desai said that teachers and students should be associated in this programme. Those made literate should be able to read and write and also understand what they read.

The Deputy Prime Minister later lit a "literacy torch" at the Tros traffic island, outside a booth put up by the committee for fund collection for its programme.

Maharashtra's Education Minister, Shri M. D. Choudhri who presided said that illiteracy eradica-

tion programme was being implemented in the State in three phases—teaching the illiterate to read and write, making literacy functional and giving to neo-literates civic and social education. The first phase would be completed by the Gandhi Centenary year.

He said that adult education programme launched in villages and talukas had become a peoples movement in the State.

In an introductory speech Mrs Sulochana Modi, President of the Committee said it was proposed to educate all the 750,000 illiterates in the city in the next three years.

She said that during the last 18 months school children in the city has had made 12,000 people literate and added "What the elders cannot do, the children did."

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4. *Course in Puppet Making, Manipulation and Dramatization* : June 10 to July 6. Imparts to teachers and field staff, skills in using glove puppets as medium of communication.
5. *Course for Literacy Teachers* : Imparts skills in teaching literacy to adults.
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New Trends in Adult Education: Jagdish Mathur's Address to Adult Education Workers

SPEAKING in Hindi to adult education workers in New Delhi on April 23, the well known leader of adult education movement, Shri J.C. Mathur said that an integrated use should be made of official and non-official agencies and the mass media to put the work of adult education on a sound footing. He said that unless all these agencies put their heads together, the adult education movement cannot get the momentum it needs today.

The meeting convened by the Indian Adult Education Association at its headquarters in New Delhi was attended by over 100 adult education leaders and field workers from different departments, and its object was to make the workers aware of the new trends in adult education, so that they could carry on their work more effectively and with a clearer understanding.

Shri Mathur who is a member of UNESCO's International Committee on the Out-of School Education has recently returned to New Delhi after attending its meeting in Paris. He based his talk on the new trends in adult education as discussed in the Paris meeting.

Shri Mathur mentioned five new trends in adult education. The first is that the differences between adult literacy and adult education are being narrowed down. Secondly, the programmes of functional literacy should be the means for securing economic development. The teaching of reading and writing should result in developing skills or abilities for increasing agricultural and industrial production which is the need of the hour.

treated not as a class but as a group. This will enable the youth to solve their own problems. The fourth trend is the concept of life-long education or education permanente which was adopted for the first time in 1965, in UNESCO's meeting. Shri Mathur noted an encouraging move in the recent meeting at Paris regarding the effective participation by developing countries.

Lastly the different agencies, official and non-official and the mass media are being brought together to enable the movement to get the momentum it needs.

Shri Mathur also outlined very briefly UNESCO sponsored functional literacy programmes being carried out in eight different countries. He said that the whole apathy towards this movement could be overcome if terminal concept of education is removed.

Earlier, Shri N.R. Gupta, Organising Secretary of the Association welcomed Shri Mathur and said that the idea in getting together various categories of field workers is to bring home to them the requirements of society which are to be provided for through programmes of adult education. Adult education was no more the organisation of literacy classes for illiterate adults only. The concept is now much clearer and the scope and coverage much wider. Literacy alone is neither the beginning nor the end of adult education but it is certainly an important something in the whole scheme. It opens the door to knowledge. Knowledge is now fast expanding and the continuation of learning is very essential for every body to be able to effec-

The third new trend is that the youth is now

(Continued on page 2)

1969 Galaxy Conference of Adult Education Organisations

The Committee of Adult Education Organisations will hold a cooperative conference known as 1969 Galaxy Conference of Adult Education Organisations in Washington D.C., from December 6 to 11, 1969.

The purpose of the conference is to strengthen the work of all adult education organisations through joint consideration of matters of common concern, provide individual members of adult education organisations with greater opportunities for professional growth, and to provide organisations of adult education with a platform from which to speak with one voice on matters of great national concern.

About 3,000 members of some 21 adult education organisations and agencies whose principal interests are with adult and continuing education are likely to participate in the conference.

The Indian Adult Education Association has been invited to send a representative to it.

For further information write to Dr. Alexander N. Charters, Coordinator, 1969 Galaxy Conference of Adult Education Organisations, Post Office Box 19163, Washington, D.C. 20036, U.S.A.

Correspondence Education Conference

The Eighth International Conference of the International Council on Correspondence Education will be held in Paris from May 19 to 23, 1969. Further information about the Conference can be had from the President of the Council, Miss R. Erados, c/o School of External Studies, N.S.W. Department of Technical Education, Broadway, W.S.W. 2007, Australia.

(Continued from page 1)

tively contribute his share towards national development. The role of Adult Education is very important in as much as it creates consciousness among the people and inspire them for continuing their education.

Shri R.P. Singhal, Secretary, Central Board of Secondary Education presided. In his closing remarks, Shri Singhal advised the workers that adult education programmes were no more restricted to the illiterates only. The evening schools and the correspondence courses now covered quite a large number of literate adults, desirous of brightening their future prospects by increasing their educational qualifications.

NAPSAE Conference

THE 16th annual conference of the National Association for Public School Adult Education was held in Philadelphia from November 16 to 20, 1967.

One of the many highlights of the Conference was the address of Senator Vance J. Hartke of Indiana. In a ringing statement the Senator said that it is now time that America's education philosophy be geared to the adult rather than centralized in children alone. He termed it an underlying shortcoming of American education that "we have made our total educational investment in the education of the child." It is the adult, he said, "who sculps the visage of the world about us, not the child. Throughout our history we have fostered a curious contradiction in our education. We have educated the child, who could not participate in the affairs of democracy, while we denied continuing education to his parents who were charged with making the decisions which shape our national destiny."

An equally vigorous statement was presented by NAPSAE President-elect Finch at the annual business meeting. Mr. Finch said that in his opinion the Federal Government was "failing to utilize the full facilities of the nation's public schools in solving the nation's social crisis. Time is running out on federal pilot projects and the thousands of Federal experiments designed to solve today's social economic crisis. The time has come to light the main burner. Our advice to Washington is turn on the lights in the nations school buildings and have us call in the best teachers available. We know that public education with its experience and skills and available capital equipment can serve more people at less cost than can any other profit or non-profit organisation or Federally operated programmes. If Washington will provide the funds on a 12-month basis and for more than one year, rather than six months out of the year, the public schools of this nation can and will operate on an around-the-clock basis twelve months of the year to give out-of-school youth and adults the education and training they must have to ease the most critical domestic crisis this nation has ever faced".

IFWEA Conference

The Eighth General Conference of the International Federation of Workers Educational Association, London will be held in Copenhagen, Denmark from September 9 to 12 this year. The Indian Adult Education Association has been invited to send two representatives.

The Historical View of Adult Education

Sohan Singh*

1. Adult education in the colourless sense of an adult learning things he had not learnt earlier is a phenomenon coeval with mankind. When the waters of humanity flow placid and calm you do not notice any adult education; none-the-less it is always going on. You notice a little of it, however, when a breeze blows over the waters—it may be the breeze of a new, despair-lifting religion, or it may be the breeze of new and exciting discoveries that a man snatches from the unknown to throw into the common pool of human knowledge. Just at the present time adult men and women all over our globe are lapping up avidly whatever new discoveries the Satellites bring to us from the dark womb of space. Because it is adult education in the literal sense of the word, I cannot reject it as such. But I convey my attitude to it by calling it colourless—it is not significant enough for us to put our heads together for days trying to understand it. It is only when adult education occurs in the context of a social problem, when, that is to say, individual men and women organise themselves to receive new learnings in order to stand up to new challenges that they face in common that I accept it as adult education that is our proper study.

2. *In England.* In this sense adult education first made its appearance amidst the social upheaval of the Industrial Revolution. Since then adult education has had a history—not only in England, but in other countries, too. Our present purpose being to understand the concept of adult education we will not go into the history. But throughout

its history new layers of meanings have been added to our concept of it, and in trying to understand the significance of the term we must consciously or unconsciously dip into those layers. We may not, therefore, relate the history of adult education, but we have to refer to it to consolidate our understanding of it.

3. *Adult Schools.* In the latter decades of the 18th century, England forged ahead as the "Workshop of the World." But, in order to earn this distinction, it had to pay heavily in terms of the misery and squalor in the lives of its labouring millions. Competent historians have mentioned that in the process England became less illiterate than it was before. The privileged tried to pay back for their privileged position in society by providing schools for the children of the under-privileged—the Sunday Schools being the most well-known examples of this. In the last years of the century the schools began to be set up for the workers in factories. These schools were strongly tinged with religion and condescension and the literacy offered in them fell short of what we now understand by the term elementary education. Nevertheless, they form the bottom layer in the formation of adult education—we may call this the layer of "remedial education."

4. The adult schools spread rapidly in the industrial districts and continued deep into the nineteenth century with varying fortunes. But in 1870 England adopted universal state supported elementary education and from a decade after that the adult schools lost their *raison d'être*. Still they survived for sometimes because of their religious associations, until the increasing secularism of the 20th century took away completely whatever ground was

left under them.

5. *Mechanics' Institutes.* Arising from Biobek's work in Glasgow in the very first years of the 19th century, a new institution of adult education came into being in 1823 at Glasgow under the name of Mechanics' Institute. The popularity of the Mechanics' Institute idea spread rapidly and within a quarter of a century of the founding of the first Institute there were a hundred spread over the length and breadth of England. They had their hay-day at about the middle of the century, when there were 700 of them and a great variety of them. Then, for causes we will explain, they declined until by the turn of the century we could hardly find their vestiges.

6. The Mechanics' Institutes continued the remedial education of the workers at a higher level than the adult schools and added two other functions. First, they provided some technical education to their members and also they supplied to some extent the "infrastructure" of adult education, namely museums and libraries.

7. *Evening Schools.* A little later two other adult educational institutions came into being in England, which fulfilled more or less the same functions as the Mechanics' Institutes. The first institution of this type were the Evening Schools for adults. They provided for the elementary education of adults, though not entirely or even mainly, because they also took in children and youth. Further, they provided for technical education for workers. We hear of evening schools at the end of the 18th century, but they grew in numbers in the middle of the 19th century and the sixties saw their marked growth.

* Sardar Sohan Singh is Programme Director, Asia Foundation, Delhi and a former Director of the National Fundamental Education Centre, New Delhi.

Later they declined for the same reasons as led to the decline of Mechanics' Institutes.

8. *Workingmen's Colleges.*

The Mechanics' Institutes, like the adult schools, came about through the initiative of middle classes and some of the workers did not feel like identifying themselves with them. A truly working class effort in the field of adult education, and probably the first of its kind, was the Sheffield People's College, founded in 1842. Within a quarter of a century there were a dozen such colleges in England, the most famous being the London Workingmen's College, and two in Scotland. The Workingmen's Colleges laid stress on humanities, or liberal education—this was the psychological pull of the upper classes on the workers. But the bulk of the college clientele (50%, nearly) were workers and the most of the 50 per cent came from shopkeepers, clerks and low-rung professionals on whom the pull of practical education was more than that of humanistic studies. Consequently, the longer-surviving Workingmen's Colleges were precisely those that catered to the vocational education of their pupils.

9. The institutions mentioned so far arose as a result of a popular movement to fill the shortcomings in the regular educational structure of the society, which practically shut out the workers. Their main functions were:

- They remedied the lack of elementary education of workers,
- They tried to provide technical education to them,
- At least the Workingmen's College secured the identification of the workers with their own continued education—a necessary element in the make-up of adult education, and

—They (along with some subscription libraries, not mentioned in the above) tried to provide the infrastructure of adult education, in the form of availability of reading materials and other educational materials (through museum).

10. In the latter two or three decades, of the nineteenth century English Society tried to build up institutions which supplied the above educational needs of adults. The 1870 Education Act made elementary education of children universal and compulsory, and within a decade or so of that there was no more recruitment from below into the population of illiterate adults. Between 1850 and 1890 there was a rapid development of technical education at all levels. The public libraries received a legislative status in 1850, though it was not until after 1894 that public libraries developed rapidly. Meanwhile, cheap books and newspapers had also proliferated. As a result of all these developments the types of adult educational institutions that flourished in 19th century England disappeared. Those few that remained adapted themselves to the new climate.

11. Political developments in England also helped to give a new orientation to adult education institutions in the country. The Industrial Revolution had brought about a polarisation of classes in England and after the first shock of it was over the polarisation became a confrontation. The nineteenth century was, therefore, a century of class struggle in England. But, by the beginning of the 20th century the working classes had practically won their political rights. Gradually, the adult education movement in England ceased to have strong working-class complexion; it broadened out to an adult educational movement of all classes. The transformation

ranged over a fairly big chunk of the first half of the 20th century, but the trend was unmistakable.

12. The forerunners of the new type of adult education appeared in the latter part of the 19th century itself. These were two: the University Extension Work and the Settlements.

13. *University Extension and Settlements.* Cambridge took up extension work in 1873 and within 20 years nearly 60,000 students were attending extension classes run by universities and sometimes colleges. In 1885 the famous Toynbee Hall was founded, the first and the foremost of the settlements, and in about a dozen years there were more than 20 such settlements sprinkled all over England. Both these institutions attempted to provide non-utilitarian adult education and for the most part they were attended by adults from the middle classes. But these models of what we may call liberal education were a little pre-mature and soon they yielded ground to more serviceable institutions.

14. The English working classes having won their elementary education and elementary political rights, they now thrust forward to produce educational leadership not only in the working class organisation—trade unions and cooperative societies—but in all other spheres of leadership so far monopolised by the upper classes, a most important section of which was the political representation of the people. Such leadership in England was then identified with the men and women who came out of the universities. And so, it was this type of education that working class adults now began to assimilate in the first two decades of the twentieth century.

15. *Tutorial Classes.* The first institution developed for this purpose was Ruskin Hall (since 1907, Ruskin College), founded in 1899. The college was

sustained by working classes and strove to build working class leaders by giving them education in the higher reaches of political science and economics. To note the dominant trend in adult education at this period in England it is necessary to point out that from 1910 Ruskin students were permitted to take the London University Diploma in economics and political science.

16. Another experiment of this kind started at Rochdale in January 1908, where R.H. Tawney started a 3-year tutorial class of 40 students. Fortnightly written work by the students was a notable feature of this class. A parallel class under the Oxford Extension Centre was started at the same time at Longton. These classes gave distinctive shape to the teaching methods followed in the tutorial classes to which we now turn as the dominant adult educational mode of the period.

17. In 1903, largely through the efforts of Albert Mansbridge, a great name in English adult education, the Association for the Higher Education of Working Men came into being. From 1905 the Association came to have its present world famous name, Workers' Educational Association (W.E.A.). As a result of meaningful communication between the representatives of the WEA and Oxford University a permanent joint committee of workers and university men was formed to conduct 3-year tutorial classes under the Oxford University Extension Delegacy. The characteristic of the tutorial class was 24 two-hour meetings a year continued for three years. Written work was a valuable part of the tutorial classes. Other universities quickly followed and by the break out of World War I every university and university college in England and Wales had taken up the tutorial class. Most of the nearly 30,000 students in the tutorial classes at that time were workers—of course, men; attendance was as high as 80%,

often it was 90% and nearly $\frac{1}{2}$ the student completed the 3-year course. The ideals of 12 written papers a year remained an ideal, but the quantity and excellence of both the reading, writing assignments in the classes evoked admiration of many competent judges. The difficult position with regard to the supply of textbooks in these classes was overcome in 1912 by the setting up through the joint efforts of the WEA and the Toynbee Hall of the central library for tutorial classes which became the National Central Library in 1930.

18. *Settlements.* Meanwhile, new types of organization had filled the vacuum in below—the university level of adult education. The Central Education Committee of the Cooperative Union was running classes mostly vocational for men in Cooperative Societies since 1899. In 1913-14 they had nearly 22,000 students in these classes. New types of settlements, some residential others not, provided courses of varying lengths—a work, a month, a term, a year—for building their students as citizens, scholars and teachers. Besides, these settlements, like the earlier settlements also took up extension activities, including extension through correspondence courses. The settlements strived to promote education as a spiritual concern through an atmosphere of fellowship. By 1926 England had 56 of these settlements, 41 of them in London. At the same time the well-organised WEA continued on its own to provide elementary adult education generally and also specially for trade union men.

19. It should be noted that the new type of adult education work was made possible because of a more liberal system of grants-in-aid both by the Board of Education and the Local Authorities in England.

20. By the thirties of our century there was hardly any worthwhile battle that the lower

classes in England had to fight and win. In fact due to the rising standards of living the working class was being abolished and the adult educational movement lost its specific character as a social movement. Though more adults were coming forth to continue their education, the social concern was gone and serious study declined. In the tutorial classes there was shift from social sciences to philosophy, literature and later art. In the other classes also less serious studies came up. The WEA classes, too, were being availed of more and more by men and women—the women were claiming a growing share in adult education classes—from the middle classes. Thus adult education tended more and more to be an education in hobbies. (Please remember that even a study of philosophy can be a hobby).

21. Obviously, the old institutions of adult education could not continue unchanged in the new social climate. The WEA classes, the evening institutes and other bodies assisted by the Local Authorities, the settlements—all of them continued their work, but approximately more and more to the common pattern of what I have called the hobby type of adult education. The Village Colleges that arose in 30s only extended this type of education to rural areas. But the distinctive pattern of adult education suited to the English Society of the mid-20th century was shaped by the universities. To do that they had first to break themselves loose from their bonds with the WEA. This they did in the twenties.

22. *Extra Mural Work of Universities.* In 1917, as World War I was coming to a close the British Government set up a Reconstruction Committee to study problems of post-war development. The Reconstruction Committee itself set up a Committee known by name of its Chairman as the Smith Committee, to study problems of

put its official seal of acceptance on this trend in so far as the government employees were concerned, by passing the Government Employees Training Act. "An implementing executive order (given with the Act) directed that each department head shall review periodically the training needs of his employees, formulate plans of action to meet these needs, establish necessary training programmes, stimulate and encourage employee self-development, and make use of the training facilities of other departments." (Knowles p. 98). The same trend is unmistakable in American industry. An interesting study has shown that in the first place of the industry's in-service training programmes the emphasis was on technical training, in the second phase it was on training in business management, and in the third phase a sizeable sector of liberal education has come in the industry's educational programmes. This trend towards liberal education—actually it is mostly general education and some times what I have called education for a hobby—is also there in governmental training programmes and even in the programmes of such organisations as the Cooperative Extension Service. Further, in order to make their educational programme more effective both industry and government are creating bonds between themselves and educational institutions. All this goes to show that adult education is now being embedded in the entire structure of the twentieth century society.

34. *Conclusion.* To make an assessment similar to that which we made at the end of our survey of the adult education movement in England we may distinguish the following five layers deposited by the history of adult education in U.S.:

1. Education in citizenship
2. Liberal education

3. Agricultural extension
4. Education as a life-long process.
5. Adult education as a characteristic of modern society in its various sectors.

35. Adult education in U.S. has also made valuable contributions in the methodology of the subject. We mention some of them as: informal group discussion, the complex of extension methods and the training of voluntary leaders of informal adult educational groups.

36. *Philosophical Implications.* It now remains for me to draw out some conclusions of a philosophical nature from the historical study of adult education. I will confine myself to only three observations.

37. *Fellowship in Hope.* First, adult education is a child of hope. In my study of the history of adult education in India I brought out the generalisation that the ebb and flow of adult education correlated rather closely with the ebb and flow of our national aspirations in the nineteenth and twentieth centuries and both correlated with the rise and fall of the curve of economic prosperity. The history of adult education in England tells the same story. For example, referring to the mechanics' institutes Thomas Kelly in *A History of Adult Education in Great Britain* says, "In 1826 the onward movement of the institutes suffered a sharp check. One reason for this lay in the onset of economic depression, to which throughout their history the institutes always showed themselves exceedingly sensitive." (p. 124) Similarly, a wave of political idealism brings with it a wave of adult education, merely because political idealism brings rays of hope in the darkness of current reality. To quote Kelly again, "The various working-class movements of the early nineteenth century; from Hampden Clubs to the Chartists, were indeed shot through with educa-

tional idealism, and...enough is known to make it clear that their contribution to adult education was by no means negligible" (p. 134-135.) The same happened in the days of the New Deal in America.

38. The peculiar brand of hope which fosters adult education does not reside so much in the breast of an individual as it does in the buoyant vision of a people. Consequently, great moments of adult education have also been experienced in uplifting fellowship between men. The first adult schools, the Mechanics' Institutes, the Toynbee Hall types of settlements and the tutorial classes in England, the lyceums, the chautauqs, the extension service in the countries and the great-experiments in liberal education in America, like the Great Books Programme, and numerous others—all these achievements in adult education were really examples of man moving forward like comrades in the ventures of the mind. Adult education is thus seen to be an expression of the people's faith in themselves and concomitant of their effort to leap on to the next plateau. Where this faith and this hope, is lacking, as it does in many countries in the world today, there adult education has no congenial soil to grow.

39. *Scientific Knowledge comes of age.* Second, adult education comes into being in a society where scientific knowledge has its own independent role in shaping the society. We may from the point of view of the role of scientific knowledge divide the progress of mankind into three stages. First, we have a stage of subsistence economy, where the pursuit of pure or scientific knowledge is somewhat of a frill in society, not intimately connected with the general social process. Secondly we have a society where technology progress, but science trails behind as a camp follower: It tries to

(Continued on page 15)

Continuing Education and the Community Colleges

New Venture in Canada

J.L. Sachdeva

Reference and Documentation Officer, Indian Adult Education Association, New Delhi

THE concept of continuing education is based on the assumption that there is no person who is completely educated not needing further education nor is there an educational programme which can be called terminal education. Education has no end; it is a continual process to be engaged in for a life time. **Life-long learning is not only necessary because of the rapidly changing nature of society, but also because learning something from a situation is a worthwhile goal of all activities, not only those taking place in or through an educational institution.**

The Community Colleges, also popularly known as junior colleges are being set-up in Canada, Great Britain and the United States as a part of a trend towards the democratization of education. This trend not only implies an enormous increase in educational opportunities for all at all levels of ability but even more it implies an attempt to solve the great problem of democracy: How can the less gifted share political power equally with the more gifted? The answer can only be found in education. It is felt that it is dangerous for a college to prepare a man to perform the tasks of a job without equipping him also to play role in determining the characteristics of the work situation, as well as to play a role in determining the characteristics of his whole life situation, his home life, and his society—local, national and international.

The Community Colleges have been designed to have the responsibility for serving as many segments of the community for as many hours as possible. Each college meets the needs of its particular community or region and that therefore each differs from the other. In particular, the vocational-technical programmes should reflect the industrial pattern of the region.

The State of British Columbia in Canada has done some pioneering work in the field of adult education. It has also taken a bold step in setting up few community colleges during the last four years. I had the opportunity to study and observe the working of one community college in Vancouver, British Columbia, known as Vancouver City College during my study tour of that country in 1966-67.

Before this college came into existence the Vancouver School Board was running three institutes for adults namely the Vancouver School of

Art, the Vancouver Vocational Institute and the King Edward Continuing Education Centre. These three institutes were providing further education in the field of art, technical, vocational and general education on both a day and evening basis to the adult group in the community.

These three institutes were merged in 1964 to be called as Vancouver City College. This community college came into existence as a result of Macdonald* report in 1963 asking for the establishment of community colleges in several parts of British Columbia to help meet an anticipated flood of students. The recommendations were accepted by the State Government and its School Act was amended to provide for the establishment of community colleges by School Boards.

The main features of the Vancouver City College are as follows:

1. Vancouver City College provides a very flexible service. To cope with the problem of persons who are not able to sign up for long terms (e.g. persons employed on shift-work) many day programmes are divided into units of four-months. Two of these terms constitute a one-year certificate course, four constitute a two-year diploma programme.
In addition evening school programmes have been integrated with day classes and provision has been made for students to transfer readily from day to evening classes. A student may commence training in day classes and finding employment may complete his education in evening classes and vice versa.
2. The Vancouver City College is a comprehensive continuing education service to the community. The college is a service rather than a site. It has several campuses in various parts of the city. The Vancouver Vocational Institute and the School of Art are in the heart of the city, while King Edward Centre is an uptown centre.
3. The college operates under an open door policy and provides an extensive counselling

* Dr. Macdonald was President, University of British Columbia.

- (ii) Informal education such as results from the planned activities of many organizations such as professional groups and community agencies, where education is secondary or ancillary objective.
- (iii) Organized formal or informal education where growth of the individual improvement of knowledge and skills and other objectives of adult education are the main goals and purposes of the programme.

The university continuing education is concerned with the last division. It is not concerned with publicity or selling of labeled ideas but with planned opportunity of education and training to those adults who have terminated at some stage their formal education and would like to have further education to

- a. improve one's personal growth, by improving one's qualifications, by improving one's skills, by learning more for self enrichment, or for filling in leisure time through education which meets one's interests and inclinations.
- b. to promote one's professional, vocational or business efficiency through keeping oneself abreast of up-to-date knowledge,
- c. to prepare oneself for vertical or horizontal mobility necessitated by technological changes in the world of one's work by updating or retraining of skills.

Approaches to Programming of Continuing Education

The University departments of continuing education can achieve these goals through several consciously designed learning experiences. Some of the approaches for such planned educational experiences are suggested below for considerations.

- a. They may bring the individual to a campus and permit him to pursue advance studies, on a part time basis, by attending classes, by doing research in library or laboratory. In this form the university may offer a host of specialised courses (non-examinable) to teachers, school administrators, social workers, lawyers, business executives, accountants, engineers, architects, and such professional people.
- b. Sometimes the university can be taken to the individuals in the form of extension centres located in the heart of communities—rural or urban or in industrial complexes. The programme may vary from general liberal education, to education for appreciation of social, political and cultural issues, arts, music, literature and films, and courses in different languages both for personal enrichment and vocational efficiency.
- c. There is a third possibility through provision of residential type Continuing Education Centres; the University may invite the

individuals to a conference or a seminar where he can sit down with his other colleagues in informal sessions, discuss problems, exchange information, introduce different points of view and evaluate newly developed ideas. While the conference is not a new idea to the most universities and adult educators in India, its application in the advancement of knowledge in the professional field can be considered a comparatively recent innovation. Such Centres can be set-up within the campus or on off-campus sites. Such Centres should provide a place with an intellectual climates as well as an atmosphere away from the rush of daily life, their confusion of competing and conflicting activities, the interruptions of phones and appointments and the distractions in home.

- d. A multifaceted programme of correspondence courses supplemented by tutorial guidance for more individualised instructions.
- e. Creating a provision of *adult education courses* for professionals who work with adults in different capacities such as Business Managers, Business executives, Social Workers, Nurses, Labour Leaders, and Administrators of extension and adult education programmes of various agencies.
- f. A programme of evening courses leading to a degree *specially for adults*, which may not be just a replica of the similar programme for pre-adults during day.

There could be many more approaches which could be adopted in programming continuing education. Much however depend up on the needs of the community, rural or urban in which the university is located.

In considering the role of universities in continuing education, I would like to suggest to the seminar for consideration some of the following questions—

1. Whether or not the high level but meager resources of the university continuing education Deptt. be utilised for reaching the unreached, viz., the illiterates, the under educated youth, the unemployed etc. If so what should precisely be the educational role of a university in this area?
2. It would be ideal for all universities to have Deptt. of Continuing Education but having a marginal status in the university it may perhaps have secondary claim on the financial and other resources of the university. In the context of India who should share in financing of continuing education?
3. What should be the role of the department of continuing education in utilising the articulated media such as T.V. and Radio for the purpose of developing adult education programmes?
4. What resources can be expected by other non-university level adult education agencies from universities in their adult education programme?

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Book Review

Teaching and Training: Techniques for Instructors
by H.R. Mills, London, Macmillan, 1967, p 216.
Price: 25 s.

THERE is today an increasing demand throughout the world for trained men, scientists, technologists, technicians and craftsmen. This demand can only be met if facilities for better education and training exists. Production of suitable literature on this subject can go a long way in meeting this demand. This book is a worth while step in this direction as it underlines the general principles of training.

This book had appeared earlier in 1953 under the title 'Techniques of Technical Training.' It is now a revised version of the same book. Some additions have also been made. The book suggests ways in which instructors, technical teachers, train-

ing officers, work supervisors or managers can improve quality and speed of training. The later part of the book also gives experiments in practical psychology as applied to technical training.

The general principles in the book have been underlined in such a way that they can be applied to any course of technical instruction, no matter what the subject may be or for whom the course is intended. The new instructor without any previous experience can start his work with the help of this book.

To make this book more comprehensive, it would have been better if organisational and administrative problems of technical education had also been taken up.

The book will prove useful and stimulating both to the new and the seasoned instructors.

—J. L. Sachdeva

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Nehru Medal in Adult Literacy

THE Indian Adult Education Association has instituted Nehru Medal in Adult Literacy which will be awarded to an individual for outstanding results in the field of literacy. Institution of the Medal had been made possible through a donation of Rs 3000/- by Shrimati Bimla Dutta to the Nehru Literacy Fund, for this purpose.

The awardee will be selected from a panel of names recommended for the purpose by the State Education Departments and all-India organisations or institutions in the field of Adult Literacy. The following types of work will be considered for the award of the Medal. (i) Literacy work for adults (ii) Follow-up classes for neo-literates (iii) continuation education work (iv) Organisational/Supervisory work.

The worker recommended for the award must have already put in at least five years of continuous work in the field and shown outstanding interest in his assignment.

The recommendations of the State Departments/Organizations should be made on prescribed form which can be had on request from The Hon. General Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi.

African Experiment in Radio Forums For Development

A report on the experiment in radio forums for rural development carried out in Ghana has just been published by Unesco in its series of Reports and Papers on Mass Communication. The experiment, organised under the responsibility of the Ghana Broadcasting Corporation, with financial and technical assistance from Unesco and the Canadian External Aid Office, was an attempt to adapt the technique of farm radio forums as applied in Canada and India to the social context of rural life in Africa. (The Canadian Forum system had already served as a successful model in India where an initial 150 forums led to the organisation of more than 4,000 throughout the country). In Ghana, a special series of radio programmes supported by visual and/or printed materials was prepared. Then 60 experimental forums were organized in 40 villages in the project area. The whole project was carried out over a period of 20 weeks.

The conclusion of the study is that the radio forum technique adapts readily to an African milieu and that this experiment was an unqualified success.

(UNESCO FEATURES)

Grant From Kellogg Foundation Establishes Community College Commission

THE W.K. Kellogg Foundation has given a grant of \$ 202,800 to support the creation of a National Commission for Community Colleges in Canada. The announcement of the grant was made by the Canadian Association for Adult Education.

The Commission will include representatives from adult education groups, provincial governments and other educational groups, who participated in a National Seminar on the Community College, held in May 1966. It will provide leadership and afford communications opportunities so that community colleges in Canada may develop to offer comprehensive programmes of liberal, continuing and technical education for many individuals not now served by higher education in Canada.

The Commission will offer statistical services regarding various facets of community college endeavours and will provide for the exchange of information between the colleges through meetings and publications.

These community colleges in Canada are in an experimental phase where in the exchange of information and findings is particularly imperative. They offer new opportunities for two-year and part-time and continuing education, having now boards of governors and faculty personnel, involved with new student-bodies, occupied with facility planning and construction as well as with curriculum fashioning and staff training. The Commission through its activities will help these institutions meet the need for intercommunication, exploration and joint study of experimental projects and mutually to share discussion of plans and proposals.

Prize Competition for fiction and non-fiction

The India Book House, Bombay has announced two prizes of Rs 5000/- each for a fiction and non-fiction in English language. The last date for submission of manuscripts in duplicate is December 31, 1968.

List of Publications of the Association

1.	Liquidation of Illiteracy	2.00
2.	Community Centres	2.50
3.	Training of Social Education Workers	3.50
4.	Literature for Neo-literates	3.50
5.	Organisation of Recreational and Cultural Activities in Social Education	2.50
6.	Libraries in Social Education	3.50
7.	Social Education in Rural Reconstruction	1.00
8.	Workers' Education	2.50
9.	Social Education in Urban Areas	1.50
10.	Organisation and Administration of Social Education	1.50
11.	Community Organisation in Social Education	2.00
12.	Social Education and Democratic Decentralization	3.00
13.	Social Education and the Youth	2.50
14.	Adult Education and Economic Development	2.50
15.	Development Work Among Rural Women	1.00
16.	Methods and Techniques of Workers' Education	3.00
17.	International Conference on Adult Education	3.00
18.	Trade Unions and Workers' Education	1.00
19.	Place of Recreation in Social Education—S.C. Dutta	1.50
20.	Human Values in Adult Education	1.00
21.	Social Education in 2nd Five Year Plan	0.75
22.	Adult Education in Community Development	1.50
23.	Social Education in Changing Society	1.25
24.	Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00
25.	What it is and What it does—Indian Adult Education Association	1.00
26.	Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50
27.	History of Adult Education in India During British Period—Soban Singh	3.50
28.	The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50
29.	Social Education—Ten years in Retrospect—S.C. Dutta	0.50
30.	Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25
31.	Adult Education in Rural Areas—Abstract	0.35
32.	Community Action—Abstract	0.35
33.	Training in Adult Education—Abstract	0.35
34.	Community Organisation in Adult Education	1.00
35.	On to Eternity Vol. I—S.C. Dutta	5.00
36.	On to Eternity Vol. II—S.C. Dutta	2.50
37.	Group Discussion—M.C. Nanavatty	3.75
38.	Celluloid in Indian Society—H.S. Bhola	2.00
39.	The Alphabet for Progress	0.60
40.	Selected Problems in Social Education—Homer & Helen Kempfer	5.00
41.	New Dimensions in Social Education	2.00
42.	Implications of Continuous Learning—J.R. Kidd	2.50
43.	New Trends in Adult Education in India—S.C. Dutta	2.00
44.	Seminar Techniques—Dr. S.R. Ranganathan	1.00
45.	Workers Education Abroad	2.00
46.	Adult Education in South Asia—S.C. Dutta	1.00
47.	American-Hindi Cook Book	6.00
48.	Life-Long Learning for Survival	3.50
49.	Rural Drama—S.N. Srivastava	3.00
50.	University Adult Education	3.00
51.	Schools and Adult Education	2.00

Available from :
Indian Adult Education Association,
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7-YEAR PLAN FOR LITERACY IN RAJASTHAN

RAJASTHAN has drawn up a seven-year programme of literacy campaign in the State.

An official spokesman said in Jaipur on May 19, that the primary responsibility of imparting instruction in the literacy campaign would, however, have to be shouldered by teachers. Because of paucity of funds, the Government does not think it possible that any payment for the first stage of the programme can be made to teachers. The emphasis, therefore, would be on the continuation of the literacy programme.

Rajasthan saw a phenomenal growth in literacy when from 8.95 per cent in 1951 it rose to 24 per cent in 1967 as against the national average of 28.6 per cent for 1965.

The main reasons for the slow rate of progress in this crucial sector are stated to be paucity of funds and abolition of social education staff at district and Panchayat Samiti levels.

The department of education has been asked to set up an organization to get primers and the books ready for the 7-year programme.

The Government has decided to form a state-level advisory committee to coordinate the programme of adult education.

The spokesman said the Government has also decided to take up general and vocational education

Correspondence Course at Secondary Stage

The Directorate of Education, Delhi, has started a two-year Higher Secondary Correspondence Course for students all over India.

The Course starts from August 1, and students who have passed matriculation or equivalent examination are eligible for admission. The minimum age for admission is 15 years.

Besides postal course the students will be required to attend a personal contact programme of at least three weeks during the month of May and June in the second year of the course.

The Central Board of Secondary Education, New Delhi will hold the final examination. The medium of instruction will be Hindi.

of grown-ups side by side with adult literacy. The programme will include (1) involvement of adult education association in the adult education campaign. The association will be given grants.

The Government has decided to make available all school building and the teachers on part-time basis for the adult literacy drive.

United States Firm Starts Experimental Adult Education Programme

THE Olin Mathieson Chemical Corporation, New Haven, Connecticut had started an experimental adult education programme which offers employees the equivalent of high school classes on company premises. The initial programme has been designed for 50 students, employees applicants far exceeded that number.

Olin pays the full cost of books, materials, counselling, eligibility testing, and other administration needs. Salaries of teachers are shared by Olin and the city. Classes are two hours long and are held three times a week during the employees free time.

Kempfer Joins USAFI

Homer Kempfer until recently Director of the World Literacy Programme for UNESCO located in Paris, has assumed his new duties as Director of U.S. Armed Forces Institute in Madison, Wisconsin, USA. The Institute provides civilian education for the Armed Forces at the pre-high, high school, college and technical levels. Approximately 300,000 enrollments are divided between correspondence education and group study.

Dr. Kempfer formerly was with the Agency for

International Journal on Adult Education

A new International Quarterly on Adult Education entitled 'Convergence' has been founded in Canada. The first issue which focuses attention on Training in Adult Education has been published in March and has appeared in four languages: English, French, Spanish and Russian. Dr. J.R. Kidd Chairman, Department of Adult Education, Ontario Institute for Studies in Education, Toronto is the Editor.

The Annual subscription is \$ 4.00. For subscription and further information write to: The Editor, 'Convergence,' P.O. Box 250, Station 'F' Toronto 5, Canada.

Research in Adult Education

The Eric Clearing House on Adult Education operated by the Library of Continuing Education of Syracuse University in cooperation with the Educational Resources Information Centre (ERIC) of the U.S. Office of Education is compiling an annual review of research in adult education. Reports about the research projects or systematic investigations carried out during 1967-68 should be sent to Mrs. Betty Jane Vaughan, Supervisor of Acquisitions, Eric Clearing House on Adult Education, 107 Roney Lane, Syracuse, N.Y. 13210, USA.

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Concept of Continuing Education—The Role of the University in it

U.S. Gour*

Director, Deptt. of Adult Education, University of Rajasthan, Jaipur

I am happy that Continuing Education has been provided for as a topic of discussion in the Institute organised by the Literacy House. All would agree that in view of the ruthlessly swift pace at which change is taking place, men and women all over the world need more education, extended over a larger space of time than what schools, colleges and universities are able to give. It is a hard fact that tomorrow will be much different from today and will present problems as well as opportunities which the education completed a day before will not be able to tackle or utilise. Mankind for efficient living needs education spread over a whole life time.

There has been a sudden explosion of knowledge during the last two decades—probably more knowledge has been produced during this short spell than the sum total of the knowledge created during the last two hundred years. And the rate of production of knowledge is constantly on the increase. It is wishful thinking to suppose that all this can be consumed during the periods of time spent in schools and colleges, even if we were to believe that it would normally be possible for everybody to attend a college or a university. It shall need greater maturity in terms of age and a larger period, as large as the whole life time of the learner, to profit from all that may be available as a offering.

Secondly, there has been, and

will continue to be progressive upward movement in average life expectancy. More people expect to live longer. There will thus be an ever-increasing addition to the number of adults in all social groups, and since it is mostly this age-group that influences decisions, the need of its education will require utmost attention. It is only on the level of ability of this group that the collective progress of the community ultimately rests.

Technology is making exacting demand for better knowledge to modern man to enable him to employ it profitably for social benefit. In a world of ignorant people, technology and science will not be much meaningful as aids to happier life, these may even be dangerous to peace of the individual and of the entire human group.

Then we have chosen democracy as the way of life, and the preservation and progress of democracy can be guaranteed only by producing enlightened citizens who are not satisfied merely with their right of access to the ballot-box but are keenly interested in making democracy a living experience. The way to this wished for experience cannot be ordained by legislative enactments or by regulatory laws; it is the end-product of education of those who participate in it.

Population, threat of wars and poverty are other inexorable pressures on mankind all over the globe generally, and continuing education is the most dependable minister of the adults, in positions of decision-makers, to assist them to come equal to the

challenges from each one of them. Poorer sections of the society, or poorer and less developed nations, cannot be raised to higher levels of living by gifts of money and material but by the more teaching resulting in more knowledge so as to learn to pull themselves up as if by their own boot-straps. Mellman in his book *Our Depleted Society*, supports this view by saying, "The wealthiest nation on earth has been unable to rally resources necessary to raise one fifth of its population from poverty." If money could do it America has enough. But money will not do the trick. What the poorer sections need is education to make them more productive as individuals and better organised as groups.

With these preliminary remarks on behalf of continuing education I come to specific talk of first attempting to present its concept and then of bringing out the role of the University in carrying it on as one of its businesses.

I may start by confessing that to configurate the concept of a contemporary phenomenon, and that too of a rapidly growing phenomenon, and one without a form and contour, is a bewildering task and one can never be too apologetic while presenting a consummate picture. Continuing Education is such a vast complex that one can never be sure of the conception being all-inclusive in respect of its operational area at any given time. Although over-simplification of statements in certain contexts has its own dangers. I shall put across the concept in the most simple, straight forward way.

* Paper read at the Institute of Adult Education for Lecturers of Teachers' Training Colleges organised by Literacy House, Lucknow.

Continuing Education, in simple terms, consists of part-time educational opportunities offered to fully employed adults to be availed of by them after they have completed or terminated formal full time education. It includes basic literacy programmes for those who dropped out in the course of their elementary schooling at the one end as well as sophisticated educational experiences at the other. It also includes degree and non-degree courses, conferences, short courses, residential experiences, correspondence and a plethora of activities designed continually to add to the educational score and knowledge of adults who form the biggest segment of the population of every country.

As a part of the conceptualization, "the adult is one who is employed, or is employable, in a full time occupation, or retired because of his age." Housewives, naturally, are to be considered to be fully employed, more fully employed in certain cultures than what the formal definition of "full employment" would grant. "Conversely, then, an adult is not a full time student enrolled in any formal curriculum."

All that I have said so far applies equally to what we understand by the term adult education. According to some, continuing education is "the broadened concept of adult education." This conception supplements the former view that adult education was primarily remedial education organised to overcome early educational gaps due to one reason or another. Personally, I believe that this restricted view has already been abandoned, or, at least, is being abandoned, and majority of those engaged in this field take adult education as the educational approach to national betterment through raising the contribution—potential of the individual in intellectual, economic and cultural terms. To most of those who visualise adult education as a dynamic pheno-

menon and who consider the scope of its commitment to be large enough to include liberal as well as vocational education, or urban as well as rural men and women, there appears to be little difference between the concept of adult education and that of continuing education; in fact they look like mutually convertible concepts, one fitting exactly in the other.

Adult education, or continuing education, in the setting of the present discussion, comprises all activities with an educational purpose carried on for people engaged in the business of life and thus covers all mature years and all occupational groups and operates in a wide variety of ways. The bewildering immensity of the field of adult education, therefore, warrants at least a summary examination of some of its major and most commonly accepted broad functional divisions based mainly on the purpose that continuing education aims to achieve and the group or groups it aims to serve in each of these sectors.

Much in what I have already said refers also to the functions of continuing education. "It should," in the words of Sir Josuhva Stamp, "help people in earning a living, live a life and mould a world." The adult, let us remember, has to be viewed concurrently as a worker, as a parent, as a citizen and as an individual in pursuit of happiness. In a well ordained society every employable adult should find work. Work is available and will always be available. Population may need less manpower as better technology comes up: but the demand for services will more than proportionately outbalance the decrease in employment in the production sector. Now, competence in a much larger variety of areas of service will be needed to create and maintain the demand for service. Continuing education is the answer to the cry for work.

Likewise, education for competence in rearing a family has emerged as a major concern in highly complex industrialized societies where the break-up of the joint family system is almost complete. In India the process has begun and urbanization as the compelling force is subjecting the tradition of joint families, to tremendous pressures to perpetuate nuclear families, which calls upon parents to shoulder the whole responsibility of bringing up children. This is a huge task and calls for the highest abilities through systematic education, if the challenge of the consequences of a mechanised and industrial civilisation is to be adequately met and the children are to be helped to grow into efficient citizens of tomorrow. Lack of social adjustment and many undesirable psychological complexes exhibiting themselves in increased crime and inter-group disharmony, have their origins in neglect during earlier stages of childhood and adolescence, and therefore education for parenthood is an important function of continuing education.

Inculcating and developing the sense of civic and social responsibilities in the adult citizen is another important function of continuing education. Democracy is an exacting bargain. It just does not creep down or flow into the life of the community by a legislative enactment or a declaration. It is an experience for which everyone has to work. One could not think of democracy being a really efficient political system with only a few knowing what it means and what responsibilities it entails—such a realisation has to be shared by one and all in the group. Without constant education, and all stages of man's life, the checks and balances will not operate and there will be the morbid tendency on the part of a few to revert the group towards chaos and slavery.

I am reminded of an interest-

ing anecdote very relevant to the point under discussion. When Jefferson's book advocating classless democracy as the best form of government fell into the hands of Macaulay, he burst out "...a democracy of this type will end either in the destruction of liberty or in the destruction of civilization or in the destruction of both." What had happened in France might happen anywhere. "There," he said, "within ten years liberty was gone; fortunately civilization was saved." As a comment on this remark, Rendel observed that Mr. Macaulay was right to anticipate disaster from a classless democracy, if left to itself. But there was no fear of such a catastrophe in America as the American democracy was fortified by a system of continuous education almost from the cradle to the grave. Education for all, suited to the need of every individual and lasting a whole-life-time was the strongest bulwark against political decay.

Lastly, continuing education in its liberal form, has a significant role to play, specially in a technological age. It should help one to understand himself and to help him to work his way up to individual happiness. All cultures in the past have regarded this as one of the ends of education, some even this as the sole end. Even today continuing education should be able to open up rich vistas of intellectual happiness and spiritual contentment for everybody and to provide at call a vacation from the mundane pressures of a complex civilization.

To make the concept of continuing education fuller it may be helpful to note a few of its characteristic features. First, it is for all and everybody, of course expressly ruling out students of any age who are taking full time studies. Nobody who is willing to receive education, and there are many more such persons than we think of, are to be left out because of age,

sex, occupation or status. In the words of Sir Percy Nun, "We have all got hold of a dream we are trying to convert into reality, that education is not something to be given to the elite of the nation...but that it is something to be given to the whole manhood and womanhood of a nation."

Secondly, it is a more complete fulfilment of the purpose of formal schooling. There are certain areas of knowledge where real learning takes place only within the framework of action and experience. Maturity is the first requisite of appreciation of certain types of educational experiences. Sir Richard Livingstone has remarked somewhere, youth studies but cannot act; the adult must act but has no opportunity to study; and we accept the divorce complacently. But action and thought, living and learning, naturally belong together and should go hand in hand. Dr. Roby Kidd calls adult education as "the third partner along with higher education and the public schools."

Third, it is not conditioned by the terseness of regulations and the rigidity of methods and is open to innovations to a much larger extent than classroom instruction of a formal type. More the freedom and greater the flexibility in planning and giving education to adults better the appreciation and the end-product of the process.

Fourth, the old assumption that older one grows less in the rate of learning, so much so that no learning takes place beyond a certain age, has been thrown over-board. It may be true that the *classroom conditions* inhibit learning among older people but with methods acceptable to them and subjects touching upon their interest, very effective learning takes place even among maturer adults. President Johnson once said, "Let us start thinking about education without the binding assumption that educa-

tion is only for the children. There should be large scale educational opportunities on a continuing basis for all, especially for those who did not get their share of education when they were young." So, we should no longer think of education simply as "preparation for life, but as something coterminus with it."

And finally, the bulk of the knowledge produced, and the rate at which it is produced, in response to the challenges of science and technology, cannot all at once be integrated in curricula of formal education. Protocol and administrative traditions obstruct and delay the process of absorption of new knowledge in the course contents of the formal offerings by schools, colleges and the universities. But continuing education programmes can exhibit a lot more sensitivity in this regard. They can always be structured to include the most recent findings and the newest discoveries in every area of knowledge. Even the latest batch passing out of a university may find much of value to pick up in continuing education courses which are relevant to their disciplines and levels of attainment. In fact these may prove to be smart "finish off" of their formal schooling!

Universities and Continuing Education

Having gone briefly over the field of continuing education generally, we may now discuss as briefly the role of the University in this field. The traditional role of the university, as we all know, has been to create, conserve and disseminate knowledge. But the type of knowledge created, by and large, if not exclusively, has been academic in character and the dissemination of this knowledge confined among the elite in the community. The university in the past had, and to a large extent even today has, a mean-

ingful existence only for those few who could afford, or be permitted, to come to attend as regular students. The field of its operation was its immediate campus. But in the context of the part that continuing education is expected to play in the world today, it is essential for the university to go much beyond the traditional role and to squarely accept the responsibility of making higher education available to the common man at whatever time he needs to have and in the measure he requires it. The isolation in which the universities have worked must end and the wall separating them from the community has to be pulled down. This is essential not only to make it more serviceable to the community but equally essential for the physique, may be even the survival, of the university itself. The involvement of the university in the affairs of the community while providing the latter the opportunity to benefit from the knowledge and learning of scholars, gives an equally important chance to the faculty to test the validity of their theoretical experience by application to the stern realities of life. Additionally, such involvement will give it a more broad based prestige as an agency of service and gain for itself the support of the whole community which it will badly need as an institution now depending for its existence largely on public money.

Obviously, then, the conception of the university has to undergo a rather steep change. From a mere repository of knowledge, it has to assume the character of an agency of social change too. Its concern has to be the last man in the last row as much as those in the first. It must meet the need of the elite as well as of the mass of grown up men and women. Its locus of activity has to grow out of the confines of its own campus and cover the whole community, may be the state or the entire

nation. Also it can no longer remain satisfied only with academic research. Identification of the problems of the community and offering solutions of these problems by its experts and going out to the community to teach have also to find place among the major concerns of the modern university.

In order to play the above role the university does not have to dilute or in any way surrender, even partially its main functions, i.e., of teaching and research. If anything, its participation in the process of continuing education will only strengthen it in performing these more efficiently. It will have only to do substantially more teaching and over a much wider area with its research activities. In addition to teaching those who enrol as full time students it will have to teach also those who need being taught and are willing to learn but who cannot get in as full timers. In the field of research, its role in continuing education will entail the priority need of finding solutions of the problems baffling the men and women in the community around. It gives me great pleasure to say that there is now a trend even among the most orthodox institutions of higher learning to grow out of their strictly traditional role and a desire to make a break-through is visible. I do very much hope that this desire and the realization of their social responsibilities imposed by the changing times will end in a determination and a policy to plunge forward.

For the sake of clarity as well as of convenience I propose to discuss the role of the university in continuing education in relation only to some of the most significant operational spheres. First of these is the academic field where the university could offer to all those who don't have the leisure to enroll as full time students, degree and credit courses, both on campus through evening colleges and

off-campus through correspondence studies. Besides this, it can, wherever necessary, help to introduce new disciplines for a more thorough study by mature people engaged in professional activities relevant to any one of these. Cost accountancy out of Commerce, Labour Laws out of Law, Indian Culture out of History and International Relations out of Political Science are some of the examples. Offerings of regular university standards in these areas can be made to qualified adults as evening or correspondence programmes.

I turn next to the vocational or professional field to be covered by continuing education. The urgent need of constantly reeducating the professional groups is apparent. The explosion of fresh knowledge, the huge amount of the existing but unutilised knowledge and the changing conditions of practical applicability of knowledge make a compelling demand on the university to offer opportunities of education to men and women in the professions to maintain among them a good level of efficiency. The relevant departments, or colleges of the university, can be roped in to collaborate with the Department of Adult Education in offering refresher or specialist's courses. Engineers, doctors, lawyers, social workers, trade unionists, teachers, nurses and a host of others are the willing learners and have given positive response to such offerings. Even initial adventures in these fields by a few universities have yielded rewarding results and have now become some of their important functions in the field of continuing education.

In the field of general education of the community the opportunities are unbelievably vast. Programmes in the form of short courses, lectures, seminars, symposia, conference, panel-discussions, forums, etc. to deal with almost an endless

variety of subjects for extensively distributed interest groups, can be put up by the university. These may be for self-satisfaction or for better appreciation of ones role as a citizen or for more efficient living as a parent, as a neighbour and as a worker.

While literacy is of utmost importance as component of adult or continuing education, the university can play only a limited role. It should willingly take on itself the training of leaders in this area who are called upon to organise, administer and supervise literacy programmes. It may, according to the need and circumstances of the moment, collaborate with or invite collaboration of specialised agencies to build up a strong programme of literacy training. Besides this, production of teaching material and good follow-up literature may also be included in its role. It should set up one or two operational projects to test the methods it might like to advocate, by directly doing teaching at one or two places. The University should also take up research and deep studies in literacy education and pass on the findings to the workers in the field to help them to become more effective in their task.

If the claim of continuing education to be regarded as important a part of the educational system as the school and college education is established totally or even partially, there will be a great need of leaders to organise this activity. It is the responsibility of the university to produce such leaders by putting them through courses of formal studies as part of an academic discipline. There is sufficiently large body of knowledge available today to sustain a separate discipline and results of so many studies are on record that they could create the nucleus of a well-sustained research in the field of continuing education. Without organised research, innovation cannot be introduced

and progress cannot be maintained. The role of throwing up knowledgeable and effective leaders with necessary academic background can be efficiently played by establishing within the university a separate academic department to provide teaching of appropriate standard and to institute well organised research.

Finally, the university should take up the role of leadership in the field and do all it can continually to add to the functional ability and organisational vitality of institutions and agencies engaged in the work of adult education. This could be done by organising conferences, seminars, workshops, institutes etc. to make exchange of experiences and discussion of problems possible. It should make a positive approach in inducting schools and colleges and other voluntary bodies with considerable development-potential as agencies of continuing education. Building up of a strong working relationship between the university and the schools and colleges through a general identity of purpose and interests will very much help the over-all progress of continuing education at many more levels than the one at which the university works.

I shall end my talk by saying what a university should avoid while playing its total role as the agency of continuing education. First, the programmes should not be permitted to touch levels which are below those of higher education. Triviality of pro-

grammes damages the prospects of future good work. It will be better if the university restricts itself to dealing with complex subjects and problems which lower institutions cannot tackle.

The university is sometimes tempted to make offerings of a lower level in response to a demand from some groups merely to set up a defensive array of friendly persons. This public relations-attitude should not be adopted as a matter of policy.

In programming, concentration on profits should be avoided. The first charge should be to offer a programme as a matter of responsibility; and money may come as a by-product. The quality of service will degenerate and the objective lost sight of if finance becomes the uppermost worry of the university and the department.

Finally the attempt to monopolise the whole field should never be made. There are, and will always be, many things which can be done better by other agencies, and they should be left to them. Of course, instead of a completely different attitude in regard to activities considered as appropriate to other agencies, the university should always seek to have opportunities of collaboration or close cooperation whatever it can do so. One part of the university's role is to strengthen the sister organisations engaged in the work of continuing education, so that over-all progress is maintained at all times.

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LITERACY IN A DEVELOPING COUNTRY

Ethiopia's Five-Year Plan

K.G. Brooks*

The Setting of the Problem

ETHIOPIA, like all the developing countries, finds itself on the threshold of the technological age with such a burden of national illiteracy that only a very small part of its population is able to comprehend the kind of world in which they must function if the country is not to slip further behind in national wealth. In Ethiopia's case, moreover, its national authority within the geographical area to which it belongs and in which it could hope to be a leader, is involved. In common with other developing countries, Ethiopia has been unable to decide whether education is a service whose improvement would bring immediate benefits in terms of increased productivity, or whether it should channel its wealth into industrial expansion. To develop industry, even to the extent of absorbing 10% of the national labour force within the next 40 years, would require an annual investment of 40% of the current G.N.P. Realisation of this fact has brought understanding that for a long time Ethiopia will remain an agricultural country with 75-80% of its population engaged in rural pursuits, and that in improving the quality of rural life lies the best hope of progress and the most productive way of using the available resources. It is now accepted that productivity can be improved in agriculture as well as industry through education, and that it is by the application to traditional agriculture of appropriate modern methods that expansion is most likely to be achieved.

Side by side with attempts at industrialisation the developing countries have tried, by the traditional approaches to education, to eliminate illiteracy which they recognise as a millstone about their necks. This approach has proved in many places ineffective and so Ethiopia has now prepared a scheme to make inroads on the accumulated illiteracy of generations through linking teaching directly with the daily functional activities of workers in agriculture and industry. Literacy teaching will adapt itself in method and content to the activities of people in each area of the country and in each segment of the population. In the factories it will deal with factory situations and in the country its objective will be to bring new vitality through understanding of new methods of work. This implies acceptance of change on the part of the

farmer, for it is realised now that unless the farmer changes there will be no significant change in Ethiopia. Only education can bring this change, and education must in the first place mean merely literacy, for it is quite impossible to think in terms of a normal school course for the 92.95% of adults who can neither read nor write.

Ethiopia does not differ greatly in the size and variety of its literacy problems from those nations in which are to be found the world's 750 million illiterates. The main common problems are small national incomes, which mean small national budgets from which the allocation of even 20-30% to education is insufficient to provide properly for existing facilities, let alone their expansion, and populations increasing rather more quickly than agricultural production. Another obstacle to rapid progress is difficulty of access because of jungle, desert, mountain or deep canyons cut by rushing torrents which have eroded the land through the ages. In two respects Ethiopia is better off than most African countries in that it has a long history of independence and a national culture which has been in existence for thousands of years. Moreover, unlike most African countries, it has no serious language problem because, although many languages are spoken, the majority of people understand Amharic which has been chosen as the language of literacy.

The country has a population of 22 millions, giving a population density of 18 per sq. Km., which is one of the lowest in the world. The country is divided into 14 provinces which, as a consequence of conscious planning, are very dependent upon the central authorities. There are proposals to delegate to local authorities many of the powers over elementary education, but it seems unlikely that this decentralisation will take place for some time. The population is increasing at a rate of 2% per annum, which means that the number of children coming to school age will soon be 600,000 per annum with 45% of the population below the age of 15, 34% being under 10 years of age. The health service is expanding, but the death rate of children aged 0-14 varies from 175.5 per thousand in some areas to 358 per thousand in others, with a median of 276 per thousand live births, and expectation of life is still about 35 years. Such a heavy loss represents a considerable wastage of human capital and investment. Extension of the health and education services will presumably improve these figures in the foreseeable future, thus magnifying the problems of social organisation. In

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particular any increase in life expectancy will give a new urgency to the need for increased agricultural production, which has been growing in recent years only at a rate of 1½% per annum—lower than the population increase. The population is 92% rural and this is not likely to become less than 75% in this century.

The urban population slightly exceeds 1½ million and among these a majority of the school-age population attends school. Only 3.7% of the school-age population in the rural areas goes to school, however, and it is likely to be several decades before the system will be able to provide places for more than a small percentage of children in the countryside. The overwhelmingly rural nature of the problem of literacy is demonstrated by the following figures of school attendance in urban and rural areas in relation to school-age population. In Addis Ababa, for instance, 54% of the population aged 7-12 attends school, but for the country as a whole the percentage of attendance is only 9.4. In the group aged 13-14 years the percentages are 34 and 2.5 and in the age-group 15-18 they are respectively 25.5 and 1.6.

The Educational Background

What is the present educational position—the background against which we must set any plans for advance? The Executive Director of UNICEF said in 1966 “in most developing countries something like half the total population is under 20. The odds confronting the average child in these countries are still overwhelming: it has been estimated that they are 4-1 against his receiving any trained medical attention at birth or afterwards: that they are 50-50 that he will get no formal education: that if he does get into school they are 3-1 he will not complete elementary grades.” These are not merely statistics. They represent wasted lives and wasted talent. Of this waste one is very conscious as one moves about a country such as Ethiopia, meeting the comparatively few men and fewer women who have had the opportunity of being educated. It is then that one realises the tremendous loss to the nation and to its capacity for self-development represented by the many thousands of people who cannot serve their country to the full because they have had no chance of receiving any education.

At present 15% of 7 year-olds attend school, 5% of 10-year-olds, 2½% of 12-year-olds and 1.8% of 14-year-olds, and a projection of school enrolment up to 1969-70 expects 8.4% of all children of school age to be attending by then. By 1973 it is hoped that this will have risen to 20%. The significance of these percentages from the point of view of literacy is that the number of illiterates will grow every year unless the literacy programme is a very substantial one. Only a number of new literates in the region of three quarters of a million each

year will keep pace with the growing population and make some inroads on the illiteracy accumulated through the last two generations. The number of literates can be judged from the following table which shows the cumulative number of students who have reached selected grades during the 15-year period 1950-65.

Cumulative No. of Students reaching selected Grades—1950-65

Grade reached	Total No of Students in 15 Years
2nd Grade—	— 600,000
4th Grade—	— 200,000
6th Grade—	— 130,000
8th Grade—	— 75,000
10th Grade—	— 25,000
12th Grade—	— 6,000
1st year college—	— 4,500
Bachelors' degrees—	— 1,500

The Orthodox Ethiopian Church and several mission societies have been active in literacy, but their contribution has been small compared with the need. Until the 1930s when the Government school system began to take shape, all education was in the hands of the Church. For more than 16 centuries the Church had enabled the national culture to be passed on from generation to generation, and for the homogeneity and stability which distinguishes Ethiopia in the African continent the nation owes much to the Church. The education it has given, however, is not the literacy of which we think today, for the main concern of the Church wasteaching the liturgy and G'eez, which is no longer the language of communication. Throughout the country there are 1557 church schools with 1684 teachers and some 53,900 pupils. These are clearly one-teacher schools and the level of education cannot be very high, the main concentration still being on teaching the very young the prayers of the church and giving them instruction in doctrine. In many of the 13,153 churches some literacy work is carried out by the clergy, of whom there are 171,064. The Ministry's curriculum has been adopted in some church school with a total of 22,000 pupils of whom 11,500 were, in 1964-65, in 1st grade, 5000 in second and only 600 in grade 6 and beyond. It is doubtful whether this instruction makes a substantial contribution to the reduction of illiteracy. The Church, however, is prepared to play a part in the Ministry of Education's effort to eliminate illiteracy among the younger age groups and is willing for its clergy to be trained as literacy teachers. Even if only the best of the younger priests are trained they will be an important addition to the number of instructors available, particularly in the most isolated areas, and this participation will put the weight of the Church behind the campaign.

A number of missions and other organisations began literacy programmes shortly after World War II. The intention was to give fundamental education to adults, but many of the students were children who were unable to find places in the schools. The great move forward came with the publication in 1955 of the Imperial Edict enjoining on everybody the pursuit of literacy. Most churches undertook literacy programmes for their members. The Ministry of Education offered encouragement and teachers and the use of its schools, and set up training colleges and courses; and the National Literacy Campaign Committee was established under the patronage of His Imperial Majesty and with very influential support. For the most part these schemes were organised and staffed on a voluntary basis. Books and other reading materials were produced and were distributed free to students by many of the organisations. As a piece of largely voluntary work the cumulative total of achievement is impressive, with nearly half a million students passing through the courses run by the various bodies during the period 1959-64. With a fully developed school system and no backlog of illiteracy this might have sufficed to meet the demands of the expanding population.

With illiteracy at a high level throughout the country and a school system able to accept each year only 140,000 entrants to Grade I from among the 500,000 of the annual age group, it was clear, however, that a co-ordinated effort and a greatly expanded programme at official levels were essential if a real impact was to be made on the problem. In 1965 the percentage of illiteracy in Ethiopia was given in UNESCO Studies of Illiteracy as 92% of the males over 15 years of age and 91% of those over 10. For females, corresponding percentages were 96 and 95, giving a combined figure of roughly 93% for all over 10 years of age and 94% for those over 15. While such statistics are very difficult to collect and even more difficult to assess, recent surveys conducted by the Central Statistical Office in three Provinces and 23 main towns support these figures to within 1% or 2%. In numbers these percentages amount to 11,670,000 illiterates over the age of 15 and 13,796,000 over the age of 10, with 2,126,000 between the ages of 10-15. The number is still increasing each year by at least 250,000 as only one in five stays long enough in school to become permanently literate. Some of those who leave school early do, however, pursue their education at evening school and in literacy classes, but the number who attend these classes is very small indeed,

This, therefore, is the picture—a massive problem getting bigger each year in spite of the efforts of many devoted people. The problem is particularly a rural one. This must be emphasised

because there are economic factors which may make an increase in urban literacy a more immediately rewarding exercise than work in the countryside. In the urban areas 52% of the males and 16% of the female over the age of 10 are reported as literate, while corresponding percentages for the rural areas are below 10 and 1 respectively. As elsewhere throughout the developing countries, illiteracy is particularly a feminine problem. Recent improvement in literacy is, however, striking among urban females for whom the rate is under 10% for all over the age of 25, but reaches 44% for the age group 10-14. This is one of the most interesting educational developments of recent years and augurs well for the future with the hope it gives of much needed expansion in teaching and nursing.

The same picture of improvement is not to be seen in the rural areas where the literacy rate for women over 20 years of age is nil and for those in the 10-14 age group is just over 1%. The situation as regards rural males is even more depressing because it shows a real decline in male literacy from 10-12% in the 20-44 age group to the mere 7% in the age group 10-19. This may have been caused by the decline in church educational activity in the rural areas where Government schools have not yet established themselves. If this is so, and if the figures for literacy have been based on attendance at church schools, then we must face up to the fact that such literacy as has been achieved would not in any case be adequate to the demands of today. As 20 million Ethiopians are country-dwellers we must conclude, on the basis of these figures, that there has been an increase in illiteracy in recent years. The quality of education in the schools has improved during the same period but this does not reduce the size of the problem. It is clear that the percentage will only improve with substantial educational development in the rural areas and that, although there is great need in the towns, no programme should ignore the urgent needs of the rural population, especially at the lower end of the age scale.

These are the problems confronting the organizer of a literacy campaign in Ethiopia—and the situation differs only slightly in almost any developing country: an enormous backlog of illiteracy, a school system unable to cope with the school-age population, a very high illiteracy rate in rural areas, an almost totally illiterate female rural population and budgetary resources quite inadequate to the need.

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AN INDIAN PLAN FOR CONTINUOUS ADULT LEARNING AND LEADERSHIP

Donald N. Peel, Ph.D.

GROUPS of adult learners in Northern India are experimenting with a unique programme of adult education called *An Indian Plan for Continuous Adult Learning and Leadership*. Voluntary participants in this Indian Plan for C.A.L.L. are choosing their own subjects for discussion and study, evaluating their own educational progress, discovering their own educational resources, and successfully planning their own educational programmes.

The people who are doing this come from many different backgrounds and represent every possible level of educational qualification from college graduate to illiterate. Yet they are learning together, even learning from each other. The keynotes of their combined efforts are self-direction, cooperative teamwork, and shared leadership.

Shared Goal Setting

One of the lasting impressions which C.A.L.L. participants always carry away with them from their meetings is of the need for clear and reachable goals for the learning group. They recognize that definite and mutually acceptable objectives provide them with the inspiration of a distinct educational purpose. Goals do the work of signposts, giving direction to the learners' onward march.

Within the meetings themselves members learn by constant practice how to articulate precise aims for each and every educational programme or session. Once the group's agreed

aim is clear, members can work together to attain it. As a result of this purposeful approach to adult education people are beginning to experience a new thrill of accomplishment. They know exactly what it is they are trying to do. They are learning the things they themselves feel the need to know. And they are learning on their own initiative, by means of educational resources which they hunt for and provide for themselves.

The knowledge which participants obtain in this way never fails to have deep significance for them, because the search is their own. It is a quest which is related at all times to their own genuine needs and personal interests.

The leader of a C.A.L.L. group does not force his own aims on the class. He is not a sergeant-major dominating a captive audience who must learn what they are told, or suffer the consequences. Neither does the C.A.L.L. leader use ingenious devices to *persuade* his learners to accept goals which he himself has formulated previously on their behalf. These learners are *adults*, not children. They have plans and values and ambitions of their own; and these have to be heard and considered. C.A.L.L. is no game of "follow-the-leader." It is a democratic exercise in shared adult responsibility for personal and social development.

C.A.L.L. operates on the principle that adults most readily engage themselves in those learning programmes which they themselves, for their own reasons, feel to be important. The strategic question is, What sorts of educational endeavours do adults

generally regard as important? The answer, we have found, is: Those which they themselves have shared in planning!

The C.A.L.L. procedure in adult education is dictated by these common-sense and down-to-earth reflections on adult attitudes and motives. We begin every C.A.L.L. institute or study series by encouraging the group members to express their interests and needs. Following this, we teach them principles of productive group discussion teamwork which can help them discuss their chosen topics and decide on their group goals. A little later we provide training in a variety of educational procedures, methods, and techniques out of which they can choose those which will help them to attain their goals.

C.A.L.L. may be defined briefly as a flexible and adaptable system of learning designed specifically to help adults to educate themselves through group effort. In it teams of persons learn how to learn together, and also how to plan their own joint educational activities, employing proven processes and procedures as instruments for making maximum use of available resources.

Based on Research

Those who involve themselves in one of these joint learning adventures reap the benefits of years of research and experiment in adult education. C.A.L.L.'s pattern of procedure is based on the investigations and conclusions of Professors Paul Bergevin and John McKinley* of Indiana

*Bergevin, Paul, and McKinley, John, *Design for Adult Education in the Church*, Seabury Press, New York, 1958, 316 pp.

Rev. Donald N. Peel is a missionary of the Anglican Church of Canada in the District of Amritsar, Punjab,

University's Bureau of Studies in Adult Education. The design on which C.A.L.L. is based was created by these educationists out of the raw materials of their findings. It is commonly known as the *Indiana Plan*.

Bergevin and McKinley uncovered eight widespread impediments to adult learning in the many adult education groups which they researched. Here is a brief resume of their findings:

1. Most teachers and learners do not fully understand how adults learn best.
2. Learner's reticence and fear inhibit a free flow and exchange of ideas.
3. Though leaders often receive training in how to lead, the learners themselves seldom learn how to learn.
4. Most adult education programmes originate in leaders' ideas of what their groups ought to learn, rather than in needs, problems, and interests which are important to the learners themselves.
5. Learners rarely share in setting educational goals. They seldom understand the leaders' goals; seldom wholly accept them.
6. Evaluation is carried out almost exclusively by teachers and administration alone. Learners usually do not share in evaluating their own progress.
7. Education itself is narrowly equated with memorization and assimilation of subject matter, leaving unrecognized such crucial factors of learning as emotions, relationships, and behaviour within the learning situation.
8. There is widespread ignor-

ance of the many educational methods and techniques which are particularly suitable for use with adults, resulting in monotonous repetition and unsuitable use of only one or two of them.

The Indiana Plan

Faced with these depressing deficiencies, Bergevin and McKinley set about devising their *Indiana Plan*, which embodies a set of educational principles and a learning procedure through which all of these hindrances to effective adult learning can be overcome. So penetrating was their analysis of existing programmes, and so germane their design to the requirements of the voluntary adult learner, that their plan can be used, it has been proved, by any group of adults in any situation, with very little modification.

C.A.L.L. is actually the *Indiana Plan* adjusted to suit the particular needs of Indian adults. Characteristically, few changes have been called for. No major alterations were made without the advice of Indians who have actually participated in the plan. Such participants are asked to submit written evaluations at the end of every five-day C.A.L.L. institute. These frank and helpful appraisals aid the trainers, too, as they continuously re-evaluate and readjust their own performance.

The C.A.L.L. Institutes

So far we have held six five-day institutes in Northern India. Enthusiastic appreciations show that these have helped adult learners effectively to grapple with their own educational problems. Involvement in them is intense. Participation is well-balanced.

What do we actually do in the institutes? The procedure is surprisingly simple. The first two days we spend absorbing and practising the basic princi-

ples of group discussion teamwork. There is very little lecturing. Most of the time is taken up with putting to work in group discussion ten simple learning principles. This is done according to a tested method of procedure which is being improved on constantly.

The trainer does not join in the group's conversation. He sits apart and watches as the trainees engage themselves in their joint learning task. From time to time, as he sees it necessary, he tactfully interrupts in order to draw the group's attention to points of theory or of practice about which they appear to need further guidance and help. In the early sessions, trainer interruptions are frustratingly frequent; but the group, previously prepared to receive them, usually takes fullest advantage of them for the development of its own goalward coordination. Thus do the participants learn how to learn as a learning team.

These trainees engage in about six group discussions during the two days, choosing their own topics, establishing their own goals, proceeding according to a discussion outline agreed upon at the start by all members of the group.

Learners take turns volunteering to act as discussion leader, co-leader, recorder, and observer. No one minds making mistakes while performing these functions because the group atmosphere is encouragingly supportive and acceptive. Furthermore, this is only a practice training session, not the 'real thing.' No threat of examinations confounds the members' concentration on their chosen task. Group participants soon sense that the time to make mistakes and learn from them is now, in the training situation, where everyone is a learner and errors are the order of the day. In the learning team each accepts the others as they are, with all

their ignorance and blunders, and feels the warmth and confidence of being accepted as he is in return.

Perhaps the most interesting task in the training group is that of the observer. He too sits apart from the discussion table. He just observes. Not allowed to speak, he has the duty of noting carefully how the members behave during the discussion. The focus of his attention is not subject matter, but group behaviour. By performing this function, the observer not only acquires a great deal of personal knowledge about the kinds of behaviour which facilitate or obstruct productive discussion; he is able also to help the group in its post-discussion critique of its own performance as a learning team.

Changes Take Place

By the end of two days changes begin to be noticeable in the behaviour of the group and of specific individuals. The art of teamwork conspicuously develops. The participant who at first dominated all the conversation becomes sensitive to the need of others to express themselves. The slow speaker finds an opportunity now and then to express himself, and finds the others listening to him! The withdrawn member starts to feel appreciated and needed in the group. All begin to value the opinions of others, to learn from each others' stores of knowledge and experience, and to make mature and responsible contributions to the discussion.

This all happens without the embarrassment of pointed criticism, without the agony of being compelled against one's will to speak out or to act in any special capacity. Members change because they want to change.

It has to be experienced to be believed:

Training in Programme Planning

Following the group participation training, participants are ready to begin work as an adult education planning team. The discussion skills which have been acquired during the previous two days are now put into practice and further developed in preparing an actual educational programme for a specified group of adults. Learners are taught six logical and practical stages in programme planning, the first important step of which is to discover the needs and interests of the audience for whom the programme is being planned. At the same time instruction is given in a variety of educational techniques and in the ways that these might most appropriately be put to work.

During this phase of the institute, the trainer continues to sit outside the planning committee, assisting in now and again through interruptions, or answering questions according to need. He is there to help the team get on with its own task; not to tell the team what its task is.

The programme which evolves out of this committee's deliberations is presented on the fourth day.

Where does the audience come from? It is not easy to find an audience who can be on hand just when the tight five-day schedule of the institute demands its attendance. The solution to this difficulty is to train two teams at a time. Then each team can serve as a ready-made audience for the other to practice on.

Each programme is subjected

to searching analysis and critique by the trainers and the presenting group together. It has been found unwise to invite the audience group into this evaluation, because the spirit of rivalry between teams tends at times to obscure objective judgment! The teams seem to take wings! On one occasion the participants had to be reminded that the purpose of teamwork is not to win over other teams, but to help *everyone* to learn!

In the final phase of training, the groups discard their trainers and, completely on their own, plan another programme for each other. This gives them an opportunity to test their skills in an "almost real" situation, and to learn from the particular kinds of mistakes which learners make when their trainer is not sitting over them like an embodied conscience. The trainers spend this time in a joint evaluation of their own performance in the institute. Then the final programmes are presented, on the fifth morning. These too are jointly evaluated.

Evaluation never ends! If the word "call" had been spelt with an "e" this scheme would undoubtedly have received the title: Continuous Adult Learning, Leadership, and Evaluation - C.A.L.L.E.!

The Three Phases of C.A.L.L.

One question which arises at this point is, will this concentrated training last? Will it be put into effect in the participants' back-home situations? We try to ensure that it will.

The remaining part of the last day is spent in discussing the ways in which C.A.L.L. principles and procedures could be implemented in the real environments of the group mem-

bers. In Kangra, for example, the training group definitely decided to continue as a discussion, study, and educational planning group for the local community.

This leads naturally into the final lecture, on the three phases of C.A.L.L. In it the trainees are made to realize that the five-day institute is only an introduction to Continuous Adult Learning and Leadership. They learn that many adults cannot attend a full five-day institute, and that quite often this training phase has to be stretched over a longer period of time. Using nightly meetings it could take two or three weeks.

When a group completes its initial training in group discussion and cooperative educational planning it is ready to work out its expansion programme. In the expansion phase the learning team continues to learn together, and to use its acquired skills in meeting the educational needs of others. This constitutes the second stage of C.A.L.L.

The third phase is entered when the group, together with any new groups which it may have trained during the expansion phase, begins to establish long-term projects of adult education which will make C.A.L.L. principles and learning procedures permanent features of community and congregational life.

Recent Developments

In Northern India we are barely ready to emerge from the introductory or training phase of the C.A.L.L. programme. The expansion phase has just begun. Besides the above mentioned Kangra group, there are known learning groups in Palampur and in Ambala. In Palampur a mixed group of Hindu and Christian

teachers are enthusiastic about expanding their efforts to meet the educational needs of the town and surrounding district; particularly in the areas of agricultural production, health, and home and moral life. They benefit from the encouragement and active cooperation of local agricultural and civil officials.

The Ambala group was organized by three persons who attended one of the early institutes in Tarn Taran. After several false starts, each of which was followed by a frank and probing analysis, a group of persons of varied educational backgrounds has been brought together to meet regularly for discussion and educational planning. We all trust to gain from the experiences of this small new learning nucleus as it faces its own needs and develops its programme of educational service to the community.

Indigenous Possibilities

When the author was originally invited to return to India for this programme, he had doubts as to whether it would be appreciated in so different a culture from the one in which it was originally conceived. Could one reasonably expect that an educational strategy designed in the heart of America could help in overcoming educational obstacles among India's adults?

These doubts have since proved groundless. Indeed, the six institutes which have been conducted so far on Indian soil have been, if anything, more successful than any witnessed by the author in the U.S.A., or in his native Canada. This Indian Plan for Continuous Adult Learning and Leadership has proved to be highly adaptable. We are confident that it can provide adult groups anywhere in the world with avenues of creative learning for personal,

community, and national development.

Conclusion

We believe that C.A.L.L. has a definite contribution to make toward the actualization of life-long integrated education in India, because it involves adults of all classes and educational standards in establishing and working toward educational objectives which are vitally related to daily life and the growth of the nation. By it groups of purposeful adults can mobilize resources ranging from university professors to villagers wise as to the complex needs and problems of illiterates.

C.A.L.L., being an interest-sustaining programme of self-education which invests every participant with the dignity of self-direction, produces a deep sense of personal involvement and accomplishment in adult learners. Moreover, it contains within itself the procedural apparatus for constant revision and adaptation to changing needs in a society where transition is a perpetual feature.

Life-long integrated education, to live up to its name, must include every adult in active understanding and responsible planning for the learning needs of today's society. The present experiments with C.A.L.L. seem to indicate some practical steps which we ought to take right now in order to set ourselves on the path toward the realization of this far-off ideal.

Functional Literacy: Methods and Men

Chabane Bellahsene

WHAT exactly is functional literacy? To most people, this expression simply means the 3 R's. In fact, it means much more.

The scenes described below are imaginary, but are based on real enough data. They will, I hope, bring out the essential elements which distinguish, both in its aims and its methods, functional literacy training from conventional literacy teaching.

Through a large bay window, the white light of a kerosene lantern falls over a wide courtyard planted with trees: it is the small village school at T..., where teaching is still going on after the children have left.

Inside, thirty or so adults are listening carefully to Mr. M..., the old schoolmaster who might have taught them as children, had they not been looking after flocks instead of going to school. But probably they didn't even have the chance: the school-house where they take their classes has only been in existence for three years.

"Friends," says the schoolmaster, "this evening we are going to learn to read and write a new letter, the letter O. Now, watch the blackboard and follow me as I read: O, O, O, pot, crop, not... And now, you try..."

The writing lesson follows the same academic pattern. It is moving to watch the big calloused hands struggling to reproduce signs which, at this stage, can have no meaning or interest for these simple men, used only to the concrete realities of the land.

For three months, the reading and writing lessons have been conducted in the same way: these evening classes for adults are modelled on those given to their children by day.

"It's like being a child again, going to school like th's," says N.S. with a grin, "it makes you feel younger!"

"Yes," adds K., "but I would rather be digging my garden..."

Full at first, the class gradually empties as the weeks go by. The old teacher throws up his hands: "Alas, they have no staying power; but what can you expect? They're not children; they've got adult problems to deal with, they have different ways of behaving and understanding—they can't be good pupils, good pupils don't have problems."

"Then this year the harvest was bad because of the lack of rain; they're afraid of being out of work, how can you ask them to cope with abstractions? The National Literacy Centre ought to get together with the Ministry of Labour and work out functional methods of teaching literacy, taking adult interests and psychology into account..."

A dozen miles off from Mr. M.'s school, a large State-owned textile factory is nearing completion; limited production has just begun. Literacy courses linked to professional training are to be organized there for 3,000 men and women workers. Two hundred have already been taking courses for some months.

In an improvised vocational training workshop, a young mechanic, A.T., is helping to train his colleagues of the "Transport" sector, twenty apprentice driver-mechanics who are taking a course to qualify in their trade. Today's practical lesson is on the gear-box. The instructor, using carefully programmed teaching cards, points out the gear-case, the gear-lever and the gear-wheels.

In the next stage of the lesson, he uses a simplified model to show how the pinions and gear-cogs engage. Then he puts aside the model and brings out a diagram.

"The drawing is like the model," says one of the illiterate workers, "only the movement is missing, and I can see how it shows the positions of the gears, the pinions and the selector-forks inside the gear-case..."

"Quite right," says the instructor. "Well, now we're going to practise putting in and adjusting the sets of pinions on a real gear-box..."

The next day, at the same time, the apprentice-mechanics meet again in the workshop, but this time they sit at tables arranged in a circle, for a debate on two subjects: professional training; and the role and place of the factory in the economic life of the region and of the country.

N.A., illiterate like the rest, but an active trade-unionist, opens the discussion.

"I'm sure we all appreciate the public spirit of brother A.T.," he says. "But I would like to say one thing. Do we really get anything out of working with models and plans? Wouldn't it be better to start straight away with real engines? We don't have any time to waste, do we?"

"Thank you for your remark," replies A.T.... "Of course, this stage does take up extra time. But the point of it is to give you a clear understanding of how motors work, and surely the best way of doing this is by showing you the parts in simplified form? In our work we will often need to be able to read plans and maps. This method has already been tried and proved elsewhere; let's go on using it, then in a few months' time we can see whether it really is useful or not, and perhaps we'll be able to suggest improvements for the future."

The instructor then gives a brief introduction to the other topics of discussion, and shows some slides to illustrate the points he is making. Then he asks the others to speak their mind.

"The other day, at the market," says one man, "I noticed that all the knitted goods on sale were foreign. How can we compete with foreign manufacturers?"

This starts off a discussion on improving production methods, then another worker asks: "Who's going to get the profits from our factory?" The young trade unionist N.A. answers him: "This is not just a regional enterprise—it belongs to the whole people. The profits go into the State budget and so help to contribute to national development."

So the debate continues, each question raised being tackled in the spirit of understanding the problems involved and the solutions proposed. Local, national and international events are all woven into the discussions.

The third working session is devoted to literacy teaching proper. It takes the form of a reading lesson linked to the professional training programme.

"We have learnt to 'read' a number of drawings, plans and pictures," says the instructor. "Here are some of them. What do they represent?... a pinion; a lorry; our meeting; the discussion... Now there are written words which correspond to these images, and we are going to learn to read and write them..."

First, they practise copying drawings and plans, then they go on to learning to write a new sound and the familiar words in which it occurs.

"I notice you have no difficulty with writing," says the instructor to the young trade unionist, "Do you know why? It's the drawing practice which makes reading and writing easier. I told you that you would come to find it useful when we had got on a bit further."

"That's true," says another worker. "I've worked abroad and I know machines pretty well. But I've never really understood how they work before. Learning to read plans and instructions certainly helps."

"Yes, I've found that too," says S.A. "I tried going to evening classes, but didn't learn much; now I see that my hands can help me, in a way, in learning to read..."

This is the way the group of apprentice-mechanics at the factory in T...work. Other groups,

organized according to types of trades, work with the same principles and methods.

The aim was summed up by the factory director: "What we are trying to do is to train workers not just to be technically skilled but also, and above all, to be conscious of their responsibilities as citizens and workers striving for higher productivity. In our classes we always give a generous place to dialogue and discussion. What we want to do here, what every worker wants to do, is to study the problems of our factory within the context of the national development plan. So in our group meetings we don't hesitate to talk about subjects with no direct connection with our work—economics, history, economic geography, hygiene—anything that bears on the development of the whole nation.

"We don't want our workers to be just technicians repeating the same operations time after time at the work bench. We want to be masters of the new technology, we want to participate in the development of our country knowing what we are doing—only thus we can play our full role in society and in our nation. In this process of social and professional training, literacy teaching is only one means among many. But it is an important means."

YWCA Classes in 35 Countries

Literacy classes are organized in some 35 countries by Young Women's Christian Associations (YWCAs), according to a survey carried out by the World YWCA in Geneva. In some countries, several classes are held, and in Kenya, Korea and Hong Kong there are more than 10 programmes. Often, as in Ghana and Uganda, the YWCA takes part in government literacy campaigns. The people taught in the classes—usually, but not always, women—range from prisoners in the Bahamas and labourers in the Philippines to factory girls in Lebanon and janitors' wives in Turkey. In some countries, teachers visit housing estates, and the YWCA in Bolivia and Kenya provide baby-minding services for mothers wishing to join classes. In Mexico, classes have been arranged out-of-doors for village women waiting for their dough to rise before baking bread in the communal ovens.

"Help the Illiterate Home Woman"

This is the title of a guide to developing classes for functionally illiterate women in the U.S. produced by the National Board of the Young Women's Christian Association of the U.S.A. Pointing out that approximately one person in 11 of the population over 25 throughout the U.S. has had 5 years of schooling or less and is probably unable to read even signs and simple instructions, the guide gives suggestions for finding hidden illiterates in the community and for getting volunteer teachers. Pilot projects have already been carried out in four major cities.

(UNESCO FEATURES)

Study Project for Youth and Parent Education

With a view to provide an opportunity to the youth for further learning specially those who have failed to pass the Higher Secondary Examination of the Central Board or whose achievement has been very poor and as such they need another year of well guided study for improving their performance, the Indian Adult Education Association has decided to institute a course of education from July 15, this year.

The Association is convinced that the youth belonging to the above categories need a different type of approach and methodology in education. If readmitted to ordinary schools, they face problems of adjustments, and many times on failing to pull along turn truants. This project it is hoped will save them from such frustrations.

The project also includes the holding of parents conferences once a month for their general enrichment and for the proper development of their wards.

Those who feel interested to seek admission are advised to contact the Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi up to June 20, 1968 for registration and further information.

Social Education Conference

The Provincial Social Education Conference of the Bhartiya Vidya Pracharini Sabha, Indore will be held in Indore on June 7 and 8, 1968. Shri N.R. Gupta, Organising Secretary of the Association, will attend it.

Summer Institute in Adult Education

The Department of Adult Education of the National Institute of Education, NCERT, has organised a five-week Summer Institute in Adult Education for Lecturers of the Post-Graduate Teachers Training Colleges in India from June 1, in New Delhi. The Summer Institute will improve the subject matter competence of the participants by acquainting them with recent development in the subject area, to stimulate interest in them and by bringing them into contact with competent people in the fields of their studies.

Shri S.C. Dutta, Hony. General Secretary and Shri N.R. Gupta, Organising Secretary of the Association, have been invited for a talk to the participants.

List of Publications of the Association

1. Liquidation of Illiteracy	2.00
2. Community Centres	2.50
3. Training of Social Education Workers	3.50
4. Literature for Neo-literates	3.50
5. Organisation of Recreational and Cultural Activities in Social Education	2.50
6. Libraries in Social Education	3.50
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18. Trade Unions and Workers' Education	1.00
19. Place of Recreation in Social Education—S.C. Dutta	1.50
20. Human Values in Adult Education	1.00
21. Social Education in 2nd Five Year Plan	0.75
22. Adult Education in Community Development	1.50
23. Social Education in Changing Society	1.25
24. Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00
25. What it is and What it does—Indian Adult Education Association	1.00
26. Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50
27. History of Adult Education in India During British Period—Sohan Singh	3.50
28. The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50
29. Social Education—Ten years in Retrospect—S.C. Dutta	0.50
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WRITERS WORKSHOP FOR SOUTHERN LANGUAGES

Durgabai Deshmukh Stresses Need for Follow-up Material

DR. Durgabai Deshmukh, Hony. Director, Council for Social Development, inaugurated a three month Writers Workshop for Southern Languages at Nangungud, Mysore on May 24. Smt. Deshmukh stressed the need for effective follow-up programme by producing suitable reading material for neo-literates. Dr. C.D. Deshmukh, President, India International Centre, presided.

Focussing attention on functional literacy, she said, "The functional Literacy Programme for farmers linking the Adult Literacy Programme with farm education which marks a new approach by the Government to the problem of illiteracy has been launched in accordance with a decision taken at the recent Tehran Conference of the UNESCO. The 27-crore programme will be implemented with the coordinated efforts of the Union Ministries of Education, Food and Agriculture and Information and Broadcasting. Adult Literacy Programme with farm education would be worked out on 105 agricultural intensive blocks in the country. The Information Ministry will set-up separate radio units near the intensive blocks to educate illiterate farmers through radio. The principle underlying the whole programme of functional literacy is to link up literacy programme with the programme of economic development. Under the Gram Shikshan Mohim, the per capita expenditure on each adult made literate was less than 50 paise whereas under the functional literacy programme Rs. 15/- would be spent on each adult."

INDIAN EDUCATIONISTS VISIT GERMANY

A delegation of Indian Educationists under the leadership of Dr. P.D. Shukla, Joint Educational Adviser, is visiting West Germany to study the system of adult education and other extra scholastic activities of that country.

Shri S.R. Pathik, member of the Executive Committee of the Indian Adult Education Association is a member of this delegation. Shri Pathik is likely to return to New Delhi by the middle of this month.

Smt. Deshmukh regretted very much to state that the number of illiterates was increasing despite the growth of primary education. This was because that the dropouts were more than 50 percent in the successive classes.

The writers workshop for Southern Languages convened by the Mysore State Adult Education Council with assistance from Literacy House, Lucknow is being attended by twenty one delegates from different walks of life. The workshop intends to promote literature on various topics that are interesting, helpful and useful for common man with limited reading ability. Each of the participants will write two books, one on a topic selected by him and the other common topic selected by all.

UNESCO'S WORLD LITERACY PROGRAMME*

Dr. T.A. Koshy

THE United Nations General Assembly at its eighteenth session held in December, 1963, adopted a resolution inviting the Secretary-General in collaboration with the Director-General of the Unesco, the Managing Director of the Special Fund, the Executive Chairman of the Technical Assistance Board and the President of the International Bank for Reconstruction and Development and its affiliates to explore ways and means of supporting national efforts for the eradication of illiteracy through a world campaign and any other measures, if appropriate, of international co-operation and assistance, both non-financial and financial, and submit a report thereon, together with appropriate proposals, to the General Assembly at its nineteenth session.

In this resolution the U.N. General Assembly expressed its concern at the fact that more than seven hundred million adults of 15 years and over or more than 2/5th of the world population were illiterate in the mid-Twentieth century. It also reaffirmed its belief that the right of education is one of the fundamental rights of man as set forth in article 26 of the Universal Declaration of Human Rights and that mass illiteracy is an

obstacle to social and economic progress during the U.N. Development Decade and thereafter. The General Assembly also recognized that while the eradication of illiteracy is largely a problem requiring national effort, intensified international co-operation has also an important role to play in the solution of this problem.

In pursuance of this resolution the Unesco has convened a number of regional conferences to study the problem of illiteracy in different countries. The Unesco has also set up an International Committee of Experts on Literacy which held its first meeting at Unesco House in Paris from April 1 to 10, 1964. The committee made a number of recommendations, among the most important of which was one regarding the approach to the problem of eradication of illiteracy and the priority areas. The committee suggested that a selective approach may be more rational and more effective and that it would be better to launch the literacy campaign in more organized sections of the economy, in particular in sections of the population where people are employed and need literacy for their regular work. The committee also recommended that national economic development plans and general education plans should include literacy programme.

As regards the plan for such a vast programme, the committee was of the opinion that the pro-

grammes should be planned in a phased manner, the first being an experimental phase in which a certain number of countries should be chosen for undertaking pilot projects on functional literacy. In addition to this, the committee suggested that encouragement and assistance should continue to be given by the Unesco to other countries to proceed with their national campaigns or undertake preparatory work for the world campaign.

The World Conference of Ministers of Education on the eradication of illiteracy which met in Tehran from September 8 to 18, 1965 endorsed the approach recommended by the International Committee of Experts and further emphasized that the objective of the pilot projects should be to link literacy with production both on the farm as well as in the factory.

Experimental Projects

So far experimental projects have been started in Algeria, Iran, Mali, Ecuador and Tanzania. In this connection it is worth noting that the General Council of the United Nations Development Programme has for the first time decided to allocate funds for literacy programme. For the first three projects, namely in Algeria, Iran and Mali, \$3,800,000 have been allocated for these literacy projects. The implementation of this international assistance has been entrusted to the Unesco.

Algeria

In Algeria, the plan for fight against illiteracy covers three projects one in the rich farming area of Staoueli with its vineyards, olive groves, archards and market gardens, where some 5,000 adults are working on self-managed farm estates. The other two projects are aimed at illiterates aged between 15 and 35; one involves about 20,000 adults employed in the chemical and oil industries in the Arzew industrial area, and the other some 50,000 illiterates in an area where

* A talk given by Dr. T.A. Koshy at the short-duration course on Functional Literacy for Secretaries of Y.M.C.A.'s in India held at the Central Institute of Research and Training in Public Cooperation, New Delhi in March 1968.

an iron and steel complex with several subsidiary industries is being completed.

The eradication of illiteracy among adults sets more complex problems. Of the population over 15 years old; estimated at five and a half millions, 4,400,000 are illiterate. Three million of these are in the productive age group: 15 to 44 years.

The burden of these illiterates makes itself felt throughout Algerian economy. In order to industrialize the country, to modernize its methods of agriculture, to introduce new methods and techniques aimed at increasing production and efficiency, the first requisite is to have workers better trained for their jobs. Such training is inseparable from literacy teaching.

Both the Algerian authorities and Unesco are convinced that literacy training must be carried out on the job, in close connexion with technical training. This provides for keen and sustained motivation and gives the illiterate the best chances of promotion.

The preparatory phase of the pilot project will last one year (1966). During this period, the National Literacy Centre set up last year will develop its principles and methods of action, produce teaching materials, organize experimental classes for illiterates in rural and industrial areas, and train a first group of instructors to be sent out into the field.

The operational phase will last four years, from 1967 to 1970. The technical staff at the national centre will be increased from 12 in 1966 to over 30 in 1970. The number of instructors in the field will also be increased, from 50 at the end of 1966 to 200 in 1967, 800 in 1968, 1,400 in 1969 and 2,000 in 1970 (one in each village or town district in the area). The national centre will be responsible for planning a literacy programme fit to be gradually applied to the whole

country. The instructors will be working under 75 district supervisors and 15 departmental inspectors.

International aid will include the sending of ten experts and, at the end of each year, of consultants responsible for evaluating results; it will also provide for some twenty scholarships and supplies of equipment.

Iran

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

The first of these experiments will take place in the Greater Dez Irrigation Area, in the province of Khuzistan. This oil producing region lies across the country's main railroad and highway and in the hinterland of its main port of Khorramshahr. A most important asset in a semi-arid region, Khuzistan's five rivers never run dry. The Mohammed Reza Shah Pahlavi dam on the Dez river has a generating capacity of 520,000 kilowatts and its waters are being used to irrigate an area of 360,000 acres.

At present, the agricultural instructors from the Khuzistan Water and Power Authority, dealing in most cases with illiterates, have to repeat over and over again their demonstrations of irrigation methods, planting and seeding, or the use of fertilizers, which means that no instructor can serve more than five villages. It is then the agricultural workers were able to use simple instruction leaflets or pamphlets reminding them of what they have been taught at the Experimental Farm.

The Unesco-sponsored experiment is aimed at the younger elements of the active population—adolescents and adults aged

fifteen to thirty-four—in about ten villages where the illiteracy rate at present is 80 to 85 per cent. Instruction will be planned in two phases, each lasting two years, and classes will be held every evening during eight months of the year. Instructors will be recruited among primary school teachers, and among university and secondary school graduates serving in the Army of Knowledge. Various ministries and the Iranian High Council of Women are also cooperating in the project.

Reading materials are already being prepared; they include texts on practical problems involved in the improvement of agriculture as well as on health, nutrition and hygiene. Wide use will be made of audio-visual aids—pictures and symbols, slides and filmstrips—and each course will include a nightly radio programme of fifteen minutes.

A similar project will be carried out in the same region for industrial workers at the sugar refinery in Haft Tapeh.

The second experiment in the pilot project will reach industrial workers living in an urban area.

Isfahan is a fast-growing town of nearly 300,000 inhabitants. It has a number of modern textile factories as well as cement works, a sugar refinery and several assembly plants. Sixty thousand people are employed in these factories or in the local handicrafts industries producing carpets, handwoven textiles, copper and brass ware.

The literacy rate in this famous city is estimated at 32 per cent—well above the national average—but in most cases this is very rudimentary literacy. According to factory managers, only one employee out of ten is capable of reading and understanding orders, inventory sheets and production control charts. Though there is no lack of workers, there is a persistent shortage of foremen, supervisors

and skilled workers who must be literate.

Most of the larger factories have found it necessary to start literacy classes in order to make their vocational training courses more effective. Thirty-four classes of this kind already exist, with a total enrolment of more than 1 200 pupils. The pilot project is here aimed at promoting and extending these efforts by improving the quality of the teachers and increasing their numbers. The factories premises will continue to be used as classrooms, and a 20-minute television programme will be broadcast regularly by the University of Isfahan on a closed circuit network.

In both these experiments, an evaluation will be made at various stages of the project's development. If the results prove encouraging, the projects will pave the way for more extensive literacy programmes. By 1970, the country will have a large number of new literates in key zones of the economy, as well as experienced instructors, using teaching methods and educational materials of proven value.

Mali

In Mali, two experiments are planned for five years: one concerns 100,000 cotton and rice growers in the region of Segou; the other aims to increase the productivity of some 6,000 workers in State-owned enterprises in and around Bamako.

Mali realizes that high illiteracy among workers in agriculture and industry is a serious handicap to economic development. It is difficult for illiterate agricultural workers to understand and apply new techniques and run co-operatives efficiently. And illiterate workers in industry who cannot read instructions referring to machines are incapable of understanding how they function. In other words,

literacy will be a means of introducing vocational training and improving inadequate training by practical methods.

In the agricultural sector, the literacy campaign will affect nearly 100,000 adults living in the irrigated area of the Office of the Niger, an autonomous public organization responsible for agricultural development in the central Niger delta near the town of Segou, and in the Baraoueli and Tamani districts in the sub-region of Segou. Cotton and rice are the two main crops in the region, and the government is encouraging their expansion because they are considered more profitable than millet and peanuts, at present the principal export crops.

The literacy programme will stress agricultural techniques and the proper use of fertilizers to improve the farmers' knowledge and increase the production of cotton and rice. The campaign will be supplemented by courses in civic education.

In the industrial zone of Bamako, the programme will affect 6,000 of the 8,500 illiterate workers employed in about twenty State-controlled enterprises, including public works, railways, electric power, transportation, mines, etc. It is expected that, in less than four years, education and vocational training will have to be provided for about 10,000 workers.

The National Centre for the Production and Distribution of Literacy Materials in Bamako will take an active part in the campaign. The centre, divided into four sections, produces and prints text books and reading primers, prepares audio-visual materials including educational films, and has its own lending library and two mobile libraries.

All the instructors will receive two months preliminary training in Bamako during the preparatory year of the project;

they will be supervised by school-teachers who will in turn be responsible to an inspector in Segou. The agricultural sector will also be equipped with sixteen mobile cinemas.

The industrial sector will consist of 125 centres with 250 instructors, supervised by five sector chiefs and an inspector in Bamako.

The Governing Council of the United Nations Development Programme at its meeting held on 16th June, 1966, allocated a total amount of \$2,350,300 for similar projects to be carried out in Ecuador and Tanzania.

Ecuador

In Ecuador, the project covers three pilot zones, one on the coastal plain, the other two in the Sierra, are areas where development programmes are already in progress, but each represents different economic and social characteristics: handicrafts and light industry in the first case, agriculture in the second, and a mixed economy based on both agriculture and handicrafts in the third. Each zone is a take-off point for extending the programme to other parts of Ecuador.

Tanzania

As regards, Tanzania, the first priority for a country whose population of ten million is composed largely of small farmers, is to raise agricultural production. Agriculture accounts for 45% of the country's gross national product, while at the same time the rural population represents 85% of the consumers. If output can be increased, extra funds will be available to improve the farmers' living standards—an important factor, since it is the farmers who hold the key to the country's economic and social expansion.

All projects carried out within the framework of Unesco's experimental literacy programme

call for training based on methods of work in selected sectors of agriculture or industry, in addition to instruction in reading and writing. The aim of the programme is to enable adults to participate more fully in the economic and social development of their country by increasing their productivity and earning power, improving their standard of living and fitting them to play a more active role in the life of their communities.

India

It is in the above context that India has launched the Farmers' Education and Functional Literacy project for which assistance is being sought from U.N. Special Fund. In this project two U.N. Agencies, namely, the Food and Agriculture Organization and the United Nations Educational, Scientific and Cultural Organization are cooperating at the international level and three Ministries of the Government of India, namely the Ministry of Education, the Ministry of Food, Agriculture, Community Development and Cooperation and the Ministry of Information and Broadcasting are cooperating at the national level.

This project aims at improving the efficacy of the human input in the programme of agricultural production in India. The over-all programme of agricultural production accepted for the Fourth Five Year Plan embraces a large area and a variety of schemes. One of the important schemes of agricultural production seeks to concentrate intensive efforts and resources on those lands which have assured water supply specially through irrigation. The other elements in this particular scheme are the use of seeds, both hybrid and exotic, which are known to produce much higher yields than the normal varieties in use. These seeds require the application of large dosage of

fertilisers and carefully planned farm operations involving the adoption of improved and even sophisticated practices. The area to be covered in the Five Year Plan is 32.5 million acres and the main crops included are paddy, maize, wheat, jowar and bajra. For this scheme, known as the 'High Yielding Varieties Programme', the training of farmers is considered an essential input. The present project seeks to meet this need. The training and education of farmers will consist of (as does any other kind of adult education) the imparting of the skills necessary for undertaking improved agricultural operations, the availability and assimilation of information on the improved practices and the inculcation of the right attitude towards new ideas and practices.

Significant Aspect

One significant aspect of the project is based upon two principles, namely, the value of literacy as a tool in agricultural production and secondly the co-relation of the process of learning literacy with farm work. The project recognises that adult practising farmers would be interested in literacy if it comes to them as part of the process of applying new techniques for improving their agricultural production. The farmer while receiving literacy lessons, should be enabled to prepare his farm plan, to maintain his accounts and to write simple letters for credit, supplies, etc. This is the new approach of Functional Literacy.

These three aspects of the project call for the adoption, on a large scale, of some techniques, experiments of which in India and abroad have shown to be valid. Thus, the emphasis on the project is upon the small group as the unit for communication and use of information. Farmers Groups will operate through discussions which is a much better method of enabling the adult to under-

stand problems than class-room instructions. The Farmers Group will emerge as a major continuing institution for self-education of its members; it will not cease with the project. In fact even the responsibility for imparting literacy to its illiterate members will be of the group.

One object of the men's group will be to teach each farmer how to read and fill out his own simple farm plan and to keep simple farm accounts and to enter with simple correspondence with authorities. In addition, farmers will learn how to read and interpret instructions on fertiliser bags and pesticide packages, how to complete simple applications for loans, and how to read simple extension bulletins, rural newspapers and farmers' almanac now provided at very low cost by State Governments. Care will be taken to make sure that farmers understand that a functional literacy course is not primarily a course in improved agricultural methods, but a course in how to learn to read, write and figure through the use of topics and materials of interest and value to him.

The syllabus for literacy classes will 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. This will make the process a meaningful adult experience to him and will also give him a sense of practical achievement as he progresses. The object thus is to use Mahatma Gandhi's technique of "correlation" (of basic education) to adult farmers' literacy courses.

The literacy material for farm women will place constant emphasis on the role of women in agricultural production and in rural home making.

Role of Education As An

EXPERIENCE of Agricultural Development work in India and Extension researches have revealed that majority of the farmers are not keeping pace with the ever-increasing complex technology and that a wide lag still exists between the production of useful technology by the Agricultural Scientists and its use in fields by farmers. This lag between the availability of technology and its use by farmers have often been attributed to several factors and that unless these are taken into consideration while making extension efforts, the speed of agricultural development cannot be accelerated. One of these factors is formal education of farmers. The objective of the present paper is to judge critically the role that education does and can play in Agricultural Development.

Purpose of education: Thorndike writes in his book, "Education" that the art of human life is to change the world for the better to make things and oneself more serviceable for life's end and education brings the production of changes in human mind and body. According to Dewey, education is a form of production like a factory and then it has three elements: raw materials (People), tools (Teaching methods) and product (Changed behaviour). H.S. Browdy defines education as a process or product of deliberate attempt to fashion experience by the direction and control of learning.

Leagans has viewed education as aiming at bringing changes in what people know, what people

can do, what people think and feel and what people actually do. David and Gottlieb in their book 'A Sociology of Education' describes education as teaching the members of the society how they are expected to behave in variety of selected situations.

It follows, therefore, from the foregoing concepts of education that societies are perpetuated through education—a cultural process transforming each new born human infant into a full member of a specific human society. Further, as Leagans points out, man's progress is highly dependent upon his education which helps in uprooting traditional beliefs and conventionalism and transplanting modern and scientific ways of thinking and doing. The Ford Foundation Annual Report for 1958 mentions, "Education like peace, has become a worldwide problem and indivisible with the well-being and survival of mankind. Today, ignorance is a burden, society can no longer afford. The vigour of a nation and its educational level go hand in hand. One great hope is that education, with its power to liberate the mind, will provide not only the tools for scientific advancement but the environment for the fulfilment of man's moral and spiritual nature."

Education and economic development: Is there a relationship between education and overall social and economic development of a country? Several attempts have been made to answer this question from time to time. The United Nations Preliminary Report on the "World Social Situation" refers to a survey made of 75 countries and territories in 1950 showing the relationship between the position of literacy and the per capita income in

these countries. A definite and positive correlation between the two was observed. Countries having literacy percentage 80 percent or more had the highest per capita income i.e. \$300 or more whereas on the other hand, countries having literacy percentage as 49 and below, had a per capita income as low as \$ 150 and below. India falls in this category. The analysis of the Planning Commission has revealed that some of our plans for increase of agricultural production have not come to our expectations because mass illiteracy and lack of further education are the biggest hurdles. National study group on adult literacy and education, 1964 pointed out that in a dynamic society, education is another form of investment, along side steel mills, irrigation system, electric power plants and railways. Human beings are vital part of the natural resources of a nation and the way to their development is through education. Daniel Lerner's study of social influx in the Middle East ("The Passing of Traditional Society") in 1958 has isolated six factors characterizing modern society or what he calls "modernity" viz. education, urbanization, political participation, media participation, per capita income and industrialization. He has shown that education plays an important role in developing the other five characteristics of a modern society. As knowledge increases it becomes more and more technical and specialized; the inevitable trend in all areas of life and activity. Education is to help people know how to make choices, to obtain the knowledge involved and to use the knowledge wisely in terms of needs, circumstances and implications. Its second role is to create situations within which people can

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Input in Agricultural Development

learn new interests and appreciations, to open windows to new vistas of living, to help people understand the values of enriched living and to want these new experiences. For all this to take place, we have to provide opportunities for liberal education accessible to all the people in its manifold dimension and varieties.

Available Research Findings : Numerous studies have been made both in India and abroad to establish the influence of formal education of farmers on their adoption behaviour pertaining to the use of improved farm practices. A study conducted by the National Council of Applied Economic Research (1964) has revealed that farmers with some education (primary or above) were higher level users of fertilizers than illiterate farmers. Hoffer (1942), Gross (1949), Wilkening (1952), Ryan and Gross (1950), Coleman (1951), Gross and Taves (1952), Marsh and Coleman (1955), Wilson and Gallup (1955), Hoffer and Strangland (1958), Straus (1960), Hobbs (1960), Coughenour (1960), Rogers and Pitzer (1960), Sheppar (1960), Copp (1960) Lionberger and Coughenour (1957), Van Den Ban (1957) and Rahim (1961) are a few among foreign Social Scientists who have reported on the basis of their research findings that education of a farmer was significantly associated with his extent of adopting improved farm practices. Bose (1960), Ganorkar (1961), Rahudkar, Sawhney (1961), Bakshi (1962), Deshpande (1962), Reddy (1962), Sangle (1962), Nikhande (1963), Jaju (1964), Rai (1964), Sewant (1964), Pal (1965), Jaiswal (1965), Chand and Gupta (1966), Verma (1965) and Sinha (1966) are a few names from amongst Indian workers who have reported

similar findings as those of foreign experts.

Nevertheless, there are some studies which could arrive at findings unlike hitherto described. Mention may be made of Rao, Wilkening and Photiadis who observed that education exercised no significant influence on the adoption behaviour of farmers. They have explained this as mainly due to the fact that differences in education were not great and the differences which existed apparently did not materially effect the motivation to adopt improved practices. A study conducted by Verner and Millard of the University of British Columbia deserves special mention at this juncture. They reported that amount of education was not a significant factor as the recency of the educational experience and its specific relevancy with respect to the content.

A number of researches have further attempted to probe into the relationship between different levels of education of farmers and adoption, between different levels of education and different stages in farmers' adoption process, relative contribution of education as compared to other factors on adoption and the influence that the levels of education exercise on farmers' information seeking habits. It is difficult to mention all of them in a paper like this. However, the following salient conclusions arrived at after a perusal and critical analysis of various researches could be drawn:

The influence of education on adoption of agricultural innovations is established. This may be due to the fact that schooling opens mental faculties, increases power of thinking and compre-

hension and thus, the ability to grasp the facts, analyse, interpret and base one's decision on them is considerably improved. Higher the level of education, higher the position of a farmer on awareness-adoption continuum of the adoption process. This relationship is more pronounced when illiterates are compared with literates (up to upper standard) or educated (beyond primary stage). The magnitude of this relationship is, however, narrowed down when literates and educated are compared.

Further, education of a farmer has significant influence on his dependence and selectivity for a source of information. In other words, institutionalized sources are in close touch with educated farmers whereas they are having very little contact with illiterates. Educated farmers have easy access to printed sources of information and urge for more and more information about agricultural innovations from most reliable and technical sources of information.

Practical Implications in Extension Work:

By and large, the practicability of the use of most of the extension methods in India is limited by the mass illiteracy prevailing among the rural people. To spell out the truth, demonstration, though costlier than other extension methods has been the only most popularly used method for convincing farmers about the superiority of the improved practices. Needless to mention, the use of written materials has been negligible. Educated farmers as is obvious from Kerala and other States where relatively rural literacy percentage is high, have

been willing to make use of written words. Hence the growth of education in rural areas has much to contribute in using written materials like bulletins, booklets, leaflets, folders and pamphlets in village extension work. With the increasing complexity of technology it is essential that farmers be given detailed subject matter information step by step which is possible only when written materials are used. An important barrier to communication and diffusion of innovation is the language. Even a minimum level of education through the prescribed dialect of the area, can enhance the fidelity of message transfer and the loss and distortion of message can be taken care of. Use of written words itself will facilitate the act of communication.

Farmers in India, on an average do not maintain any record about their farm operation and depend mostly on memory. In this way, they have to remember and sometimes recall with lot of mental strain, the crop rotation followed for last several years, quantity of fertilizers used, number of irrigations given to a specific crop, varieties used, cost incurred, net profit gained and so on and so forth. The subjectivity of his memory can very well be imagined. With the introduction of high yielding varieties programme, farmers are required to remember details of the practices to be followed for all the crops grown. They should have minimum and appropriate number of records and farm cost-return budgets. For keeping these records farmers must have an ability to read, write and calculate to at least a minimum level. This again makes education indispensable.

The success of developmental programme largely depends on the responsiveness of the members of the community. The main problem is of involving people

in the programmes. The local leaders exercise a great influence on the members of the community with regard to the acceptance of or resistance to new practices advocated.

A leader has to embody good number of qualities in him to be a potential functional farm leader. As a functional leader is supposed to be innovator or early adopter, it is also crucial that he is having an optimum level of education in order to gather technical knowledge and put that knowledge to action. One of the major hurdles in the utter backwardness of rural women in India is almost universal illiteracy from which they hysterically suffer. By having even a minimum level of literacy, they can not only manage their homes more scientifically, but also they can help men considerably in taking right decisions and adopt new farm practices.

Recommendations

The Block personnel in order to secure quickest possible result of boosting up agricultural production should first concentrate their efforts amongst farmers who are literate or educated or highly educated, who in turn, be channelized as local functional leaders to transmit the message of agricultural production programme to the illiterate farmers and to convince the latter to adopt improved farm practices. Nevertheless, the extension personnel have to put equal, rather more rigorous and intensive efforts for enabling the illiterate farmers move ahead and keep pace with their literate and educated counterparts.

Further, the extension personnel have to use their extension tools, appropriate and befitting to the farmer's stage in adoption process as well as latter's educational status for the sake of the effectiveness of the extension tools on one hand, and enhancing the extent of adoption

of different farm practices on the other.

Illiterate farmers are also the tax-payers and have equal right of getting benefits which literate and educated ones are getting. In order to make these illiterate farmers at least literate, a sound adult education programme is needed. For adult and old farmer, the target of upper standard (literacy) may be feasible because most of the villages now are having primary schools. For these people, classes should be held separately in off-time regularly and well trained teachers be appointed for the purpose. For village children, many of whom are the future farmers of the country, education upto middle standard must be made compulsory. Their courses should have slight bias towards scientific principles of farming. A middle school after every two or three villages is now of common occurrence and hence there should not be any difficulty for farmers to send their children compulsorily to schools. This in long run, will solve the literacy problem of the country and help in making new strategy for agricultural production successful.

Finally, expenditure on education should be viewed in two ways. One is to regard education as a social service. The second is to regard education as an investment in the human resources, as an input which would contribute to greater social and economic development. This is why, in the resolution establishing the Education Commission, it was stated that the Government of India were convinced that education was key to national prosperity and welfare and no investment was likely to yield greater returns than investment in human resources of which the most important component was education. Needless to say, education should be viewed as an input in agricultural development.

COURSE FOR MEMBERS OF THE PAPUA AND NEW GUINEA HOUSE OF ASSEMBLY

C.E. De'Ath

ON 5th January, 1966, twelve Members of the Papua and New Guinea House of Assembly gathered in Port Moresby to commence a course in English and social studies.

The course, which was mounted at the express request of Members, lasted from 5th January until 16th April, with a break of nearly three weeks for the House of Assembly sitting in early March. The venue for the first phase of the course was in Port Moresby at the House of Assembly. There were daily visits, however, to the Administration language laboratory at the Teachers' College, at Wards Strip and occasional visits to other locations. The members were initially accommodated at the Administrative College Annexe at Six Mile and later at Davara House at Ela Beach.

The members' programme was a heavy one. The first phase, which lasted from 5th January until 25th February, covered social studies (used in its widest sense) and English. The social studies syllabus covered:

1. Australian economic development, politics and social attitudes. More particularly, topics such as constitutional development where Australian experience might sharpen the Members' appreciation of Territory problems;
2. issues of a pressing interest to Members. More particularly, discrimination, vocational education and aspects of urbanisation;
3. the development of political institutions as a cultural phenomenon.

In addition to the above it was hoped that the social studies section of the course would provide:

- an opportunity for a study in some depth of the operations and decision-making processes of selected Departments of the Administration;
- a means whereby Members could gain contact with a wide circle of senior officers and leading citizens;
- experience in discussion techniques and the use of English in contexts of direct relevance to indigenous politicians;
- a detailed study of some current legislation from the view points of ideas, structure, procedure and language.

The English section of the course covered repetition of spoken English in the language laboratory (drills), functional English and practical letter writing and reading. This section of the course was structured to dovetail in with the social studies section, e.g., by the use of vocabularies extracted from lectures and notes used during the social studies part of the course. English occupied approximately 19 hours of the weekly 38 hours spent doing formal work.

In addition, extra-curricular activities were organised, paid for and run by the Members themselves. These included formal dinners, informal buffet meals to which guests were invited, and supper dances.

The course was organised by three inter-Departmental committees headed by (the now) Professor F. Johnson (overall planning and English committees) and Mr. J. Lee (social studies committee). Mr. T. White was responsible for assisting with social functions and liaison with the Department of the Administrator. The writer acted as course co-ordinator and manager. The 60-odd lecturers and discussion leaders who assisted during the course were drawn from various Departments, businesses, houses missions and from the professions.

A typical working day would include two hours of practical English in the morning, followed by 1½ hours' discussion on a social studies topic led by an expert or experts in a particular field. After lunch, an hour in the language laboratory, followed by 1½ hours' recreation and then another hour and a half to two of guided discussion on another social studies topic. Nights were usually free of formal work, although one or two nights each week were spent in recapitulation and revision. During the week, time was made available to visit Directors of Departments in small groups and institutions such as the Administrative College. Week-ends were often devoted, in part, to social functions and to visits to organisations such as the Lions Club and to local government councils. In all, the Members spent some 60 to 80 hours per week studying, travelling (especially between the Annexe, Wards Strip and the House of Assembly), attending educational films and social functions arranged by themselves. In addition to this somewhat arduous programme, a number of the group had family, business and social commitments plus official commitments to Committees of the House of Assembly. Despite the heavy demands made on the

Members, all but one cheerfully lasted the distance and showed fairly sustained interest in what was being taught and discussed.

Although an objective assessment, for example through written tests, was not made at the conclusion of the Port Moresby phase of the course it was felt by those most intimately associated with the course, including Members, that the participants had gained a heightened awareness of the complexity of most of the issues discussed, an appreciation of the importance of compromise in public affairs, greater confidence in formal discussion and in dealing with officials, and factual knowledge.

The hope has been expressed that there will be further courses. As these will probably be for Neo-Melanesian speakers only, a good deal of thought will need to be given to their planning. Lessons gained from the course just concluded may give leads. Points which may prove useful in future courses would be:

- some officials and even non-officials used in panels and as discussion leaders found difficulty in communication because of their lack of awareness of the Members' backgrounds and inability to simplify their material and to use simple English in its presentation. It seemed as though experienced teachers of Papuan and New Guinea adults, although possibly weak on technical details in a selected topic, were able to get more across than a technical "expert" on the same topic who had little experience in dealing with such groups;
- greater care will need to be taken in initial selection. Three participants of the course found it most difficult to keep up with the rest because of differences in educational and language backgrounds;
- greater emphasis will need to be given to topics which the Members themselves find most interesting and important, i.e., land tenure, bride price, etc;
- More use could have been made of activity methods of teaching and of aids. This again would probably entail greater participation by "professional" teachers;
- a great deal of time was lost during the course travelling between accommodation, lecture rooms and the language laboratory. Future courses should, if possible, be residential.

Factors which the organisers should bear in mind when planning future courses would be: the participants' previous knowledge of English, their age, their level of general education, and the likely pressure of outside interests. Likely levels of motivation and participation would be difficult to assess before the commencement of such courses.

The Australian Phase of the Course

This phase of the course was intended primarily to emphasise the teaching and use of English in formal situations. The Members, accompanied by two officers of the Administration left Port Moresby by air for Townsville on 16th March.

In Townsville the study group was met by Mr. St. John-Smith and executives of the Townsville copper refinery. These officials showed the group around the large plant. Members showed an interest in the training of apprentices and in the importance of the plant on the economy of Queensland and more particularly the part it played in the employment field in Townsville. Reference was made to the effect on employment at the plant of the 1964 strike at Mt. Isa Mines Ltd.

From Townsville the group flew to Mt. Isa where they were the guests of Mt. Isa Mines Ltd. and spent three days visiting underground workings and copper and lead extraction plants. At Mt. Isa the group made their first contact with Australian Aborigines and were interested to learn about their employment opportunities and their way of living in home areas. The group also visited schools and recreation areas.

At the conclusion of the Mt. Isa visit the Members travelled to Brisbane by air. In Brisbane they were the guests of the students and staff of the University of Queensland. They were most interested to meet Territory students and to see the modern facilities in the various faculties at the University.

After Brisbane, the group went to Muswellbrook, a small N.S.W. town. This visit was possibly the high point of the tour. The warmth and sincerity of the welcome can be gauged from the following extracts from a speech of welcome given by the Mayor, Mr. R. Cousins, at a civic reception on 23rd March:

"We were delighted when Mr. Niall, M.H.A., Speaker of the House of Assembly, Port Moresby, Territory of Papua and New Guinea, informed us that a party of representatives of the House of Assembly would be making a study tour of Eastern Australia and that Muswellbrook had been chosen as a progressive town, most suitable for a visit in connection with the Members' previous studies in local government and economic development... On behalf of the Muswellbrook Municipal Council and the citizens of our town and district, I extend a very courteous and warm welcome to our distinguished visitors... I am confident that this visit will establish a warm, mutual relationship and that the interchange of ideas will be beneficial to all concerned."

Whilst in Muswellbrook the Members had a

very strenuous programme which included visits to the Upper Hunter Regional Library and art display, Berelle Clothing Factory, Muswellbrook County Council and its installations, a meeting of the Municipal Council, open cut coal mines, a forestry nursery, a milk factory, Liddell Power Station, a combined services dinner, the Upper Hunter Show, a pre-school, a kindergarten, a sub-normal school, an infants' school, a one-teacher school, Muswellbrook High School and its farm, St. Mary's School, a technical college, St. Helier's training school for boys, a horse stud farm, irrigation and soil conservation areas at Glenbawn and Aveyard and a brick factory.

At the conclusion of the visit, a Municipal dinner was held for Members, at which the local M.L.A. spoke, and Mr. Zurezurenuoc in replying, said "We have learned much from our visit and will leave with happy impressions. The hospitality you have accorded us has been wonderful. The Municipal Council and everyone else has gone to a lot of trouble to make our visit a memorable one. We have been much impressed by the co-operation of your Mayor and aldermen and particularly by your town clerk, Mr. Stone, and others who have helped to make our visit a success."

Travel from Muswellbrook to Sydney was again by train. The group travelled to Mosman where they stayed for the remainder of their visit at the Hotel Mosman. The Members, whilst at the Australian School of Pacific Administration, were divided into two groups based on knowledge of English. The more fluent group worked on material from *Hansard* (T.P.N.G. House of Assembly) whilst the other group worked on similar, but less difficult material. A prime aim with this latter group was to extend their ability to use and understand known sentence types in wider contexts. Discussion on the meanings and usages of material contained in *Hansard* frequently led to quite spirited debates on the actual subject matter of the reports. Later this discussion was carried over to the afternoon sessions with senior A.S.O.P.A. lecturers.

Members spent nearly three weeks studying English at A.S.O.P.A. At the conclusion of the course there, they expressed their appreciation for the work of the tutors and officers of the Commonwealth Office of Education, and, of their own volition, asked if they could do some follow-up work when they returned to the Territory. Each Member was issued with a series of lessons entitled *Correspondence Course for New Australians*. The two tutors willingly agreed to mark each lesson in the series as the Members completed them.

Afternoons of the days spent at A.S.O.P.A. studying English were spent in discussion with senior lecturers or at factories and other institutions. The visits included Dunlop's footwear fac-

tory at Bankstown, the State Parliament, the Papua and New Guinea Society at Sydney University, H.M.A.S. Penguin, Reserve Bank, the Royal Easter Show, Parramatta Rotary, various A.B.C. radio stations and North Sydney Rotary Club. The Members met and had discussions with the Minister for Territories, Mr. C.E. Barnes, and the Secretary for Territories, Mr. G. Warwick Smith.

The visit to Australia did seem to reinforce some of the topics discussed in the Territory. In particular, however, Members noted during their visit:

- the great amount of goodwill there is in Australia for Papua and New Guinea. However, the Members also noted that very few people knew much about current changes in the Territory and its great developmental problems;
- the excellent training facilities which are available to Territory youth in Australia especially in industry where frequent offers were made to train apprentices and skilled workers;
- the complexity and scale of modern industry and the effect of big industries, particularly in the mining sector, on a national economy;
- the increasing intricacy of local government activities and the difficulties that such organisations must face in raising finance and in co-ordinating their activities with those of State and Federal agencies.

Over the three-month period a good deal of learning took place. Although the course participants did not all become proficient in English, most of them did seem to acquire additional knowledge in many fields related to government.

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Institute For

TO attribute the foundation of the Institut für Bildungsforschung in der Max-Planck-Gesellschaft to the present alarm over the state of education in Germany ("die deutsche Bildungskatastrophe") would be no more accurate than to ascribe the current reappraisal of American educational institutions and technologies to the Sputnik-Scare. The American concern over the inadequacy of educational standards started, as Professor Cremin has reminded us, in the early forties and had gained momentum long before an inkling of Russian scientific advances had reached the Western public. Similarly, the consciousness of an imminent decline in the qualitative and quantitative outcome of German education has been rife in this country for years. Its reasons—Nazi barbarism and a rigid traditionalism of the institutions of secondary and higher education—were realized by many. In fact, plans for the interdisciplinary institute for educational research, which these notes report, had matured several years before the general alarm on the truly frightening dimensions of the educational emergency in this country. They had been adopted as early as 1963 by the academic and political bodies responsible for the policy of the Max-Planck-Gesellschaft, who had thereby demonstrated their concern over the decline in highly qualified manpower reserves in the country.

Still, an idea should be given of a few basic facts that have recently and vehemently roused public opinion over the dangers inherent in the present state of education in Germany. They will help to understand the sense of urgency which finally brought about the foundation of the 'Max-Planck-Institute,' as well as a number of other moves in a similar direction, such as the equipment of some of the Lander (states) ministries of education with more adequate machinery for fact-finding and documentation or the re-shaping of the Deutsches Institut (formerly Hochschule) für Internationale Pädagogische Forschung (DIIPF) in Frankfurt. Again, there had been no lack of warning from responsible public bodies, like the Trade Unions, especially the General Teachers' Union, certain groups of industrialist, Social Democrat and a few liberal politicians, as well as from individuals like Hellmut Becker, the initiator and present director of the Institut für Bildungsforschung; or the economist Friedrich Edding, foremost in this country in applying economic concepts and methods to the educational process and one of the pioneers of the 'economics of education' on the international scene; or, to mention yet a third, Rolf Dahrendorf, who has drawn attention to social bias in the educational system and has initiated a number of

investigations in this context. Nor should individual reform moves of some Lander authorities, in the first place probably those of the City and Land of Berlin, be ignored.

Still, if one were to pick a special date at which the bugle was clearly sounded and finally reached the ear of a wider public, including those responsible for political direction, one would surely name the series of articles published by the South-German educator and philosopher Georg Picht in February 1964 under the title "Die Deutsche Bildungskatastrophe". Picht, and others like him, base their observations mainly on figures produced in recent years by economists and statisticians on the international as well as on the national scene. Some of their data have been corrected and their interpretations questioned. And, sure enough, a good deal of those projections, international and national, are still impeded by the lack of consolidated insight into the structural and qualitative differentials of national educational systems. They also often, and strangely enough, fail to take into account impending changes in instructional and educational 'technology.' Still, the concern over the threatening failure of German education to produce the qualified manpower necessary to maintain its standards seems justified enough. A few of the main facts on which Georg Picht bases the dramatic prediction that, by 1970, the German educational system will have "broken down," are mentioned.

While in the Federal Republic only about 10 per cent of the elementary school graduates complete a 9th year, most countries of similar economic development have extended (or are about to extend) their obligatory schooling to include a 9th year at least.

A traditionally rigorous selection and the lack of attraction which secondary education holds for the socio-economically lower classes result in the fact that, in 1963, only just over 7 per cent of the appropriate age group graduate from secondary school as compared with about double that figure in such countries as Belgium, Finland, France, Norway or Sweden. Moreover, according to the well-known OECD projection, this percentage is not likely to rise until 1970 while, within the same period, the figures for countries like Yugoslavia or France will have trebled, those for Italy and the Netherlands, for instance, doubled.

The percentage of graduates of higher education within their age group, which in 1961/62 had

Educational Research

amounted to 1/2 to 3/5 of the equivalent figure for Great Britain is expected to fall to 1/3 to 1/2 in 1971/2.

Leaving the international scene, Picht predicts that by 1970, all graduates of institutions of higher education ought to enter the *teaching profession* if the needs for teachers at the various levels were to be met.

A good deal for the blame of the unsatisfactory state of things is laid on the extremely restricted *educational budgets*. To take the Gross National Product as our basis of comparison, West Germany, with an expenditure of 3.0 per cent (1960/1) would rank after Great Britain (4.0), France (3.4), Netherlands (4.4), Sweden (4.2), U.S.S.R. (4.4).

Last, but not least, a series of startling, though not unique, discrepancies of educational opportunity between town and country side, between socio-economic groups, between protestants and catholics, and even between the eleven Lander testifies to a wastage of potential which no society can nowadays afford.

The last quoted fact calls to our attention one of the basic factors of German educational policy to which the present state of emergency is to be ascribed, i.e. the constitutional principle of *cultural federalism* within the Federal Republic which, coupled as it is with a high degree of *central control by the Lander and local authorities*, is probably one of the main reasons for the prevailing inertia. According to this principle the governments of the eleven Lander bear full responsibility for the educational institutions within their jurisdiction, leaving to the Federal Government only a certain share in the financial care for higher education and science. Common traditions, together with the co-ordinating function of the *Standige Konferenz der Kultusminister in der Bundesrepublik Deutschland* not only prevent chaos but even make for a basic unity of organisation. Yet, on the other hand, there is in existence neither an authority nor an appropriate machinery to promote necessary changes or any imaginative reforms in response to new needs and developments.

It is hardly within the scope of these notes—though it would be an attractive task for a student of comparative education—to probe the exhortative statements on German education outlined above more closely, or to go into question why university paedagogics play no significant part in propagating or even initiating necessary developments, or why

the *Deutscher Ausschuss für das Erziehungs- und Bildungswesen*—an expert committee called nearly 12 years ago by the Federal Government and the Lander governments to work on needed developments and reforms in German education and which is about to conclude its impressive opus of recommendations and expertises with suggestions for a reform of the (upper) secondary school and of teacher training—why this body has had so little impact on the shape of things. Suffice it to say that a growing public opinion expects the Federation as well as the individual Lander to take the initiative for the necessary reforms and adjustments. Among measures taken so far—some of a short-range and often palliative, some of a more long-range character—one is the foundation of the *Institut für Bildungsforschung in der Max-Planck-Gesellschaft*.

Now, the relationship between research, planning and policy has been much discussed in the world in general and in the educational world in particular and can hardly be dealt with here. In practice the question often seems easier than some of those discussions would imply. It can be safely said that, owing to a vast quantitative extension and to the growing qualitative, including technological, complexity of the educational and instructional processes, the identification of alternatives as well as reasonable predictions about their probable outcomes can no longer be left to the practitioner and to the politicians alone. It is this situation which calls for a systematic i.e. a scientific treatment of educational as well as of other questions implying social action. To be sure: there is no gainsaying the simple truth that, in pointing out possible choices and in predicting probable outcomes, the educational scientist, like any of his colleagues, may act upon a good deal of *engagement* which might easily tint the interpretation of his own findings. All one can say, is that the realisation of this possibility should serve to sharpen his sense of responsibility and to raise the caution of those responsible for public policy when availing themselves of his services. If the aim of preparing the evidence for the educational politician to enable him to make his decisions is then one of the main tenets of the Institute, that of interdisciplinary co-operation as a prerequisite of educational research is the second. A third principle, the importance of which cannot be overrated in the context of the German situation is that of the Institute's independence from any political authority and, more particularly, its connection with the *Max-Planck-Society* which acts on a distinctly national, i.e. non-particularistic basis.

This society is of course the successor to the 'Kaiser-Wilhelm-Society for the Promotion of the Sciences' founded in 1911 with the intention of establishing a German institution similar to the Carnegie Institute in Washington, the Nobel Institute in Sweden, the Royal Institution of Great Britain, the College de France and the Institut Pasteur. Like that of its models its intent was, to begin with, almost entirely in the field of natural sciences, where the inadequacy of the traditional university institute with its famous 'unity of teaching and research' for the promotion of individual and team research had been realised earlier than in other fields. Even now, among about 50 institutes there are less than 10 devoted to the 'humanities,' e.g. the institutes for International Law, for Comparative Law, for Documentation and for History. Since one of the principles of the Society has always been the intention to found Institutes for such disciplines and methods which are insufficiently provided for by the traditional universities, it is perhaps small wonder that the Institutes just mentioned prominently display in their programmes international and comparative aspects and methods. The MPS which took its present name immediately after the war is financed mainly from public funds borne by the Federal Government and its member states and, to a certain degree, through contributions from private members.

The Institute for Educational Research, one of its most recent foundations, is directed by Prof. Hellmut Becker who is assisted by three other directors who are, at present, the heads of the Departments of Economics of Education (Professor Friedrich Edding), of Educational Sociology (Professor Dietrich Goldschmidt) and of Education and Psychology (the present writer). A department of Education and Law will be added in the near future.

There is an advisory Board, appointed by the President of the MPS (at present Professor Adolf Butenandt), which counts among its member scientists like Butenandt himself, the physicist and philosopher C.F. von Weizsacker, Max Horkheimer, the sociologist and a few non-German members, (James Conant/USA and Tersten Husen/Sweden). The Institute is, however, entirely independent in shaping its research programme.

If the 3 or 4 departments mentioned represent various realms of experience, competence and skill from which the Institute recruits its members, it is of course only in the *integration* of all those disciplines that it can realise its essential purpose. However, rather than attempt to describe the programmes of the three departments already in being a few examples of the studies they conduct at this moment will do best as a representation of the Institute's aims and methods. They should also illustrate the aspiration of those responsible for the

Institute's work and of their co-workers to serve, at one and the same time, educational theory and practical educational policy, while availing themselves of a range of methods—empirical, metric, historical, comparative etc.—some of which had so far been but scantily employed in German pedagogy.

For the readers of this review a comparative study on the strategy of educational reform will possibly be of special interest. It is intended to investigate the conditions under which reform moves concerning particular phases of the educational system have been initiated, discussed, been made the object of pressure for and against by political and professional groups etc. supported or refuted by research, acted upon by political bodies, enacted and implemented. The study thus concentrates on conditions and procedures rather than on content and tries to establish a basis for a field-theory of educational reform through a close scrutiny of observable phenomena of social action. Other studies in the area of education and educational psychology concern:

- (a) the content of the secondary school curriculum—a project which shall serve as a first step in preparing the necessary instruments for curriculum development;
- (b) the motivating effect of curriculum content in relation to specific groups of pupils;
- (c) the analysis of measured achievement-growth in its relation to a number of variables pertaining to the teacher (attitudes, training methods), the class-room and the school.

No mean effort will have to be devoted to the collection of national and international documentation in the fields of economics of education and of educational sociology. Thus, material is at present brought together and synthesised on the subject of scholarships and grants in a number of countries with the further aim of investigating education as a form of income redistribution. Similarly, a synthesised and annotated international bibliography on higher education is being compiled.

High priority in the work of the economists at the Institute goes to cost analyses designed to make possible more rational investment of personnel and financial means in various processes of education, including that of school building. While the subjects of projections of educational requirements and manpower needs and of educational assistance for developing countries are held under constant observation, plans are being developed for the presentation of all quantifiable processes of education in a model which would make it possible to

(Continued on cover III)

SECONDARY EDUCATION THROUGH CORRESPONDENCE

THROUGH education a society conserves what is good and desirable in its social set up, modifies some aspects of it and replaces those which are useless and not in tune with the temperament of the changing world. Education is thus an instrument of change and all educational experts are fully alive to this power of education. The Kothari Education Commission in its report has therefore said that Indian education has to be used as a powerful instrument of social, economic & political change.

A very small percentage of our population goes to the colleges. The primary school due to obvious reasons is not a very effective instrument of change. It is therefore the secondary school only which can train India's major population to the responsibilities of democratic citizenship in a changing world.

Free India has launched on a democratic system of governing the country. Though Indian democracy has given a reasonably satisfactory account during the last two decades of its functioning yet a sense of pessimism about our future is growing. It is felt that we are at the crossroads of destiny and unless we educate the Indian voters for social and moral responsibilities, our democracy may not survive. And only secondary education can impart that training to the majority of people.

Our Resources : But our resources are too meagre to provide regular schooling to 250 million young people (of the age group below 18). We have not yet even achieved cent percent primary schooling and only about 28% young people of the age group (14-17) have the facility of secondary education. Besides, an analysis of the population of secondary school reveals that more children of the rich as compared to the children of the poor, more boys than girls, more of the city children than village children and more children from developed parts of the country than those from the under developed parts have benefitted from secondary education.

This is really very unhealthy. Why is this progress of secondary education so thin and lop-sided?

1. Many poor children cannot afford to continue schooling because of the necessity of earning bread.
2. In some parts of the country, secondary schools are at a distance. Some boys and many girls are not sent to school because

distances entail hardships and expose the children to various risks.

3. Some parents don't want to send their daughters to schools.
4. Some young people consider themselves too old to attend schools.

In a democratic country, this type of unhealthy situation cannot be allowed to exist or extend itself.

What can be done?

A way has to be thought out by which the various categories of people can be covered.

Two ways are open :

1. Starting Evening Schools.
2. Starting Own-time (Correspondence) Courses.

The Evening schools can cover only a very small percentage of the people of these categories at specific places only. The scope of correspondence courses is wide. These can cover all categories of people at all places, in most convenient ways.

History of Correspondence Courses in India

A Committee on Correspondence Courses and Evening Colleges was constituted by the Ministry of Education, Government of India. In its report in 1963, it recommended that Correspondence Courses in Humanities & Commerce subjects should be instituted at degree level. Delhi University is the first University in India to implement this recommendation. The Correspondence Courses of Delhi University have fulfilled their promise of providing good education at reasonable cost.

Adult Illiteracy and Correspondence

In respect of expansion of facilities and equalisation of educational opportunities, the Education Commission has recommended that a massive attack should be launched on the problem of adult illiteracy which should be liquidated in a period of not more than twenty years. Some recommendations of the Commission, like those relating to part-time and own-time education through evening institutes, correspondence courses etc., are meant to reduce the cost of educational expansion and to improve standards in institutions of full time education while, at the same time extending educational opportunities to those who cannot enrol themselves

in full-time educational courses for social or economic reasons. In such categories of recommendations, the main requirements are not finances but organisation, trained manpower and persistent and vigorous efforts.

In the Report of the Committee of Members of Parliament on Education (1967), it has been emphasised 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 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. 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 made available, both to men and women, to study privately and appear at the various examinations conducted by the boards of education and the universities.

With a view to reducing new additions to the ranks of adult illiterates, part-time literacy classes should be organised for grown up people (age group 12-17) who did not attend school or have lapsed into illiteracy.

Preparation of Lessons

In the case of correspondence courses, lessons prepared by outstanding teachers can be made available to the students taking the course even if they live in remote parts of the country. The correspondence system does not suffer from the limitations of class room accommodation, timetable difficulties which often restrict the number of academically desirable combinations of subjects and many other restrictions. The system has a special attraction these days in view of the serious shortage of competent teachers.

Limitations : In correspondence courses, there is no direct contact of the students with the teachers all the year round. So the formative influences that the school can exert on students, are to some extent, missing.

But, this limitation is not a very serious hindrance, since most of the student who join correspondence courses have already matured enough and conditioned to certain habits, attitudes and modes of thinking. They would not be changed much even if they were in regular schools. Besides for some of them, home plays a vital role in this respect, while many others learn from the real experience of life. What is needed in such cases is their intellectual development in which correspondence courses

can cater better than the regular schools, because the lessons prepared by expert teachers are intended to promote intellectual development and critical thinking.

School of Correspondence Courses (Popularly known as Patrachar Vidyalaya)

Delhi Administration has attempted a pioneering venture this year, by starting a School of Correspondence Courses, known as Patrachar Vidyalaya. The school is preparing and sending lessons to students in all parts of the country to prepare them for higher secondary examination. The school offers two courses (a) 4 Year Course for Middle passed students and (b) 2 Year Course for High School passed students.

Two Year Course : The course is for persons who have passed matriculation or equivalent examination from a recognised Board or University. Class X pass from a recognised school is considered equivalent to the High School Certificate for admission to this course. The duration of the course is two years; a nominal fee of Rs 100/- is charged for the complete course for sending lessons.

Four Year Course : Persons who have passed class VIII from a recognised institution are eligible to take this correspondence course. However, no such restriction is imposed in the case of girl candidates. The duration of the course is 4 years. The syllabi of the subject will be those conforming to the All India Higher Secondary Examination, of the Central Board of Secondary Education, New Delhi. The medium of instruction will be Hindi.

A Chance

First of its kind in the country, the Vidyalaya offers a chance to thousands of adult persons who had to leave their schooling. They can acquire the necessary training in subjects like Citizenship, Indian Culture and Civilization, Economics, Commerce and Literature. Besides, it provides three compulsory languages for all the candidates and aims to give a concept of Indianness to the most vulnerable part of our population.

Education of Adult Women : Fifty per cent voters in our country are women, by increasing their understanding of the importance of vote in democracy, the Vidyalaya can contribute its mite for preparing these voters to discharge their obligations of democratic citizenship.

(Continued from page 14)

calculate the relationships between the different modes of input and output at any given moment for the benefit of the educational planner.

The combination of theory, empirical methods and pragmatic intent which is characteristic for the studies mentioned so far applies no less to one or two projects with a sociological accent which shall be mentioned in conclusion. One is a series of studies investigating the qualifications required by the modern world of labour and relating them to the educational provisions which are designed to prepare youth between 14 and 16 years (mainly at vocational schools) for these jobs. The second deals with the length and rhythm of the studies of students at West German universities. The available, though by no means complete statistical evidence on dropout and wastage among university students has turned the question of rationalising the organisation of studies at institutions of higher education into an acute social problem, and one of educational policy.

The department for Education and Law is in the process of formation. Its tasks will include a

Fifteen participants of the Summer Institute of Adult Education attended by Lecturers of Training Colleges visited the headquarters of the Indian Adult Education Association on June 12. They had discussions with the staff of the Association on various adult education programmes carried out by the Association in the country. A few of them enrolled themselves as individual members of the Association.

critical examination of the possibilities as well as of the limits of applying the categories of administrative law to the field of education. Beyond this examination it will attempt the development of legal concepts and principles which are appropriate to the realm of schooling and to the various spheres of education, the lack of which has always been a serious desideratum in the politics of education. The concepts of freedom and self-determination will be applied to the analysis of educational institutions, and the regulatory, as well as the financial, tasks of the state will be closely investigated.

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EDUCATIONAL INSTITUTIONS SHOULD DEVOTE TO NEEDS OF SOCIETY

Zakir Husain's Call To Educators

The President, Dr. Zakir Husain, told a distinguished gathering at the Moscow University on July 9, that only social orientation of education and creation of a sense of social responsibility in those engaged in education "can make equality and fraternity real experienced values."

Dr. Husain was speaking after receiving an honorary doctorate degree from the university.

He warned against a purely materialistic and selfish education which made "the scholar a morally indifferent person living by himself in a world of his own."

Educationally productive work which was essentially work on and for oneself posed a danger to education as a social force, Dr. Husain said.

"Persons engaged in such productive mental work can easily grow into partial, socially ineffective or useless men."

"Such intellectual work may leave a savant aesthetically unschooled and morally infantile," he added. Education should, therefore, be placed in the service of society.

IF productive work was essential for mental development and growth, its close association with the service of others was essential for man's moral and social growth, the President told the academic community.

"Productive mental work seeks to attain an individual growth harnessing it to social ends, giving to the individual a social significance," Dr. Husain added.

Educational institutions had to correct their one-sided intellectuality and devote themselves more consciously and systematically to the exercise and nurture of the social urges inherent in the young.

"They should abstain from directing the emotional elements of youthful disposition to isolated development, and attempt, whenever possible, to let them grow and flourish in the service of others and in mutually shared work," Dr. Husain said.

Only the shared experience of such work could establish habits of thought and action which could keep the subjective individual urges at a free democratic environment within their legitimate frame-

work and prevent their degeneration into disruptive social forces.

"Only such work can make equality and fraternity real experienced values," Dr. Husain said.

He stressed the principles of work and social orientation in education.

These principles, he added, should permeate all education from elementary school to the university.

Advocating the transformation of all educational institutions based on these principles, Dr. Husain said all the educational institutions should be transformed "from places of passive receptivity to those of spontaneous activity, from places of collecting and forgetting information to places of the discovery of knowledge and its use, from seats of theoretical intellectual one sidedness to that of practical human many-sidedness, from places of individual selfishness to those of devotion to social needs."

Dr. Husain said these ideas had found wide acceptance in Indian educational circles, "but I must admit that practice lingers far behind."

Schools' Responsibility for Adult Education

DR. S.K. Mitra, Joint Director, National Council of Educational Research and Training, delivering the valedictory address at the conclusion of the Summer Institute of Adult Education for Lecturers in Post-Graduate Teachers Training Colleges in India, organised by the Department of Adult Education, N.I.E., said that schools should be made responsible for adult education work if illiteracy was to be removed from this country. Ultimately they should become the focal points of adult education in their community, he added.

Referring to the increase in the number of illiterates inspite of our best efforts, he pointed out that immediate attention was needed for the rural areas where the majority of illiterates resided. He said that the problem of women illiteracy in this country was still more acute and should receive our efforts because it would have multiplier effect on the education of the people.

In the end, Dr. Mitra said that Teachers Training Colleges would have an important role for the training of teachers involved in adult education.

The Summer Institute was held in New Delhi from June 1 to July 5, and was attended by seventeen lecturers of Teachers Training Colleges from different parts of the country.

Earlier Dr. T.A. Koshy, Head of the Adult Education Department presenting the report said that the Institute was mainly aimed at orienting the participants to the concepts, methods and contents of Social Education with particular reference to the syllabi of such Teachers Training Colleges. The emphasis was laid in covering the subjects in the context of the concept of functional literacy and the expanding base of adult education in India such as work-oriented adult education and University Adult Education. He said that objective of the Summer Institute was to broaden the participants understanding of the subjects they taught by acquainting them with recent developments in the subject area and to stimulate their interest by bringing them into contact with their counterparts in other institutions as well as with persons who were professionally competent in the particular field of knowledge.

Dr. Koshy expressed the hope that the Teachers Training Colleges and the University Departments of Education would take an active part in the field of adult education and the participants would play an important role in improving the syllabus and method of teaching of Social Education in their respective Colleges.

Kidd to be Key Note Speaker at American Adult Education Conference

Dr. Roby Kidd, Head of the Division of Adult Education of the Ontario Institute for Studies in Education, in Toronto, will be the keynote speaker at the annual conference of the Adult Education Association of U.S.A. in Des Moines, November 14-17, 1968.

Few contemporary adult educators have been as active as Dr. Kidd. He was the Director of the Canadian Association for Adult Education from 1951 to 1961 and thereafter the Executive Secretary of the Overseas Institute of Canada for four years. Dr. Kidd was also a consultant to the Adult Education Department of the University of Rajasthan in 1965-66. He is a life member of the Indian Adult Education Association.

He has held many national and international responsibilities during his career. Among them may be mentioned the Chairmanship of UNESCO's International Committee for the Advancement of Adult Education from 1961 to 1966, the presidency of the Third World Conference on Adult Education in 1960, presidency of the Adult Education Committee of WCOTP, 1959 to 1961, and the national presidency of Canada's International Cooperation year in 1964-65.

His publications include books and articles published in seven languages in addition to English. "How Adults Learn" and "Look, Listen and Learn" are two of his best known books. The Indian Adult Education Association had brought out the Hindi edition of his book 'How Adults Learn' entitled 'Seekhna aur Seekhana.'

Dr. Kidd's new book 'Education For Perspective' being published by the Indian Adult Education Association is in the Press, and will be out by the middle of September this year.

Referring to the inadequacies of the funds allotted for adult education, Dr. Koshy said that while on the one hand the importance of Adult Education in developing country with a democratic set-up was fully recognised the plans and programmes and financial allocations did not reflect such recognitions. He hoped that in the Fourth Five Year Plan adequate allocation would be made for adult education so that it could play an effective role in strengthening democracy, promoting integration and substantially contributing to economic development.

CULTURAL ROLE OF MASS MEDIA IN TRANSITIONAL SOCIETIES

J.C. Mathur, ICS

WITHOUT attempting to define culture, I may state that I am not thinking here of culture as a way of life, but of culture as involving a certain measure of refinement in taste, and capacity for discrimination. These qualities have to be cultivated, and, therefore, culture implies some effort, some training—something more conscious than spontaneous responses. It is, in other words, a kind of education.

Certain forms of culture such as the performing arts involve communication from person to person, or from a source to the recipient, and stimulate in the latter an indescribable state of mental enjoyment. This state of mental enjoyment, which is attained through the awakening of refined taste and discrimination, has been called *rasa* in ancient Indian poetics and dramaturgy. The *rasa* theory of communication is of considerable relevance to the function of modern mass media.

The state of mental enjoyment called *rasa* is almost like the enjoyment of the physical senses without indulgence in those senses by the "recipient-enjoyer." This state occurs because communication for inducing a *rasa* aims at stimulating a particular principal sentiment, such as the erotic, or the wondrous, or the valiant. In so doing, the communicator (who may be an actor or a dancer or a singer, for example) uses certain stimuli and ensuants (such as gestures of hands, or facial expressions, or poetic imagery) which work upon the senses, taking the spectators by stages from excitement to total absorption. It is a kind of montage of effects leading to an environment of absorption. Some scholars have linked *rasa* to the state of absolute bliss—making no distinction between spiritual bliss and the acme of aesthetic enjoyment. In fact, *rasa* is not the state of bliss, but a state from which the transition to spiritual receptivity can be effortless. The communicator succeeds in intensifying the perception of the senses and the mind so very much that the ego of the "recipient enjoyer" is suspended temporarily. This temporary suspension of the ego is, on the one hand, the climax and triumph of aesthetical communication, and on the other hand impede the communication of a message.

This suspension of ego is what some saint-

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teachers did in medieval India: they use the edifice of *rasa* as the peak from which to speak out their message of Bhakti (devotion to the Supreme Soul as a means of salvation), and of ethics and human ideals.

In the classical Sanskrit drama the building up of the *rasa* is not a spring-board for introducing a spiritual or moralistic mood, even though quite often the plots are drawn from the same epics and legends that were used for that purpose. The use of the performing arts for moulding opinions, spreading faith, popularizing beliefs, and circulating information came into vogue from about the ninth-tenth centuries A.D., when waves of devotional creeds and reformism swept through the country. Saints and teachers who led these movements discovered that the stage, dancing, and music were simple and powerful media for influencing the masses. In the centuries that followed, while the classical theatre languished for want of royal patronage, and while classical music and dancing came closer to being chamber arts, the popular performing arts flourished in shrines, fairs, and villages as media with a message of information.

To this day, the interplay of the aesthetic and the purposive marks several regional forms of the performing arts, not only in India but also in other south and south-east Asian countries. A common device in the dramatic forms is the introduction of a character who is the narrator-interpreter: he is present on the stage throughout, and intervenes at the right moment of intensity. The *rasa* process is not always employed in present day situations. Also, the introduction of any message or information is effective only when it remains consistent with the mood built up in the course of the performance. Mr. Julius Tigga, who belongs to the Oraon tribe in Bihar State of India, has used tribal songs and dances to impart information on the geography of the region; in this manner, he appeals to the Oraons' newly-born sense of pride in their land. The excitement of the new high-yielding seeds among farmers near Etawah in Uttar Pradesh has been expressed in new folk songs that are a blend of enthusiasm and the crop calendar. Among the fishermen of a village near the archaeological ruins of the ancient republic of Vaisali, in North Bihar, a vague consciousness of history has made them impart into their traditional group songs episodes from the story of Vaisali.

Have the controllers of modern communications media been aware of the potential of traditional forms for cultural and educational build-up? Not very. The tendency has been for radio and television to pick only the classical heritage from traditional forms, which are relegated to a pedestal and command distant respect, but which fail to instil in the audience a sense of identification. Traditional and folk forms in which the aesthetic and the purposive intermingle are generally ignored. In the mid-fifties, under the inspiration of Jawaharlal Nehru, and in the glow of a new national consciousness, All India Radio introduced folk songs, play, and regional folklore, not only in its local, but also in its national network. An annual programme called "Songs of the Nation-builders" was also organized; it involved a large number of folk singers, consisting of labourers and workers from those parts of the country where development works with the people's participation were in progress. All such programmes created a new buoyancy among the performers and singers, and gave them a sense of self-confidence and of pride in their heritage. But the louder faction of the intelligentsia among the listeners of the radio, even though not the majority, felt bored, and regarded the experiment as a new-fangled and undeserved idolatry of folklore. Besides radio and television, the commercial film world has generally been indifferent to the use of traditional forms, whether classical or popular.

In my experience, the explanation lies not so much in the unacceptability of the conventions of traditional forms as in the tendency of mass media personnel to take extreme positions, which sometimes become rather rigid articles of faith. I wish to examine, in four categories, these extreme positions taken by the controllers of the media.

First there is the extreme cultural *internationalism*. In their very nature, mass media combat parochialism, which bars outside influences. But in so doing, they fall into the other extreme of excessive promotion of international forms, which is justified on the ground that the media belong to the global environment, and may disregard local arts as minor and primitive forms of expression.

Secondly, there is the extreme of *classicism and sophistication* in programming, restricting its appeal to the few. Parallel with this is commercial popularization (for example, the feature film of Bombay, or some from Hollywood) which often overlooks refinement and the building up of taste. Both these extremes result in the enfeeblement of the media.

Extreme professionalism is another extremist trend. Media specialists in some developing countries have a tendency to confine themselves to the studies. Accompanying this extreme position is narrow *specialization*. Want of coordination in

the programming of radio, film, television, mas book production, gramophone records, and so on, is a common feature of mass media development. In poorer countries, where resources are limited, the effects of extreme professionalism result in a kind of expensive sophistication justified on grounds that apply to affluent societies.

Finally, there is the extreme of image-making. On the one hand, some producers regard stark realism as a special responsibility of mass media; this leads to a distorted impression, despite its aesthetic quality. On the other extreme are those who believe in conveying through the media the image of a multi-coloured, many-splendoured dome of a life—what J.B. Priestley calls the "Blue Yonder."

To my mind, these extremes in the attitude of media personnel impede the coming together of mass media and traditional cultural forms in transitional societies.

With the spread of media facilities to the countryside, the emphasis should shift. The task of the media is not to replace the diversity of traditional forms by the uniformity of national or international forms that have arisen from the increasingly common way of urban life all over the world. The two have to co-exist, and, together, to flourish. To make this possible, mass media have to give a fair chance to traditional and folk forms of music, drama, and dance. At present, these forms are looked upon as museum-pieces. The Films Division of India has produced some excellent documentaries on these regional traditional forms; but when it comes to conveying a message through films, the regional forms of Bhavai (of Gujarat), Yaksha gaan (of Andhra Pradesh and Karnatak), and Jatra (of Bengal), and others, are not used. Instead, only the naturalistic or suggestive idiom of modern film-making is employed. I am not recommending that this idiom should give place to the traditional one—that is impossible. I am pleading for the employment of both. This idea may sound like heresy to the specialists of film technique who would perhaps reject outright the traditional form as being unsuitable for the camera. But, I am inclined to think that too much is being made of the media's determining the idiom. This is part of the growing servitude to specialization.

In fact, over-emphasis on programming based on idiom and symbolism peculiar to the technology of the media may mean the imposition of uniformity in countries where local cultures provide a variegated pattern. A mass medium should not be the voice of a deadening uniformity. In a country like India, film or radio or television must reflect indigenous and local forms of expression of different areas. Otherwise, a feeling of inferiority grows among the rural and tribal people who are over-

powered by the glamour of the all-India or of the international forms presented in the media programmes. For adults in these communities, this feeling might well lead to problems of split personality. It may widen the gap between two generations. It may inhibit the older generations from active participation in the process of modernization because an abrupt denigration of traditional forms of culture means denial of access to a kind of literacy to which they have been used.

Vast resources have accrued to film, television, and radio, while, in transitional societies, funds for the continuance of traditional performing arts are drying up. In economically poor but traditionally rich societies, the State is unable to give high enough priority to the latter item. Regrettable though this attitude of the State is, there is no reason why institutions like the mass media should not step in and provide this patronage. I am of the view that the film, radio, and television industries should regularly finance groups of folk and traditional theatre, songs and dances, in their own surroundings. Their interest in the area will incidentally give them a rich hinterland of talent for their own purposes. It will also widen the circle of the mass media audience. It will give to the media access to neglected sources of themes, and compel them to get out of the rut of formula programming.

A more complex but equally important task for mass media is to give an honest trial to the traditional techniques of communicating the "message," such as the *rasa* method discussed earlier in this article. The dilemma of the modern media is that contemporary urban culture is highly suspicious of the purposive element in art. Disillusionment, frustration, and cynicism are more real to this society. In transitional societies, the parallel group is the intelligentsia who, though in a minority, is more influential than the much larger groups in the villages that respond to simple and direct "message" conveyed by traditional performing arts, through programmes in which song and sentiment dominate. But this intelligentsia often overlooks the fact that if these traditional techniques of communication are not recognized by modern media, a far inferior kind of sentimentalism and cheaper kind of music creep into the media programmes.

The basic challenge to mass media is that, though born and developed in western industrialized society, they have to help in the modernization and development of economically poor and cultural-ly traditional societies. In this task they are confronted with an environment influenced by tradition and heritage. There is a strong urge (backed no doubt by the intelligentsia in those very societies) to reject these influences, except for very marginal display purposes. Such an urge should be resisted. Continuity and traditions in the performing arts are no enemy of modernization and progress. On the

Adult Education for Parliamentary Democracy National Seminar to be held in Pondicherry

The Executive Committee of the Indian Adult Education Association in its meeting on July 2, has decided that the theme of the 16th National Seminar to be held in Pondicherry from December 26-29 would be 'Adult Education for Parliamentary Democracy.' Dr. L.M. Singhvi, Executive Chairman, Institute of Constitutional and Parliamentary Studies will be the Director.

The 22nd All India Adult Education Conference will also be held in Pondicherry on December 23 and 24. Dr. M.S. Adiseshiah, Dy. Director-General of UNESCO will preside. Shri S.L. Silam, Lt. Governor of Pondicherry has been requested to inaugurate the Conference.

Liveright joins Syracuse University

Dr. A.A. Liveright, for the past several years Director of the Centre for the Study of Liberal Education for Adults which has ceased functioning from June 1968, has been named Adjunct Professor of Adult Education at Syracuse University in New York State. Dr. Liveright is one of the best-known of American adult educators.

Dr. Liveright was in Delhi in February last year and had discussions with leading educators of this country about the promotion of University Adult Education in Indian Universities.

Bengal Social Service League

At a well-attended function held at Bengal Social Service League building on June 30, about 100 trainees received certificates on the completion of basic social education training and adult literacy courses. Students formed a large number among them. Among others some were sponsored by the Government, the Eastern Railway, the Rotary Clubs in and around Calcutta and other voluntary organisations. A few of these trainees will work in tribal areas.

Sri Satyen Maitra, Hony. Secretary stressed the importance of training and pointed out that the training programme of the Bengal Social Service League had been strengthened by assistance from the Literacy House.

Sri Hiranmoy Banerjee, Vice-Chancellor of the Rabindra Bharati University dwelt on the long association of the Bengal Social Service League with adult education.

Sri G.C. Mullick, Deputy Secretary of the Department of Education awarded the certificates.

contrary, progress is retarded when change becomes a painful experience for adults by eroding their confidence in their own forms of self-expression.

—Convergence, June 1968

Adult in

THE remarkable development of adult education in Poland goes hand in hand with the economic and social changes taking place in the country for the past two decades. During the first postwar years the main duty of all educational institutions and continuation schools for adults consisted in doing away with illiteracy, making up for the neglect in education caused by the war, training as fast as possible skilled experts whose shortage impeded the reconstruction of the devastated country. The part played by adult education within the framework of general education has not diminished since. The speedily progressing industrialization, the influx of country people into the towns, the new methods of production, the shorter working hours introduced for a large portion of vocational groups, and the cultural facilities offered, have provided adult education with new tasks and problems. These tasks and the solution of tough and complex problems are dealt with not only by specially appointed institutions but also by factories and offices, by different departments in the competent ministries, by trade unions and youth organizations. This elaborate educational activity which employs a variety of methods, may be subdivided into five principal lines of action, namely, schools for adults, vocational training courses and comprehensive schools, popularization of science and technique, popularization of culture, providing of adequate facilities for self-education and readership.

The System of Adult Education

During the current scholar year, schools for the adult are attended by over 900 thousand pupils. This figure indicates the major importance of this section of our educational system to the national economy and culture. Primary schools are attended by nearly 220 thousand learners, there are some 1330 principal vocational schools for working people training some 300 thousand people. Secondary schools for adults, i.e., technical colleges and comprehensive schools turn out some 50 thousand graduates annually. There actually exist 250 lycceums and 745 technical colleges.

At the present time our system of adult education as well as our overall system of education is entering upon a period of reform. The envisaged changes

concern the organizational structure of the system and, above all, a change in the curricula, which are to be adapted to the age, the level of life experience and professional experience of the adult, and to introduce modern teaching methods, and more flexible approach to didactics and education.

Until now the curricula followed in the stationary schools for adults did not differ greatly from those followed in schools for the young. The system of classes and lectures prevails, the pupils come to school 4-5 afternoons every week, the curricula differ but very slightly from those followed by children and young people, and promotions to the higher grade take place at the end of each scholar year. A new set of programmes and manuals is being elaborated at present with an eye to awakening the interest of grown up persons; more differentiated forms of teaching are being tested, by introducing for example, a system of workshops, lessons in the field, excursions, and access to the wide range of cultural objects—exhibitions, museums, etc. The establishment of semesters is also envisaged to divide the curriculum into two periods. Thanks to such a division, a non-promoted pupil would lose only six months/one semester instead of a whole year of study. The organization of correspondence courses also requires some changes. Nowadays correspondence school pupils work by themselves. They meet with the teachers only once or twice a month, at conferences where the materials for the next period are distributed and discussed, where the submitted tests are discussed and new themes handed out, and where the most typical difficulties confronting the student in his homework are discussed. The progress made by the pupils is checked by means of examinations and periodical tests; the subjects are usually chosen so as to let the pupils prove not only the extent of their knowledge but also their ability to use it. A help in this difficult type of education which demands a lot of systematic work and strong will, are consultations currently provided before examination time. This state of affairs is unsatisfactory for a large number of pupils do not complete the course, and the general standard obtained is lower than the standard in other schools. Now self-education and the technique of thinking will be added as a special subject to the

Education Poland

programme of correspondence schools; at the same time various forms of tests and methods of supervising the pupil's homework, are being studied. An interesting experiment in guiding pupils in their homework was undertaken by the Bialystok Correspondence Lyceum of General Education. The lyceum suggested that the students do their homework in self-education groups made up of persons working in different professions and departments. This allowed them mutually to supplement their knowledge and exchange experiences. Interesting television and radio broadcasts were introduced in the obligatory programme, special efforts were made to link the texts to current cultural events, thus mobilizing the students to take an active part in those events, regular bulletins were handed out drawing attention to new publications and encouraging people to add them to their book collections. Within a few years of such systematic activity, a marked improvement in education became evident. In addition to primary and secondary schools, Poland possesses a vast system of higher education for working people, for example courses for the non-resident and extramural studies, as well as recently introduced evening classes similar in organization to the stationary secondary schools for adults. This type of studies is however only possible in cases where laboratory work and practical training are not essential; there are no extramural studies in chemistry, medicine, psychology, a number of polytechnical subjects etc. The grown ups who continue their studies in higher schools keep in contact with the lecturers not just once a month as practised in secondary schools, but also during summer courses lasting two or four-weeks. During the period there are daily lectures, seminars and exercises. The obligatory programme and lectures are identical with those of normal studies. The full curriculum takes 4 or 5 years, depending upon the faculty. All people who work and wish to raise the standard of their qualifications, no matter if they attend schools of the secondary or the higher level, are entitled by law to benefit from the following conditions: shorter working hours and fortnightly furloughs during examination periods.

Supplementary Education Courses

In addition to the schooling system for the adult

which runs parallel to normal schooling and offers as much knowledge and the same rights, Poland has a vast network of both vocational training courses and comprehensive schools, which are arranged by various social and political institutions and training centres attached to industrial and other concerns. Attention is called above all to vocational schools operated inside the place of work/factory, mill, or mine, etc. Training courses organized in such works are systematic in character. Workers may raise their qualifications and rise in rank, refresher courses keep the workers abreast any new techniques, improve their general education. Research conducted by the Commission of the Central Council of Trade Unions, shows that approximately 55 per cent of all workmen employed in production improve their qualifications by studying inside their place of work.

Besides this type of adult education aimed at giving special training and opening the door to testimonials and diplomas, a vast activity is carried on in Poland to develop the general cultural standard and awaken the people's interest—it popularizes and educates them politically. Within the framework of this system, whose essential elements are the Houses of Culture, the branches of the Society of Popular Science, People's Universities, Popular Universities and Public Libraries which function throughout the country, as well as the broad masses of our population get acquainted with the latest achievements in the sciences and techniques, they also learn how to approach the fine arts, they develop their own creative talents, they discuss complex problems of contemporary economics and politics. We have a lot of experience already regarding the most varied forms and methods of work with adults. These problems have been depicted in interesting theoretical treatises; there is a special publication devoted to the matter of educating adults, namely, the monthly "Oswiata Doroslych"/Adult Education. The problems of teaching adults, and of adults learning, are also the concern of university circles, particularly in Cracow and Warsaw Universities, where separate Chairs and departments have been set up specializing in these questions.

WHAT CHANGES ARE

IF, for example, a factory management fails to appreciate the advantages of using advanced computer techniques then the research workers in the field of cybernetics are obliged to talk the productive enterprise into cooperating with the scientists, rather than the other way round. In such a situation, society is confronted by a deep gulf between the general level of education and present-day needs, to say nothing of future needs. It is a widely accepted fact that inadequate general education can become a major obstacle to the acquisition of further, specialized knowledge.

How can things be brought into a proper equilibrium if, for instance, half of the knowledge possessed by a newly graduated engineer becomes obsolete in a matter of ten years or so, while at present no facilities exist for him to gain the knowledge he will need in twenty years' time?

"Education must, at long last, take a close look at life and rid itself of senile inertia and self-satisfaction," declared Ota Klein, of the Philosophical Institute of the Czechoslovak Academy of Sciences, in an article in *Kulturni tvorba*.

Ota Klein's ideas are like a warning from the future to Czechoslovak educationists who are, at the moment, fully engaged in coping with the many urgent needs for reform of education: the problem of differentiation in the upper grades of the basic school, intensive language teaching by means of modern equipment, greater academic freedom (as expressed recently in the new Law on Higher Education)

etc. But, how much time can a society like that of Czechoslovakia afford to spend on discussion before it gets into a final blind alley and willy-nilly has to take drastic action?

Ota Klein starts from the proposition that dynamic scientific thinking must become not only the means of changing the world but also the means of understanding and changing human beings so that they can live and adjust to the conditions which they themselves create. In other words: how to equip Man for life in a world changing so rapidly?

The system of education which grow up on the basis of the ideas of the French philosophers of the eighteenth century—especially those of the encyclopedistes—which in the course of two centuries achieved a certain measure of formal perfection, and which in the last two decades (particularly in the conditions of socialism) has become so thoroughly democratic, is now an anachronism.

In our well-meaning endeavour to give everyone the same educational basis, in the form of an "irreducible minimum of knowledge", we cram the heads of our school children with enormous quantities of facts and figures which they are bound soon to forget, while at the same time striving to develop their appreciation of beauty, make them physically fit, to prepare them for community life, and to teach them languages.

Ota Klein writes: "It would certainly be marvellous if all young people without exception could start out in life equipped with essential information about

the world, about people, and about culture, if they were able to choose from the vast range of professions the one most to their liking, and if they could communicate with anybody brought up on the same basic principles. But the exigencies of life do not wait for any human concern or intention just because it is pleasant or virtuous, or because it was useful. Scientific development has led the system of education into a blind alley of specialization. The objective needs of society are compelling differentiated, specialized education to be begun younger and younger. Slowly but inexorably, a process is in train at the end of which human beings will be educated in such a highly specialized way that not only will they not understand each other—which is also very important—but they will also be incapable of synthesizing knowledge.

He points out that the "encyclopaedic" approach to education leads to pseudo-knowledge, to thinking in clichés, to inability to distinguish basic facts from those of lesser significance, to superficial information devoid of understanding of the relationships of things.

Ota Klein stresses that for the past twenty-five years or so the educational system has not been able to provide any kind of "perfect" education for practical life. He says that specialized education must become an active process embracing the whole of one's life, and that in all probability we shall see work (with shorter hours) and study becoming integrated one with the other. The school system will have to appreciate that it is just one part of the educational sys-

NEEDED IN EDUCATION

tem and that a great deal of specific knowledge and information (these are not synonymous) is available by means of radio and television, gramophone courses, training courses at work etc. But the most honourable and the most difficult task will still be the responsibility of the schools—that of teaching people how to study.

Education is not alone in facing up to this dilemma. Help is forthcoming from a number of scientific disciplines that are trying dialectically to overcome the problems born of differentiation and specialization, which have dominated the first half of this century and spawned so much confusion. Cybernetics, information theory, the theory of structures and systems games theory etc. are all concerned with trying to achieve unity of understanding and reality, synthesis and integration of fragmented scientific knowledge.

All these general trends have analogies in the process of cognition and understanding.

The traditional mode of education, proceeding from a frontal, extensive approach to knowledge to a narrowing down and concentration of interest (i.e. specialization) is not only possible one, as many eminent scholars have pointed out. Intensive research in one field of science can impel the researcher to broaden his interest in other fields as well. The impact of a work of art can do more for aesthetic understanding than a survey of the history of literature or music. Learning to think and to study logically in one field of knowledge creates the capacity for mastering any other. Norbert Wiener, the father of cyber-

netics, believes that the more cultivation of creative imagination can be of vital importance in an era of almost boundless technical possibilities.

Ota Klein asks: 'Doesn't intensity of understanding lead in certain circumstances to the same results (though by different ways) as extensive understanding? Wouldn't it be worthwhile to study this as one of the many conceivable variants of a new educational system?'

How a school-leaver reacts to changing circumstances and how he succeeds in absorbing new items of knowledge will certainly soon be of much greater importance than the array of facts with which he actually commences his career. Much of the superficial factual knowledge imparted by the schools will have to be supplanted by a greater development of ability to acquire effective knowledge. People are increasingly conscious of the fact that science is becoming the determining factor in production. The initial link in this chain is the educational system. There are many indications that current reforms are inadequate and that very soon we shall have to abandon a system in which grammar and mathematics are the keystones. Perhaps information theory will have to be added to them. This subject becomes increasingly important with every day that passes because only by mastery of it is it possible, for example to cope with the fact that scientific understanding is developing more rapidly than information about it. Logic, the theory of systems and structures, cybernetics and philosophy are other possibilities.

The idea of teaching these

subjects in the schools is in no way absurd. All that needs to be done is to work out how they should be taught. That entails teachers acquiring a thorough knowledge of present-day sciences. Another challenge to the schools is presented by the "border-line" subjects, those which combine one or more scientific disciplines. The educational system will have to create the conditions for mastering more than one specialized subject.

Klein attacks, in principle, the comfortable and simple idea of an exclusively valid type of basic school. A scientific career demands specialization as early as possible, whereas an operative or technician concerned with a semi-automatic process should certainly have the essential minimum of special knowledge plus the capability to adapt his qualifications and special skills according to production requirements and needs.

Only teachers and psychologists are in a position to solve the problem of how to reconcile the objective functions of the school of the future and the intrinsic potentialities of young people's psyches.

Ota Klein summarizes his ideas as follows: "If we see in our present society the genesis of the future, for which the schools must prepare themselves in advance, if we have enough imagination to be able to visualize a world which as yet does not exist, and if we are broad-minded enough not to accept some new variation as the sole possibility—then the old adage "he who seeks shall find" will continue to hold good."

In the discussion which followed publication of the article leading Czech educationists agreed in principle that fundamental changes in the content of education are necessary. Ota Klein's ideas were not much of a surprise, although long-term considerations of the kind had not previously been publicly discussed. Details of future changes have not yet been worked out and opinions differ as to how much time remains for considering the matter. Vaclav Kotek, reporter of Kulturni tvorba, who introduced the discussion, pointed to the quick reaction which the news of the first Soviet Sputnik evoked in the American educational system. Only a partial reform, certainly—but a quick one.

Some experiments in the teaching of mathematics and chemistry have been carried out in Czechoslovakia. More intensive methods are being sought,

which would help to develop the ability to think. Teachers are often handicapped by an old-fashioned way of thinking and find it harder to understand the new approach to these subjects than do young students.

It is quite clear that any future, thorough-going reform of education will have to start with the retraining and postgraduate education of teachers, coupled with a more rational attitude to the role and status of teachers in society.

What of the individual and his position in society? Associate Professor Jiri Kotasek of Charles University, Prague, had this to say:

“A mistaken belief is sometimes held that planning a new kind of educational system must start from analysis of the development of sciences alone, and particularly of the natural sciences.

I believe that there are several possible criteria for deciding on the content of education, such as how the character of human labour is likely to be changed, how art will develop, how leisure will be created etc. The anthropological approach is also of importance when considering Man's position in society. The advanced society of the future will be increasingly inclined to manipulate human beings. Isn't education in a sense a protection against manipulation? How can we determine the content of education so that it may serve as a means of protection? How can we give Man a more distinctive, individual aspect?”

This discussion of the educational system is sure to continue for some time to come and Czechoslovak Life will have an opportunity to revert to it and to present further opinions with regard both to the short-term and long-term problems.



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Adult Education— Its Perspective and Challenge

by C.N. Prasad
and P.N. Mathur

ADULT Education has been our recent and growing concern. It is indeed very vital for reconstruction and regeneration of the nation as a whole. To quote, "no nation can leave its security only to the police and the army; to a large extent national security depends upon the education of citizens, their knowledge of affairs, their characters and sense of discipline and their ability to participate effectively in security measures." In view of our 70% illiteracy in the country one can not think of dramatic changes to take place in the lives of our rural populace. To help this end, adult education is not essential but imperative.

Adult education in recent times has been rightly recognized as a means of bringing about changes in the knowledge, skills, attitudes and behaviour of the rural adults. It is the pivot on which our Community Development Programme revolves. At the present juncture in the country much responsibility has been bestowed on the extension workers and the social workers in this gigantic task of educating rural masses and extending new technologies to them. Though deep rooted and old traditions, customs and beliefs are barriers in bringing about desirable changes in the rural environment, it would be improper to lean entirely on these suppositions. A well designed educational programme with added dedication of the trained personnel engaged in this educational endeavour would certainly break the ice.

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Adult education work particularly in rural situations is baffling. Our rural adults lack general enlightenment and suffer considerably from scientific ignorance. Traditional thinking, beliefs and values still rule over rural minds compelling them to depend more on fate than on their initiative, drives and actions. Separatist tendencies i.e. casteism, lingualism and religious fanaticism etc. have percolated deep into their lives making the rural society an unwholesome place to live in.

Since independence, inspite of our efforts in this direction the results do not seem to be encouraging. The Education Commission (1964-66) reports that India was more illiterate in 1961 than in 1951 with an addition of about 36 million illiterates. In 1966, it has 22 million more illiterates than in 1961. The extent of education among women is all the more depressing and in fact alarming. Only about 9% of the rural women folks are literate. Evidently, the field of adult education should be of immediate concern for the educators, administrators, leaders and others who are directly or indirectly responsible for adult education programmes and activities in the country.

Historical Background

War against illiteracy and other allied evils was waged even before independence. Yet, the progress had been inconsistent because of the Great Wars, lack of initiative and inconsistent educational policies in the country. Sporadic gallant efforts made by philanthropists like the Maharaja of Baroda and Sir Visvesvaraya, the Diwan of Mysore are worth mentioning. Their "Grand failures" are still remembered in the field of adult education. Various reconstruction programmes sponsored by Mahatma Gandhi, Rabindra Nath Tagore, etc., had adult education as one of their main objectives. But with the passage of time, alongwith the reconstruction programmes, the adult education could not make much headway.

The climate started changing from 1948 when the Central Advisory Board of Education set up a Committee to frame a general scheme of adult education for the country. The Ministry of Education also prepared a Guide Plan for promoting "social education" in all the states.

Since recently some encouraging steps have been taken towards revitalizing adult education programmes in India. First, introduction of the National Extension Service in the rural areas (now known as Community Development Programme) and second, starting of separate departments of adult education in some of the universities. Such facilities at University level are already well developed in many foreign countries, the pioneer being the U.S.A. The concept of University Extension, which envisages to have programmes and activities

for the rural masses, are also being gradually conceived in our country on the U.S.A. pattern. Universities of Rajasthan, Poona and Mysore have already established separate departments of adult education and have developed a comprehensive syllabus to elevate the status of the subject to a greater height.

The Community Development Programme has made much impact in rural development through extension education. It is definitely helping the rural societies to change in a designed manner even at the face of all the possible odds. Many voluntary agencies have been working in the field of adult education to ameliorate the rural conditions. The voluntary agencies promote education among adults through literacy classes, community centres, youth club work, rural libraries, farmers' training and publishing reading materials for literates and neo-literates.

The Central Government assist these voluntary agencies. In our Five Year Plans following budget allocations were made for helping social education work of which adult education is an integral part.

I Five Year Plan	—	Rs. 5	Crores.
II Five Year Plan	—	Rs. 5	”
III Five Year Plan	—	Rs. 25	”

During the III Five Year Plan period the National Fundamental Education Centre (now known as Department of Adult Education) was established as a part of the National Institute of Education.

Adult Education

Sir Josiah Stamp once observed that “the three functions of adult education are to help people to learn a living, to live a life and to mould a destiny”.

Adult education is not a “therapeutic” treatment for individuals who do not conform with the idea of a “new community” through education. It aims to bring about group action, help adults to realise new social values, enhance local initiative and leadership, broaden their vision and understanding of their needs, resources and means to meet them effectively. School education also aims to prepare the students toward these ends but since education is a life-long process the need for continuing education becomes very apparent. Our traditional educational systems and policies have been based on the assumption that most of the learning can take place only in the early years of one's life. “You can not teach an old dog new tricks” the saying goes on but it has been proved beyond doubt that the learning is an endless process and continues even in the old age. Studies have shown that the mental ability grows rapidly during adolescence,

reaches the peak during the late teens or early twenties, and gradually decline at the rate of 1% each year after about forty years of age.

Thus, it is clear that it is not the capacity to learn that declines but the rate of learning. “Continuing education as Blakley puts it” becomes the growing and the harvest, for which formal schooling is only the planting and the cultivation.

Adult education implies purposeful systematic learning in contrast to random and unplanned experiences; it has the elements of science and art both. It takes care of the personal goals and integrity of the learner and has its own ethic and standards. In being so, adult education becomes informal in nature and approach as against the formal procedures and processes in the school system of education.

Scope

The scope of adult education is endless; it is as wide as life itself. A California adult administrator Burton R. Clark says it (adult education) “stems directly from the people. The curriculum is based on present needs and problems. Education for the solution of problems in a democratic society includes the total range of human learning, from the learning of the simple means of communication, reading and writing, to the equal solution of the most complicated problems of human relations.”

Depending on the socio-cultural background of the learner the scope may be delimited. In America, for example, the adult education includes even liberal education, public speaking etc. In India the adult education mainly includes literacy drive and learning of new technologies and scientific know-how. The rural background demands the adult education programme to be “Job-centred.” Education in the field of agriculture, animal husbandry, cooperative, panchayat and healthy recreation is more important than the education in the field of architecture, fine art etc. Adult education is much needed to enable adults to adjust fully to the changing environment around them through self-education and improvement.

The meagre literacy rate in the country has already been pointed out and the urgent need for continuing education stressed. To narrow this gap a crash programme of adult education all over the country must be considered and implemented. Adults both in urban and rural areas are engaged in variety of pursuits and professions which demand added varieties of adult educational programmes and activities.

(Continued on page 15)

Radio in Rural Areas

A.M. Natesh

UNESCO Consultant in Broadcasting

THE majority of the population in most of the developing countries of Asia and Africa live in rural areas having agriculture as their main occupation. The three main problems facing them are ignorance, poverty, and disease. A large percentage of them are illiterate, and are bound by the traditional ways of life. Hence, a programme of adult education construed in a broad sense to cover all the activities of life and the actual needs of men, women and children should be provided. They should not only be equipped with the knowledge of the better ways of life but also instilled with a desire to attain them, proper attitude and receptiveness to the new ways of life, free from meaningless superstitions, taboos, and totems. They should also be enabled to develop an outlook of participation rather than passive acceptance.

Experience has shown in many developing countries that a programme of adult education through mass-media like radio, television, films, and graphic materials assists considerably towards development of the people. Of all the mass media, radio seems to be the most practical instrument of cultural progress in developing countries today. One great advantage is that it reaches large audiences within the shortest time, with minimum staff and expenditure. As a medium of mass communication, radio plays a dominant role in meeting the educational needs of the rural population.

The three main objectives of broadcasting are entertainment, education, and information. The content of the programmes should provide for (i) wholesome entertainment and enrichment of cultural expression through items of music, especially light and folk music, skits, plays, regional and national festivals, dances, etc., (ii) improvement of professional skills and vocational proficiency through short talks, discussions, interviews or dialogues on subjects like agriculture, cottage industries, home economics and mining; (iii) educational development through programmes on education, health, nutrition, social behaviour, citizenship, economic and political matters; (iv) the widening of general knowledge through news and news analysis of national and international interest; and (v) the awakening of the whole community through items of special interest to rural women and children.

Some of the basic principles to be borne in mind in the planning, presentation and broadcast of programmes for the rural population are:

The forms and values that dominate the pro-

grammes should not aim at cheap popularity in the name of entertainment, but at the elevation of the taste and culture of the audiences. The tendency to copy some of the superficiality of other civilisations should be avoided.

A proper balance should be maintained between entertainment, education and information. The principle of "Education through Entertainment" seems to be best suited for the purpose.

Combining programmes of commercial interest together with public service ones in the same channel is not conducive to the interests of listeners, especially in developing countries.

Broadcast of commercial programmes on alcohol, cigarettes and other commodities which are detrimental to the health and welfare of the people should be discouraged.

Variations in the techniques of presentation attract the masses and keep them interested. Skits, plays, features, documentaries and panel discussions are more popular than straight talks or interviews.

Participation of men, women and children from the different regions of the country in a magazine-type of variety programme for durations varying from twenty to thirty minutes creates an incentive among the people to a very great extent and motivates them for listening to programmes with sufficient interest.

The time of broadcast should be suitable for each group of listeners in each region.

Radio rural forums, organised in co-operation with the Departments of Agriculture, Community Development, Education, Information, and Co-operatives, assist to a very great extent the development of rural communities. Many countries have reaped benefits from such methods. The objectives of these forums are to enable farmers to "listen, discuss, and act." They listen to specially-prepared broadcasts on subjects of importance and interest to them, discuss the ideas embodied in the programmes, have their questions and doubts answered in the subsequent fortnight's programmes on the air, take their own decisions and implement them with the assistance and guidance of the extension officers of the government. This is a self-help method. The results of this method have shown that it is the answer in developing countries where there is a high degree of illiteracy.

The organisation of listening clubs among groups of women and children in the rural areas has been found in many developing countries to be of interest and benefit to the groups.

Some developing countries have made loud-speaker arrangements in markets, bus-stops, and other meeting places. Such facilities are a great help to the masses.

There are two major problems that developing countries face with regard to rendering effective service through radio to the rural areas. First, the transmission coverage to the rural areas is either inadequate or unsatisfactory; and secondly, radio sets are too expensive for the farmers, the majority of whom live on a near-subsistence level, while the licence regulations do not provide adequate concessions.

Prior to the achievement of independence in many countries, the broadcasting facilities were confined to the urban and industrialised areas. However since independence, efforts have been made to meet the requirements of the rural population. But there is plenty of scope for expansion in many countries, especially those with a number of languages and dialects.

It seems that in countries with many languages/dialects it is advisable to set up regional stations in the main language areas. Wherever the area is too big to be covered by one regional station, rebroadcast stations should be set up, to act as links with the regional stations. If two or three provinces cover one main language area, regional stations in those provinces could co-ordinate their programmes, wherever possible. While the regional and rebroadcast stations would broadcast the regional news bulletins and programmes of local needs with participation by talkers, actors, and artists within the regions concerned, the national news bulletin programmes of national importance would be broadcast from the main station.

The managers, news editors, and other senior staff at the regional and rebroadcast stations should be trained at the headquarters and equipped with full information regarding policy matters of the Central Government, so that they may not be influenced by pressure-groups, political or otherwise, in the regions concerned.

The need for the establishment of regional and rebroadcast stations is stressed not only because of the inadequate or unsatisfactory transmitter coverage in the rural areas but also for the following reasons. For the programmes to be meaningful to the listeners in the different areas, they must be as local as possible, with local colour and local participation. It would be easier to find a larger number of language voices, artists, scriptwriters and

others in each language area than at the headquarters. Moreover, the language as spoken in the headquarters may not be as easily understood as that used in the area concerned.

If regional stations are set-up, it would help listeners belonging to language groups other than those of the main languages of the regions to concentrate on the main languages of their area and achieve proficiency in those much faster than they could if programmes were broadcast in a number of languages on one single channel. The songs, dances and similar items of the minor language groups could be included in the main language regional stations to attract these listeners and help them to listen to the main language items and thereby acquire greater proficiency in, and more knowledge of, the main languages.

Broadcasting in the one main language to the concerned area with local participation helps to develop in the people a sense of belongingness with the broadcasting service and the government.

Another important point is that for want of adequate and satisfactory transmitter coverage and the lack of sufficient programmes in each language, the rural people possessing radios are forced by circumstances to listen to foreign stations beaming towards these areas or the stations in the contiguous area broadcasting in languages common to their own and the neighbouring countries. This is a natural tendency. But there is the serious danger of people being attracted by such broadcasts of foreign countries and getting indoctrinated gradually to the views expressed therein, which may not be always welcome, especially politically. The establishment of regional stations would naturally wean the listeners away from foreign stations for good.

The setting-up of regional stations, especially medium-wave ones, would also enable the poorer people to go in for radio sets with one or two wave bands only which would cost much less than the ones with short and medium wave bands.

Medium-wave sets are also easy for illiterate farmers to operate and for average technicians in small townships to repair.

The second major problem concerns radio sets. Broadcasts would serve no purpose unless people possess radio sets to listen to programmes. The cost of the radio set is a major obstacle. To overcome it, the possibility of getting inexpensive sets manufactured by some firms with some tariff concessions, if necessary, in the early stages could be explored. As an alternative, low-priced sets could be procured from foreign firms granted exemption, totally or partially, from the import duty, depending on the prices of the different types of sets. Another method of popularising radio sets in the retail prices

of different types of sets should be fixed by the Government, thereby preventing the dealers from exploiting the common man.

Though some countries have made some concessions to low-income groups regarding licence fees, it seems that there is a need to extend concessions on the basis of the size and cost of sets. It would act as an incentive for the masses to go in for low-priced sets if licences were issued free of charge for such sets, the description of which could be specified by government for purpose of identification. The loss to government on this account would indeed be more than compensated by more people listening to radio.

Lastly, community sets should be installed by the Community Development Department and rural councils at trading centres and community halls and other places, as in some of the developing countries, so that people could get into the habit of listening to radio regularly.

Radio is a wonderful tool, and the effective harnessing of it for educational purposes depends upon the availability of radio sets to the farmers, the adequacy of transmitter coverage in the rural areas, the suitability of the content and presentation of programmes and the adequacy of opportunities for active participation by people in the presentation and utilisation of programmes.

Efforts are indeed being made in many developing countries to reach the people through radio. The task is enormous. It takes time, money, and effort to achieve the objective. But, there is every hope that it will be done, particularly where there is the will of the leaders prompted by humanistic attitudes.

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Adult Education

(Continued from page 12)

Implications

The role and vitality of adult education can never be underestimated. In fact, we can not afford to overlook this educational endeavour which is elixir to the health of the rural communities. In view of the progress made so far in this direction it appears to be a gigantic task to surmount. Continuous and concrete efforts must be made, therefore, to combat this basic evil which is the root cause of rural ignorance and poverty.

Adult education at present is passing through its infancy in our country when it has already completed adolescent period in some of the advanced countries of the world like the U.S.A. etc. It is emerging as a specialized field of education where-in professionally trained personnel are required in order to make the desired contributions.

The formal nature of adult education unlike the formal schooling, the wide individual differences in adult learners and the variety of activities, business in which adults are engaged and the growing technologies make the implementation of adult education programme extremely complex and difficult. It would thus demand a very well planned educational approach with suitable subject contents in order to satisfy the special adult group in action.

Studies and experiences support that the advanced age of learners create problems in teaching—learning situations which must be taken care of by the use of variety of teaching methods and audio-visual aids. Since education is a systematic and additive process the future programmes must be closely geared to the background and experiences of the adults. In fact, the adult teaching—learning situation should be pragmatic and adult learners must be involved in a planned manner at every stage of adult education programme. Many a times our workers forget to continue with their follow-ups which upset the very foundation of teaching—learning situation. Much attention should be given in handling adults so that they do not become allergic to the education that we cherish to offer.

The limited programmes and achievements toward adult education in our country is more than apparent. In comparison to other sciences the social sciences and their applied branches have always been looked down upon. Possibly they suffer from some inherited limitations of dealing with some common social phenomena which though important and basic are not very tangible and obvious at their very face values. This challenges professional educators, administrators and leaders to work with devotion and dedication to raise the stature of the subject to a greater height. Progress is made by people who dare.

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NEHRU LITERACY AWARD FOR MRS FISHER

THE NEHRU Literacy Award instituted by the Indian Adult Education Association has been awarded to 89 year old Dr. (Mrs.) Welthy Fisher, the founder of Literacy House, Lucknow, for her outstanding contribution to the promotion of adult literacy in India and inspiring leadership provided to a vast number of men and women.

This award was announced on September 8, at an official function held in New Delhi on the occasion of the International Literacy Day. The medal will be presented to Mrs. Fisher at the Annual Conference of the Association to be held in December this year at Pondicherry.

The decision to give this Award to Mrs. Fisher was made by an Award Committee set up by the Association. The Award Committee consisted of 1. Dr. Mohan Sinha Mehta, President, Indian Adult Education Association, 2. Dr. K.G. Saiyidain, former Education Secretary and Director, Asian Institute of Educational Planning and Administration, (3) Shri J.C. Mathur, Member, UNESCO's International Advisory Committee on Out-of-School Education, (4) Shri S.C. Dutta, Chairman, Asian-South Pacific Bureau of Adult Education and Hony. General Secretary, Indian Adult Education Association and (5) Shri N.R. Gupta, Organising Secretary, Indian Adult Education Association. The Award Committee had examined the recommendations received from the State Governments, voluntary agencies and outstanding adult educators from all parts of the country.

The institution of the Nehru Award has been made possible through a donation of Rs 3000/-

Education of Women in the Changing Pattern of Society

National Seminar in Delhi

The Indian Adult Education Association in collaboration with UNESCO is holding a National Seminar in Delhi from October 27 to 30 this year. The theme of the Seminar is "Education of Women in the Changing Pattern of Society." Dr. (Smt.) Durgabai Deshmukh will be the Director of the Seminar.

All women educational workers connected with adult education are entitled to attend the Seminar. To secure accommodation and to receive reading material, the intending participants are requested to send delegation fee of Rs. 5/- by September 30, 1968 to the Hony. General Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-1.

made by Shrimati Bimla Dutta, to Nehru Literacy Fund, specially for the institution of a Medal named after the late Prime Minister, for award every year to the best literacy worker.

Accepting the award, Mrs. Fisher writes from New York, "In the name of all those who have joined hands with me in pioneering in functional literacy these past 15 years I humbly accept the Nehru Literacy Award and pledge to carry on with renewed dedication towards the goals of our first Prime Minister."

Pilot Project on Farmers Education and Functional Literacy Extended to Other States

The Pilot Project on Farmers Education and Functional Literacy—a joint Project of Ministries of Education, Food and Agriculture and Information and Broadcasting, started on an experimental measure in three states, Mysore, Punjab and U.P., has now been extended to seven more states, Haryana, West Bengal, Madhya Pradesh, Orissa, Gujarat, Andhra Pradesh and Madras.

The project aims at improving the efficacy of the human know-how in the programme of agricultural production in India particularly in the areas chosen for the High Yielding Varieties Programmes. This project is based upon two principles, namely, the value of literacy as a tool in agricultural production and co-relation of the process of acquiring the skills of literacy with farm work.

A meeting of the representatives of State Governments and voluntary organisations involved in this work was held in New Delhi, for four days beginning from September 2. Shri Bhagwat Jha Azad, Minister of State in the Ministry of Education inaugurated it.

The Department of Adult Education, NIE, NCERT will later organise a Training Course for supervisors of this project in New Delhi in October this year.

Award for Books of Neo-Literates

The Ministry of Education has made an award of Rs. 1,650/- each to the authors of the following manuscripts received under the Unesco-sponsored National Contest for the best manuscripts for the new reading public and/or children and juveniles:

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Literacy and Development in Zambia

J.C.P. Oxenham

TO a literate person living in a literate society, the uses and pleasures of literacy are self-evident. To a Government anxious for development, furnished with inadequate finance, and faced with a multitude of agonising choices for priority, among them the ever-present problem of mass illiteracy, the case for universal literacy has to justify itself in hard terms of profit for cash investment. Poverty, disease and ignorance are the declared first enemies of the developing nations; it is no accident that they are listed in that order, for it is in that order that they impinge upon the public conscience; and it is in that order that efforts are often made to eradicate them. If literacy is to be given more than earnest lip-service as its share of the national budget, it must demonstrate that, without it, the struggle for better and more enlightened living will be less effective and greatly protracted.

The necessity to make out the case is heightened by two developments, both of which seem to tell against literacy as an essential factor in material and social progress. First is the perfecting of media for mass communication: the radio, the film, television and the mass-produced pictorial poster. With these in hand, is literacy not redundant?

Second is the plight of a number of countries which, in the face of a high rate of illiteracy, have paradoxically an apparent excess of educated people. For instance, close on three hundred million of India's people are illiterate and poverty-stricken. Yet the educated man there cannot expect wealth or even a job just because of his education, as the number of unemployed university arts graduates illustrates amply. Zambia, on a much smaller and lower scale, shares the same problem. Sixty-six per cent of her adult population have never been to school and are illiterate. That is over one million people. Many of them have, in faith, made con-

siderable sacrifices to give the chance of education at least to their children. Yet they have not thereby guaranteed what they most want for their children namely, a well-paid job. Between twenty and thirty-thousand boys of eight years' schooling are jobless. On the other hand, Zambia is acutely short of people with an education equivalent to the G.C.E. "O" level or better, and most of her skilled professional and administrative personnel have to be imported even now.

The unemployability of India's arts graduates and Zambia's grade-eight men on the one hand, and, on the other, Zambia's chronic and crippling shortage of highly educated people, seem to suggest three conclusions. First, literacy and education are useful to society only in so far as they fit persons to fill specific needs; second, that, where they are out of step with the requirements of a society, they can be downright undesirable; and third, that literacy and education must be of a very advanced order, if they are to be undertaken at all. The second thesis gains a certain strength from the well-known tendency among schooled people in many countries to prefer plain idleness to any work which might appear unworthy of their intellectual achievements.

These conclusions are reinforced by the general experience of mass literacy campaigns, in which four damaging tendencies have shown themselves strong. First, the rates of fall-out and failure are high; second, being campaigns, they have very short, intensive periods of actual literacy teaching and so give only a minimal level of literacy; third, very few of the new literates who survive the full course of teaching actually do anything to develop their freshly acquired skill; and, fourth, the rate of relapse into illiteracy has tended to be disappointingly high.

Not surprisingly, to be hard-headed, the case for special onslaughts on illiteracy appears tenuous in the extreme.

To establish a positive outlook on the need for universal literacy needs first a refutation of the thesis that literacy and education must be of a very advanced order to be useful. Use is determined by need. A mechanic, for instance, needs to be literate but not as literate as a nuclear physicist. Hence the question is not one of absolute levels of literacy, but rather one of the relative usefulness of different levels of literacy in varying circumstances. For our purposes, it must be established that there are uses for the degree of literacy attainable in a six-month course, and it must be shown that these uses cannot equally well be served by other, possibly cheaper, media of communication.

To determine the uses of literacy obviously requires a prior definition of the needs it could

supply, and this, in turn, requires an examination of the particular society and economy for which literacy is contemplated. Zambia, for instance, has an urban population of some half-million people. Compared with many other such groups in Africa, it is sufficiently well paid to enjoy a healthy standard of living. Yet, although there is a lively fashion sense and although the taverns prosper uninterruptedly, malnutrition is a heavy factor in absenteeism, low productivity and child mortality. It has recently been found that one-third of the urban school population suffers from serious dietary deficiencies. The degree of literacy needed to communicate the principles of sound diet and sensible budgeting is not high and could be attained in six months.

The bulk of Zambia's people live by subsistence cultivation. Enough food is grown and foraged to enable life to go on, and there is often a small surplus to sell for clothes, cigarettes, children's school fees and so on. But the land in use at present could, in fact, yield considerably more, if only new techniques were accepted and practised by the cultivators. The same is true of cattle; most herds are kept not so much for food or cash as for prestige, and their condition is not as important as their size. Not unexpectedly, the Government of Zambia is straining to persuade its people to make better use of their resources. It is a question of changing an attitude which demands greater prosperity and simultaneously rejects the changes necessary for it. Here again the degree of literacy required to understand the necessity for, and the methods of, change need not be high.

To cite another example, eighty per cent of Zambia's adult women are illiterate and consequently the victims of some virulent superstitions. An elementary knowledge of hygiene, nutrition and homecraft will naturally not destroy the heritage of centuries, but it will begin the long process towards a more rational view of life. Again, the degree of literacy which could open the door to this kind of knowledge need not be very sophisticated.

It is clear, then, that universal literacy, even at low level could be important to economic and social development. The next question is whether literacy is a worthwhile medium at such a fundamental level, when there are available other media like the radio, film, television, and—even more important—the resident instructor in agriculture, veterinary, and other skills.

For all their advantages, each of these media has its peculiar drawbacks. Television, for instance, is not eminently relevant to a rural population of three million, scattered over 275,000 square miles and speaking seventeen different groups of languages, although it might be valid in urban areas. In

a comparatively poor society, the radio, is not a universal piece of furniture, although, given good organisation, it could form the base of helpful, orally conducted classes. The cinema is an exclusively urban phenomenon, and the itinerant cinema-van can visit a village only once in three months, even when the weather is dry and the roads are good. The resident instructor is not always available and has to cover a large area. All these media share a common disadvantage: none of them can cater completely for the convenience of its audience. They cannot be taken up at need as a book or a pamphlet can. The radio cannot do a farmer's accounts for him, nor can television be referred to for a special menu or recipe. This is where literacy comes into its own, for it is a tool completely at the disposal of the literate, and gives him near independence of external help.

Two benefits, which are not obvious, also flow from literacy programmes, and have been discovered through experience in countries like Israel and Tanzania, and some of the Latin American States. It has been found that literate persons are more readily trainable in new industrial and agricultural skills, and are able to absorb new ideas more easily, than their illiterate colleagues. Consequently, they become more productive. The reason for this enhanced ability to learn probably lies in the fact that becoming literate involves the discipline of thinking systematically and of applying rules and principles in an ordered and consistent fashion. The implications of this finding for a developing country are clear, especially when it is inextricably dependent on expatriate skills.

It has also been found that the children of educated parents tend to benefit more from school education than the children of illiterate homes. It is a matter of the limitations imposed on a person by his environment. The corollary is that an educational system which caters only for the children, while entirely neglecting their parents, has a built in and binding brake, which will slow-down the achievement of its objectives. In other words, the attainment and maintenance of even minimal literacy among the majority of a nation's adults will act as a kind of fertiliser on the entire educational system.

The burden of the last three paragraphs has been to argue that the perfection of the mass media of communication has by no means made literacy redundant. This is not to say that they have no use at all. Indeed, a properly planned and financed programme of popular adult education will, of course, exploit all the media available, using literacy to give enhanced permanence to the ideas, knowledge and skills imparted by the others.

Assuming that the case for universal literacy is accepted, how should a programme to achieve it be

executed? Earlier the deterrent aspects of previous experience were catalogued: high rates of fall-out and failure, low levels of attainment, little follow-through into further education, fairly high rates of relapse into illiteracy. Can the reasons for these admittedly grave drawbacks be analysed and circumvented?

To discuss first the rate of fall-out: it is a fact that in part-time programmes of adult education all over the world the numbers of students who finish a course are far less than those who begin it. Hence some fall-out must be accepted. In Zambia, it seems to be true also that fall-out in the lower levels of study is higher than in the more advanced. The chief reason for this is probably one of motivation. A man who succeeds in getting his "A" levels is sure either to find a well-paid post pretty quickly, or to receive an immediate increment of salary in his current post. The same does not hold true of a man whose objective is simply a certificate of literacy. First, apart from possible social prestige, he seldom has a clear and concrete grasp of the potential uses of literacy; and second, what satisfactions he does anticipate are likely to be only personal and moral, and therefore all the more liable to be subordinated to more immediate distractions. Again, adult students generally like quick returns on effort; learning to read and write brings them unexpected problems of seeing things in a closely ordered sequence, understanding unfamiliar and difficult patterns of thought, coordinating hand and eye in, to them, minuscule movements. Progress tends to be much slower than they had hoped. With a number of students discouragement quickly sets in and can be fatal to their early enthusiasm.

There are contributory factors of distance, migration, weather, family troubles and so on. But the main cause of fallout is insufficient motivation. Consequently, a programme of universal literacy must contain a substantial element of advertisement of the uses and value of literacy; the student must continually be reminded of them, his lessons must incorporate them as much as practicable, and—perhaps, it is superfluous to say so explicitly—the uses must be those which relate immediately to his own daily life.

The later problems of low attainment, lack of interest in developing the newly acquired literacy, and relapse into illiteracy are also grounded in use and motivation. If, even after a six months' course, a new literate finds in his environment no use for literacy, naturally he will discard it. If, on the other hand, reading material is available to him to help with his job, his home life and his social life, equally naturally he will make use of it. If classes relevant to local life are formed round a radio, if there are printed texts to help out with complex ideas, and if the written opinions of the listeners

are called for, the value and pleasure of continuing education are more likely to be seen and pursued.

In sum, whatever the desire of the mass of the people for literacy, it must be recognised that the success of any literacy programme will demand constant, unremitting effort in maintaining the interest and morale of the illiterate student.

Taking what has been said into account, the Government of Zambia has formulated its policy along the principles which are here set out starkly:

literacy is a necessary factor in economic and social development;

as such it affects the whole community and is therefore to be considered a responsibility of Government;

however, there are not the financial resources to provide a full scheme of universal literacy entirely at Government expense, nor is there the machinery capable of administering any scheme of compulsory literacy; necessarily any literacy programme must be based on voluntary effort, and must be looked on as a co-operative venture shared by the illiterate community, the educated community and the Government;

in a scheme of voluntary literacy, the chief initiative must come from those who want to become literate;

however, these will need assistance, so that the educated community must be encouraged to give it;

the Government's role will be to help wherever the people cannot help themselves, and to ensure that scope for the development of literacy and education is provided.

In more specific terms, the Government has given the task of organising the Adult Literacy Programme to its Department of Community Development, the body which is responsible for helping small groups and communities to identify set up a corps of permanent, trained staff whose functions will be:

to produce and distribute literacy texts (in seven vernacular languages);

to educate communities by means of films and posters in the uses of literacy;

to show and help communities to organise their own local literacy projects for which they themselves will be responsible;

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Some Thoughts on the Subversive Implications

The great secret of morals is love; or a going out of our own nature, and an identification of ourselves with the beautiful which exists in thought, action, or person, not our own. A man, to be greatly good, must imagine intensely and comprehensively; he must put himself in the place of another and of many others; the pains and pleasures of his species must become his own. The great instrument of moral good is the imagination. SHELLEY.

WE live in a culture so confused about its aims that it is little wonder that its educational system is an area of massive mystification. "School is an institution for drilling children in cultural orientations." (Jules Henry, *Culture against Man*) "School is mainly a place where you follow meaningless procedures to get meaningless answers to meaningless questions." (John Holt, *How Children Learn*)

Frank Jessup in his preliminary paper argued against the traditional view that learning was something which occurred in childhood and that little new learning could occur after adolescence. Although I would agree that this is not so and that, particularly under conditions of rapid social change, continuous learning throughout adulthood is not only possible but necessary, it seems to me that his comments ignore the fact that the way in which child-

ren are taught and what they are taught is a decisive factor in determining their posture towards learning and education. A culture which specifically says to three-quarters of the school population at the age of twelve that they are failures, is not really likely to develop a body of citizens clamouring for fresh knowledge. A culture which starts with the eagerness, inquisitiveness and curiosity of the average five year old and manages within seven years or so to convince him that "education" is a monstrous irrelevancy to his life, can hardly expect that child, as an adult, to care about knowledge or to love learning either for himself or for his children.

If the language of school is something like the following: "the universal set contains all the elements discussed in any particular context. Thus, the set of even numbers is the subset of the universal set of whole numbers. Again, in a certain florist's shop, the set of daffodils is the sub-set of the universal set of flowers in the shop." (*Modern Mathematics for Schools*, Standard Primer for Secondary Modern Schools under the Scottish Education Department) What is difficult to grasp is how many children actually attempt to make meaning of this kind of thing. What happens is that they are coerced into becoming absurd.

What on earth is it that goes on in the schools of our country, which, with all the goodwill and with all the devotion, all the buildings, the equipment and money, is creating this kind of condition?

If the idea of "lifelong" education is to have any meaning at all it must start with the miserable facts of the early educational experience that most children undergo—and it must be concerned to change that experience radically. It must, therefore, be essentially and necessarily subversive.

The appalling truth about our present system is that it is, when looked at intelligently, a conspiracy on the part of society to deprive children of their desire to learn. For most young people, the period of being educated is a long, dismal process of denying and repressing their spontaneity, curiosity and imagination.

I recently made a number of tape recordings with some fifteen year olds who had been in the C and D stream of their secondary modern school in the suburbs of London. I have known these children over a long period of time. They come from hard working upper-working class families, and they are not very interested in academic matters, but they have retained a resilience and an ability to express themselves strongly and clearly about matters which affect them deeply. Their attitude to school, which I hasten to add is not a bad school as schools go, is one of total rejection, disinterest and boredom. They think of it, quite literally, as a prison and a place of anguish. And they have emerged with a deep rooted and overwhelming sense of unfairness. As a young teacher put it, in a different context, "You know that when the formal education-ists come in at the door, edu-

Paper read at the Round Table on 'Education Permanente' held at Oxford (England).

of the Idea of Life-Long Education

education escapes through the window. On the one hand there is Maureen Smith from Coal Town who can make you split your sides with laughter as she takes the part of her aunt at Sunday afternoon tea; on the other hand there are the educationalists who want to examine Maureen's ability to write the correct things about Shylock as a tragic character in a comedy, in order that Maureen's prospective employers can know how many marks Maureen made in 'English.' The basic adolescent response to their experience of school life, can perhaps be best summarised by those quintessential spokesmen for the young of our time—the Beatles.

"I used to get mad at my school

The teachers who taught me weren't cool.

Your chaining me down, turning me round

Filling me up with your rules."

A child when it is born comes into the world with no more equipment than a child born into the stone-age. Within a dozen years it has to adapt and cope with a bewildering perplexity of social events and demands which necessitates a violent adaptation on the part of any single child to both the general impact of society and those institutions which transmit that impact, i.e. his family and his school. This violence is usually called love. In the ensuing struggle between the child's growing sense of himself and the self that others try to make for him, the major reality into which

he is being fitted is one which demands a passive, conforming, unquestioning unit in the technological process.

Society is more concerned with the 'roles' that people play than with people themselves. It is important in our culture to be successful, and success is denoted by the acquisition of material goods. In an article in the *Sunday Times* colour supplement devoted to the hard-won success of a professional golfer, the mark of his success, according to the writer, was the fact that as a result of his ability he now has two houses, two cars, two television sets, etc., etc. Not a word about his satisfaction at achieving and displaying his skill. In a quarter-page advertisement in the *Evening News*, the Australian Government lured prospective immigrants to Australia with the information that nearly every household in Australia possessed a fridge, a washing machine, a television set, a car, and so on, before extolling the beauties of the Australian landscape, and the amount of sunshine available. At no point in the advertisement was there any indication that one might go to Australia because the music was so good, or the literature so flourishing, or that there was a place where there was a fresh opportunity for somebody to explore in a new setting their relationship to existing in the world at all.

The position of the educationalist, the teacher, in all this, is that he is turned into, and turns himself into, a rather bewildered recruiting sergeant for the status quo, unless he

spends an inordinate amount of time struggling against all those influences and pressures which are designed to keep him in this position. As a result, of course, most of the young people that I know who have been through teacher's training courses recently, have spent the immediate years after their training desperately searching for something else to do. (Almost all of the young people that I have seen in the last four or five years who have asked me how to get into television, have been out of either teachers' training colleges or universities.) Those who go into teaching spend a great deal of their time trying to find a way out of it. A minority have stayed and tried to teach as honestly and as clear sightedly as they can.

One of the reasons why the world of adult education appears to be getting into a flurry about its possible expansion and is beginning to leap at the notion of "life-long" education, springs out of the relationship between work and leisure which has become something of a talking point among those most unobtrusive of scientists—the sociologists. For the past few years as a result, to a large extent, of American experience, and, to some extent, our own, the impact of the technological revolution has given rise to considerable speculation and concern about the problem of leisure. As more and more complex machines take over more and more simple and repetitive jobs, and as the percentage of white-collar workers and workers in the service industries increases in proportion to that of blue-collar

workers, so the image of an immense number of people with a great deal of leisure on their hands has frightened some social commentators into devising extra-ordinary suggestions as to what these people should do with all this time, in the expectation that unless some provision is made for it, this huge quantity of people will have a greater and greater amount of time in which to do absolutely nothing at all. It is a significant and poignant comment on the state to which we have either got or are getting, if after a century or more of ruthlessly conquering nature, of building a society of such technical ingenuity and wizardry, we end up with enormous populations of bored men and women. It staggers me that so few people seem to be asking, "What on earth was it all for?"

In fact, the work-leisure dichotomy is a pseudo problem which can only arise out of the phoney circumstances which characterise our society's attitude towards the human personality. If the way that we related to each other and to our children were one which really cared about their humanity, work and leisure would be recognised as of the same essence. Re-establishing their unity of meaning is what ought to concern us rather than accepting and accentuating the split. This re-unification process is my way of interpreting "life-long" education. As such, it means taking risks, it means challenging and questioning the basic drive of our culture, and deliberately reorientating our methods and behaviour in terms of what a really humane society could be.

Television, which has been the area of my most immediate and direct experience, can be analysed as a paradigm of our culture. Here is a huge commercial and public institution which exists by virtue of a high degree of technical sophistication. A sizable proportion of

the output of this medium on one channel is devoted to a deliberate attempt at manipulating people into buying products. Large numbers of highly intelligent young men and women, as producers, technicians, actors and actresses are employed by eminently respectable industries and their agents to make series after series of skillful and technically efficient confidence tricks. The rest of the time on all three channels is devoted to a kind of montage of programme, the vast majority of which are designed to be "entertaining" in the sense that they sooth the jaded or excite, at second hand, those emotions and impulses of which the general moral tone of the society disapproves. There is then a minority of programmes which attempt to be informative or educational or uplifting in one way or another and which are relegated to a variety of ghettos before 5 o'clock in the evening, and after 11 o'clock at night. We are further threatened with a channel devoted to whole-time formal degree and diploma taking procedures. The sad thing about all the programming on television is that, almost without exception, it is caught up in the same aura of mystification that operates within education. Very few people, to my knowledge, working in television seem to have any clear idea of what the creative value of their work is, or indeed even consider that the work should have a creative response from the audience.

The trouble about creativity is that it tends towards chaos—the breaking down of conditioning, the questioning of the conventional wisdom, and the shocking of entrenched emotional attitudes. About a year ago I was doing a programme for children under five, in which we were talking about mythical creatures. Included among these beasts were the griffon, the unicorn, dragons, and the phoenix. I found myself in the position of spending six hours with my

immediate superiors and the lawyer lady who acts as a kind of self-censoring mechanism within the particular Company I was working for arguing the symbolic sense and beauty of the idea of the phoenix, against their totally literal interpretation and fear that any suggestion that a bird could be re-born out of the flames of a fire would be followed by an epidemic of three and four years olds walking into the coal fire, the electric fire, the gas fire, or presumably, the radiators lying around at home.

The choice is between boldness and timidity, between encouraging a feeling of joy and welcoming the existence of oneself in the world, and an attempt to reduce individual responses to a patterned set of accepted gestures—limited, narrowed and complacent.

The danger of boldness is that one will reap the unexpected and the difficult to handle, creating a demand for greater flexibility in one's own responses to a more fluid situation. However, the danger of conformity is that it doesn't work; what emotions and impulses go underground and reappear in forms that are even more difficult to handle than any outburst of creative chaos. "Out of chaos, the dancing star is born." NIETZCHE

Television could be a tool which any man or woman could use in the development of their own understanding of the experience of being alive. Until such time as there are sufficient men and women concerned with this as their pivotal human task, television will continue to be the prey of the fears, guilt and flight from reality which typifies the human response in a technological orientated society.

The idea that an increased number of formal educational programmes is going to enrich and enhance the lives of hundreds

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COLLEGE AND UNIVERSITY EXTENSION

A Statement of Role, Purpose and Function

(The National University Extension Association was founded in 1915 with headquarters in Washington. Recently it circulated "Guidelines for member institutions." We are reproducing it, in the hope that this will lead to discussions and clarification of ideas about University Extension—ed.)

Basis

THE American university always has used society as its resource and has been used by society as a resource. The concept of university extension as a way in which the university could extend on-campus courses to off-campus students has become too narrow a framework to describe the university's extension function with accuracy.

The complex of relations between the community and the university have multiplied in proportion to the expansion of knowledge. There was a time when knowledge accumulated slowly, when cultural lag posed no crises, when a man could work and live throughout his maturity as he learned to do while young. Today, we must live with the fact that as much knowledge has been discovered in the past decade as in the entire previous history of man. In technology, the time-span between discovery and application now is critically short, and personal obsolescence in terms of education and training is shockingly rapid. Accelerating social change is producing new problems and aggravating old ones. We are confronted with new urgencies by the problems of the knowledge explosion, the urbanization of our society, the growth of population, the diminution of natural resources, and changes in technological and socio-political-economic relationships affecting individuals, institutions, and the social order.

The dual and distinctive nature of the American university, as both a "community of scholars" and a social resource, has been reinforced through several federal acts providing funds to universities, including the Smith-Lever Act of 1914, Title VIII of the Housing Act of 1964, Title I of the Higher Education Act of 1965, and the Technical Services Act of 1965. The thrust of these and other acts clearly is to project the universities further into the social stream.

These new realities have profound meaning for university extension, because the public service performance of the university is shaped by deeper and more critical involvement of the institution in the community, and by increasing reliance of the community on the university. The social pressures

are working against the isolation of scholars, professionals, and men of affairs—isolation which can sterilize their growth and result in cultural deficiency.

Role

Many years ago, the university served only those who attended it as full-time students working towards baccalaureate, professional, and graduate degrees. Then, through the extension of academic courses, the university began to meet needs of others: off-campus students, part-time students, and adults whose educations had been interrupted. Gradually the extension function was broadened to serve even more: those seeking particular studies or courses apart from or beyond degree sequences; those requiring remedial courses; those with special personal interests; and those with vocational and professional skills and knowledge calling for updating and upgrading. University extension also began to provide educational and training programmes in response to calls from corporations, governmental units, voluntary associations, and other formal organizations. In recent years, universities or consortia of universities have pioneered in serving society at local, regional, national, and international levels.

At one time, the university could regard extension as primarily geographic and temporal—giving regular "campus" courses off-campus, in other places and at other times. Today the extension function and responsibility have become more complicated and demanding, calling for the university deliberately and experimentally to discover the needs for university services, and to extend its scope and utility by developing new methods and new units and by providing new learning situations for individuals, for organizations, and for whole segments of society. Educational innovation has become one of the chief contributions of the extension units of colleges and universities. They long have been concerned with developing and using new methods and foci of instruction such as correspondence study, method demonstrations, extension centres, county extension offices, residential centres, farm and home development, community consultations, radio and television courses, programmed instruction, and innovative patterns of independent study. Along the cutting edge of social change and demand, extension has given impetus to the development of new disciplines, new departments, and even new schools within the university.

University extension is one of the primary func-

tions of many universities and it will become primary for many others. The extension function should evolve within a university as the result of deliberate planning and the broad involvement of university faculty and staff.

Goals

The educational needs of adults and of groups in today's society are so vast and varied that no single institution, or even combination of institutions, can hope to meet all requirements. Priorities and goals must be established within the framework of the purpose and nature of each institution and of its educational resources.

The diversity of demands and the multiplicity of choices can be narrowed and more sharply focused if the following can be accepted as a general statement of relevant and desirable goals, within which each institution may make its own selection and commitment:

I. To provide courses, often at night and off campus, leading to undergraduate degrees for adults who are not able to attend full-time, day-time campus programmes. Extension programmes will differ from customary degree sequences not in level or in quality, but in teaching methods and in curriculum. Many will include provision for independent study, for credits earned by examination or by the evaluation of knowledge and skills gained through work experience or self-study, and for waivers of usual residential requirements.

II. To provide opportunities for adults to pursue post-baccalaureate studies leading to professional or graduate degrees, often without full-time residential study. Such programmes offer degrees or new curricula especially for those adults, including teachers and other professionals, who have needs and interests that justify either greater specialization or greater generalization.

III. To provide opportunities for adults to continue development as individuals and as citizens, including their general liberal education, their intellectual growth, their esthetic enjoyment and creative activity, their increased understanding of changing personal relationships, and their wise use of recreational discretionary time to make themselves wiser consumers, more effective workers, better family members, and more responsible members of their communities. This cluster of goals implies credit-free courses of many kinds and at different levels, and opportunities to share in individual or group residential study programmes.

IV. To give all full-time residential students an understanding of the importance of continuing their educations throughout their lives.

V. To provide opportunities for individuals of all ages to continue their vocational or professional educations, beyond and apart from their degrees, through various credit-free seminars, colloquia, short courses, conferences, and institutes and through returning from time to time for independent or directed study as members of the university community.

VI. To provide and to expand research and training programmes for broad areas of concern such as agriculture, labour, business, engineering, medical and public health, and public and social services.

VII. To assist and to work directly with communities and with community institutions—local, regional, national, and international—in identifying the research and teaching resources of the university and the human and material resources of the community, with special emphasis on developing abilities to resolve urgent problems affecting every aspect of contemporary life.

Structure

Every member of the university community can be involved in carrying out the institution's extension function. However, colleges and universities must face the necessity of establishing procedures and policies that enable them to fulfill their extension purposes most creatively and effectively.

Every institution must approach this task in its own way. The university has earned its accepted place in society in part because it has always jealously safeguarded its right to proceed in terms of its own concept of its complex mission.

There is no single right way for a university to organize itself to meet its commitment to extension. Both the history of past endeavours and the aspirations for future growth cause every institution to shape and reshape its own way of work. However, the NUEA believes that certain guidelines should be observed:

I. Extension must be accepted as a primary function of the university.

II. Governing boards, central policy makers and administrators, and faculties of the universities must understand the goals of the total institutional programme of extension. This programme must reflect the level of quality of the university itself. The institutional commitment must be made clear. Adequate resources must be allocated.

III. Policies governing extension must provide for the recruitment and retention of a quality staff, with an institutional reward system that provides rank, tenure, and the other essentials to perform
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YOUNG PEOPLE'S AGRICULTURAL EDUCATION

The Future Farmers of India

R.P. Singh

1. What is the F.F.I.?

THE Future Farmers of India is a student organization with voluntary membership, purely educational and non-political in nature designed to develop qualities of leadership, co-operation and citizenship in agriculture students enrolled in high schools and higher secondary schools of India.

The specific aims and purposes of F.F.I. are;

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members to improve the farm home and its surroundings.
6. To encourage members in the development of individual farming programmes and establishment in farming.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

2. Why F.F.I.?

Let's take a look at the product we are trying to produce in our agriculture classes. We are trying to produce a trained farmer, who will be a useful rural citizen.

The instruction in the agriculture class is concerned with technical skills—those skills needed in

the production of food and fibre. But this instruction only educates *half* the man.

What about the other *half*—the non-technical side—the useful rural citizen? There has to be training for this side of the person.

This is why the F.F.I. was formed. Its purpose is to provide a vehicle by which these non-technical skills may be taught.

In this way the F.F.I. is very different from the existing agricultural organizations. It is an organization which primarily provides opportunities and experiences to become proficient in such non-technical skills as leadership, citizenship and co-operation. It seeks to make an agriculture student a well rounded citizen, who will be useful as a rural citizen, besides being technically proficient. It helps to build sound character in "in-school agriculture youths." Sound character will pay rich dividends in their future lives.

Many higher secondary schools in India are having organizations of agriculture students known by different names like "Agriculture Association" "Agriculture Club" etc. None of these organizations seek to supplement classroom teaching of technical agriculture through activities. It is doubtful if any of the existing agricultural organizations seek to develop non-technical skills like leadership, citizenship and cooperation, among their members to the extent that the FFI does. The FFI is an integral part of agricultural education in the secondary and higher secondary schools.

The F.F.I. differs from Young Farmers of India (Y.F.A.) in that the former is an organization of "in-school agriculture youths" while the latter is meant for "out-of school youths." 4-H clubs are clubs primarily designed to provide work experiences in production skills. 4-H clubs are usually the responsibility of the extension service. The F.F.I. organization is advised by the agriculture teacher.

3. When, Where and How the F.F.I. was organized

It was in the fall of 1966, when the F.F.I. took birth at the Demonstration School of the Regional

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College of Education, Ajmer. Between July 1964 and fall of 1966, students of agriculture enrolled in the school were the members of the "Agricultural Education Association" formed by B. Ed (Ag) students.

In view of the great difference in age groups of B. Ed (Ag) students and students of agriculture enrolled in the Demonstration School, the school Department of Agriculture considered it necessary to have a separate organization for high school students so that they could emphasize training especially needed by agriculture students in high school and higher secondary school—that training which Agriculture Education Association could not provide.

So, one fine morning about 162 energetic agriculture students of the school were given an idea and they were allowed to think over the idea. Two enthusiastic agriculture teachers of the school helped the students to think through the advantages and necessity of such an organization. They were concerned about the effective operation of their agriculture programme in the school. The agriculture teachers were convinced that unless their classroom teaching is supplemented by some effective in-school youth organization, the students would not be fully trained for their future role as useful rural citizens, as well as proficient farmers.

A congenial environment was thus created for an organization called the "Future Farmers of India." The students of agriculture enrolled in the school became voluntary members of this organization. They elected an Executive Committee of six officers who would guide the activities of the organization. Executive Committee (6 members) with the help of Faculty Advisors (3), organized the members (162) into nine permanent committees:

1. Supervised Farming
2. Cooperation
3. Community Service
4. Earnings and savings
5. Scholarships
6. Public Relations
7. Conduct of meetings
8. Leadership
9. Recreation

Each of the nine committees formulated specific objectives as follows;

1. Cooperation Committee: To develop in the members the ability to work with others by sharing, planning, and carrying out activities for the mutual benefit of the members and their organization.

- II Supervised Farming Committee: To help develop in the members the ability to build a good home project programme and carry it to a successful completion.
- III Community service committee: To help the members improve their homes and communities in which they live.
- IV Leadership committee: To develop leadership and the ability and desire among members to assume responsibilities to the best of their ability.
- V Earnings and savings committee: To develop in the members the ability to earn, save and spend money wisely.
- VI Conduct of meetings committee: To develop in the members poise and skill in planning and conducting meetings.
- VII Scholarship committee. To help the members improve their school marks and to develop a further interest in scholarship.
- VIII Recreation committee: To develop a well-rounded social and recreational programme in which all members participate.
- IX Public Relations Committee: To keep the people of the community well-informed of the aim and accomplishments of the F.F.I.

Each committee, in order to achieve its specific objective developed a list of goals that the committee or the organization as a group should accomplish. The combined goals of all nine committees is called the "Programme of Work." The elected officers of the executive committee and chairman of committees have the ultimate responsibility for the success of the programme of work.

The F.F.I. selected for itself the following motto:

"Learning to do,
Doing to learn,
Earning to live,
Living to serve."

The F.F.I. members, with the help of Advisors, came up with an Emblem described below:

"The emblem significant and meaningful in every detail, is made up of the five symbols: the cow, the plough, the rising sun, and the head of rice, within the body of the Peacock. Up on the face of the emblem appear also the words "Vocational Agriculture" and the letters "F.F.I." The cow is the symbol of the ancient heritage of agriculture, the plough is the symbol of labour and tillage of the soil; the rising sun is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to co operate; the head of rice represents common agricultural interests since rice is grown in every State; and the Peacock is

indicative of the (future) national scope of the organization.

Some Achievements: The F.F.I. is still a baby learning to crawl. It will stand up soon and grow. During the short span of a few months, the F.F.I. was able to organize its annual F.F.I. function in March 1967. Six awards were given to students having the best Home Project in Agriculture—two each for poultry, hybrid Napier grass and vegetable crops. The supervised farming committee members had arranged to visit each of the sixteen Home Projects in Agriculture operating during 1966-67, and evaluated each project and checked the project record book.

The member of each class who had the best attendance record was awarded an attendance certificate by the F.F.I. The scholarship committee had checked the attendance records of all members. This gesture encouraged the students to achieve maximum (preferably more than 85%) attendance.

During the annual function of March 1967, a public speaking contest was organized for members by the Leadership Committee. The F.F.I. also recognized the best F.F.I. worker by judging his technical and non-technical skills, his sincerity and attitude towards F.F.I. activities.

Things Yet to be Done: The F.F.I. has yet to:

1. Work out details of different ceremonies.
2. Formulate a constitution and by-laws.
3. Spell out the F.F.I. creed.
4. Prepare a code of Ethics.
5. Work out an official F.F.I. calendar.
6. Publish a new bulletin or magazine.
7. Attain a National Status.

The Gospel Spreads: The F.F.I. innovation is spreading. During the Second All-India Summer Institute of Agriculture, held for teachers of agriculture engaged in secondary schools, at the Regional College of Education, Ajmer from May 1 to June 10, 1967, the idea of F.F.I. was explained to 29 participants.

The research conducted by the institute participants substantiated and reinforced the philosophy under which the Demonstration School Agriculture Department began the first F.F.I. organization.

A five-member committee of participants of the Institute studied the competencies and skills of farmers in rural citizenship and observed the following:

1. Farmers do not possess the effective ability to be effective leaders in the rural community.

Village TV Clubs in Delhi Area

Radio Forums, first launched in India as long ago as 1950, have become a familiar aspect of life in thousands of Indian villages. Now, television has made its debut in the countryside. In January 1967, an experimental project in rural television was launched in the Delhi area with a regular telecast once a week. Recently, this frequency has been doubled.

In some 80 villages within the 24-mile range of the Delhi TV transmitter teleclubs have been set up on the lines of the rural radio forums, each club consisting of 20 farmers who elect their own chairman.

Broadcasts consist of answers to questions, reports on local innovations, and programmes on irrigation, soil tests, animal diseases, the role of women in farming, agricultural credit and similar farming topics.

(UNESCO FEATURES)

Workers' Education Programmes of I.A.E.A.

The Indian Adult Education Association with the financial assistance of Central Board for Workers Education will organise two programmes of one-day school and a three-day seminar on Industrial Relations and Trade Unionism respectively at the headquarters of the Association in New Delhi during September-November this year.

2. Vocational courses in agriculture are not existing in the country.
3. Farm boys and young men lack confidence in themselves and in their ability to do effective work.
4. There could be a better relationship between teacher, student, and parent.
5. Student and teachers do not always know how they can be most useful to the country.
6. Farmers do not always know how to organize a functional body.
7. Farmers do not always know how to be an effective member of a functional body.
8. There is a lack of organized recreational activities in the rural community.
9. Farmers do not always have the ability to work together in cooperative effort.
10. Farm boys are not sufficiently interested in choosing agricultural occupations.
11. There is a lack of knowledge on the part of rural people in how to improve the farm home and its surroundings.
12. There is a shortage of intelligent scholars in the field of agriculture.
13. There is a lack of knowledge in farm boys and their parents of how to develop individual farming programmes and to become established in farming.

(Continued from page 5)

to train educated volunteers in methods of literacy teaching; to visit literacy projects regularly in order to encourage community leaders, volunteer instructors and literacy students;

to organise literacy tests for those who want to sit them, to produce special readers, broad-sheets, news-papers and booklets suitable for new literates and aimed at their ascertained needs and interests; and to work in close consultation with organisations which cater for further education, in whatever form.

On the other side, communities of educated people and illiterates will be expected to take the lead in organising their own literacy groups, finding places to meet, finding their own literacy instructors (whom the department will train free, but will not pay) and arranging for the purchase of their literacy texts.

It is by placing the onus of a literacy project on a local community and by thus giving it a powerful interest in its success, that the Government of Zambia hopes to rally the popular support which literacy students need to carry them through their course.

A vexed problem is the rewarding of literacy instructors. In every society there are people who do, and enjoy doing, voluntary work. They are generally the minority. Zambia's communities are no richer in the voluntary spirit than others. Not surprisingly, there is a strong demand from the literacy instructors that they be paid something for their service, and they are supported by their communities, who think it unreasonable to expect them to help for nothing. Their case is strengthened by the prevalence of unemployment among the class which normally provides the "volunteers." A number of literacy students are willing to contribute small sums of money to reward their instructors, but most of them are relatively poor and cannot afford significant amounts; not enough, at any rate, to satisfy the instructors. Pressure for the Government to accept full responsibility for paying the instructors is insistent. Government is unwilling to accede, not only because of the extra cost—it would double the present estimates—but because it would inevitably lead to a surrender of responsibility and leadership on the part of local communities. However, compromise is necessary, and a method of honoraria has been introduced whereby Government contributes, shilling for shilling, to any fund set up by students or their community to reward their instructors. This arrangement may perhaps achieve the double effect of preventing an usurpation of local leadership by Government officials and, at the same time, of stimulating local leaders to exercise more ingenuity in raising funds for their own projects.

Literacy within Zambia has now moved beyond the pilot stage. Twelve literacy officers covering

(Continued from page 10)

extension teaching, research, and administrative tasks well. Those engaged in extension must be recognized throughout the university as having a clear professional status and respected career line.

IV. The university must plan carefully and comprehensively for its extension programme.

V. The entire extension effort must be coordinated within the university. Strong leadership in the administrative structure of the university is required to secure this coordination. A comprehensive approach to some of the complex problems extension is asked to deal with becomes impossible without university-wide coordination.

VI. The size, nature, and depth of involvement of the very large and heterogeneous extension student body, and other clientele, should be analyzed constantly. This evaluation should guide extension policy-makers and other administrators in formulating institutional commitments in terms of the needs of the individuals and the segments of society the institution seeks to serve.

VII. Extension should not be expected to operate on a self-supporting basis. When extension must be self-supporting it mostly will serve well only the few who can afford to pay for it, and it will not serve at all the many whose needs are of greatest concern. Extension must have consistent financial support from university funds to be effective in meeting community and social needs.

VIII. The university must be creative in adapting programme content and format to specific objectives, in finding new equivalents for traditional requirements, and in the methods required to meet its extension commitment. These conditions can be met with full respect for university standards of quality.

IX. More state-wide, regional, and national programmes of extension must be developed. Universities should plan jointly to meet pressing needs and to develop the appropriate mechanisms and resources for special purposes.

X. The university must be prepared to co-operate with governmental agencies—local, state, and national—and with private organizations in the conduct of educational programmes essential to the achievement of social goals. Within the framework of this partnership government and private organizations should pay the cost of specific programmes and also should provide continuing financial support to develop the capability of the university to provide the services.

the whole country trained 577 volunteer teachers in the last seven months of 1966. A large-scale expansion is planned for the next four years, by the end of which time it is hoped that half a million people will have taken and made good use of the opportunity to become literate.

Review

Convergence—an International Journal of Adult Education, vol. I, No. 1, March, 1968, published by the Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

This quarterly journal is a new venture in publishing an International Journal of a very high quality. A unique feature of the journal is that it has articles in the four languages of Unesco: English, French, Spanish and Russian. The journal is aimed to be one of the means of keeping up and building up the exchange of ideas, skills, and experience in the field of Adult Education from different parts of the world. A brief introduction about each article is given in all the four languages. Information is also given in the journal whether a translation of the article in any of the other three languages is available from the publisher or not.

The journal has an International Management Committee and Editorial Associates from 22 countries who are Adult Education leaders in their respective countries.

Each issue of the journal deals with a specific topic. The issue under review deals with professional training in adult education. To the extent possible the articles cover professional training programmes in adult education in almost all parts of the world. The topics selected for the forthcoming three issues are mentioned according to which the second issue will be devoted to the mass media, the third will have articles on literacy and community development in many countries and the fourth issue will deal with *education permanente*—life-long integrated education.

The issue under review in addition to having articles by adult education leaders, has international news, reports and outstanding achievements, views and ideas of eminent educationists, and reviews of most relevant publications on the main topic from all over the world. The principal article

Food for Literacy in Mali

The World Food Programme has announced that it will provide \$1.5 million worth of food aid to help the Government of Mali extend its literacy campaign, which is supported by Unesco.

The food aid, to be supplied over three years, is in addition to \$365,000's worth of food given earlier to the campaign, under which pupils and teachers at literacy centres get free food to encourage participation.

Kenya Students Plan Literacy Drive

The National Union of Kenya Students plans to start a country-wide campaign to help stamp out illiteracy, with university and secondary school students taking part.

Every secondary school will have from one to four centres of operation in its neighbourhood. Lessons will be given free to adults under the direction of a staff member. Subjects will include health science, practical agriculture and home economics as well as general education.

Students at University College, Nairobi, have already started teaching prisoners at a nearby prison camp.

(UNESCO FEATURES)

in this issue is by Mr. Rene Maheu, Director-General of Unesco.

A year's subscription for 4 issues is only \$ 4.00 which in international terms is very reasonable but when converted to Indian currency it comes to Rs. 30/- which is on the high side for individual workers to subscribe. The get up is excellent.

The Editor and Management Committee of the Journal deserve to be congratulated on bringing out such a useful and high quality journal which has been a long-felt international need of adult education. Adult educationists all over the world would welcome the appearance of this new journal from which they would profit immensely.

T.A. Koshy

...LIFE-LONG EDUCATION

(Continued from page 8)

of thousands of people in this country seems to me to be inadequate and a means of avoiding the real problems that our culture poses.

The fact that technological changes is occurring on a wider and wider scale and with increased intensity is no particular reason to harness oneself to that particular drive, nor to aid in the harnessing of others to it. Social change in any one particular direction is not neces-

sarily a good thing in itself, and if the idea of "life-long" education is to be used as an excuse for hitching more and more people to industrial wheel, it seems to me that it will have been the cover for a further betrayal of authentic human interaction.

The "trahison des clercs" of our time is precisely the attempt to serve the interests of a technology which needs no more than efficient human units, and is mainly concerned with happiness only if this increases that efficiency. To pretend to preserve in

this context the basic humanist insight that learning is the effort of the individual to exercise his freedom—to understand, experience, order and act in the world into which he is born, is to effect an unholy compromise with the most self-destructive elements in our present social environment and to commit future generations to a process of continuing de-personalisation.

"I'd rather learn from one bird how to sing than teach ten thousand stars how not to dance." e.e. cummings

Winter Training Courses of Literacy House

The Literacy House has announced the following Winter Courses to be held in Lucknow from September 1968 to April 1969.

1. *Courses for Literacy Supervisors:* September 2-25, 1968. Imparts skills in teaching, organisation, administration and supervision of literacy work. Experienced graduates preferred.
2. *Courses for Literacy Teachers:* Imparts skills in teaching literacy to adults. Duration 2 to 3 weeks.
3. *Courses in Literacy and Adult Education for University Students:* Orients university students to needs and methods of Literacy and Adult Education work under National Service Scheme. Duration 10 days.
4. *Course for Librarians Working with Neo-Literates:* October 28 to November 20, 1968. Imparts skills in organising literacy and follow-up work for adults. Persons with experience preferred.
5. *IX Course in Audio-Visual Education:* November 6 to December 3, 1968. Provides experience and skills in production and use of Audio-Visual materials. Applicants must be matriculates with teaching/social work experience.
6. *XIX Writers' Workshop:* December 2, 1968 to February 28, 1969. Imparts skills in writing materials for new literates and new reading public. Applicants should demonstrate ability in writing drama, prose or poetry. Graduates preferred.
7. *VI Course in Puppet Making, Manipulation and Dramatization:* December 4-31, 1968. Imparts to teachers and field staff, skills in making and using glove puppets, as medium of communication. Applicants must be matriculates and possess dramatic/musical talents.
8. *IV Course in Silkscreen Printing:* January 6-18, 1969. Imparts skills in printing posters, charts, book jackets, by self made silkscreen stencils. Persons with artistic aptitude preferred.
9. *Course in Improved Agricultural Practices linked with Functional Literacy:* November 1, 1968 to April 30, 1969. Imparts skills in improved agricultural practices, its allied

Bengal Social Service League

The Bengal Social Service League which has completed 53 years of its existence, undertook the following major activities during the last financial year:

Teacher Training Programme: It organised 25 courses—8 in rural areas, 15 in urban areas and 2 were refresher courses. In all, 686 men and women received the training.

International Literacy Week Celebration: On September 8, a huge procession of about 1000 people walked through the streets of Calcutta with positive slogans for end of illiteracy through the concerted effort of citizens. Exhibition of primers, follow-up books was also arranged.

Publications: Besides its illustrated news fortnightly for neo-literates 'Chalti Jagat,' the League brought out the Bengali edition adaptation of two books of Literacy House, Lucknow, 'We the Government' and 'India My Country' with the financial assistance from Literacy House.

Milk Distribution: Milk continued to be distributed each day to 200 mothers and children in cooperation with the West Bengal Council of Child Welfare.

Craft Classes: Besides regular sewing class for the community women, a training centre in carpentry and book binding for vagrant boys in the age-group 8-16 was also started in March 1968. About 35 boys are under training.

Educational Film Shows: Regular educational film shows for different age groups were also shown.

fields and functional literacy. Illiterates and semi-literate young farmers between 16-30 years of age preferred.

10. *Short Course in Modern Agricultural Practices:* November 15, 1968 to February 14, 1969. Imparts skills in improved agricultural practices, agro-industries and social sciences. Literate young farmers between 16 to 30 years of age preferred.

Courses are open to both men and women. Participants for No. 6 are eligible for stipend of Rs. 100.00 per month, free boarding and lodging and third class rail fare. Participants for No. 1, 4, 5, 7 and 8 are eligible for stipend of Rs. 30.00 for the duration of the course with free board and lodging. Participants for No. 9 and 10 are eligible for stipend of Rs. 10.00 per month alongwith free boarding and lodging. For further information and application forms write to: The Director, Literacy House, P.O. Singar Nagar, Lucknow-5.

List of Publications of the Association

1.	Liquidation of Illiteracy	2.00
2.	Community Centres	2.50
3.	Training of Social Education Workers	3.50
4.	Literature for Neo-literates	3.50
5.	Organisation of Recreational and Cultural Activities in Social Education	2.50
6.	Libraries in Social Education	3.50
7.	Social Education in Rural Reconstruction	1.00
8.	Workers' Education	2.50
9.	Social Education in Urban Areas	1.50
10.	Organisation and Administration of Social Education	1.50
11.	Community Organisation in Social Education	2.00
12.	Social Education and Democratic Decentralization	3.00
13.	Social Education and the Youth	2.50
14.	Adult Education and Economic Development	2.50
15.	Development Work Among Rural Women	1.00
16.	Methods and Techniques of Workers' Education	3.00
17.	International Conference on Adult Education	3.00
18.	Trade Unions and Workers' Education	1.00
19.	Place of Recreation in Social Education—S.C. Dutta	1.50
20.	Human Values in Adult Education	1.00
21.	Social Education in 2nd Five Year Plan	0.75
22.	Adult Education in Community Development	1.50
23.	Social Education in Changing Society	1.25
24.	Social Education in Delhi—S.C. Dutta & Helen Kempfer	6.00
25.	What it is and What it does—Indian Adult Education Association	1.00
26.	Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50
27.	History of Adult Education in India During British Period—Sohan Singh	3.50
28.	The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50
29.	Social Education—Ten years in Retrospect—S.C. Dutta	0.50
30.	Development Work Among Rural Women—A Guide Book— Dr. (Mrs) Krishnabai Nimbkar	1.25
31.	Adult Education in Rural Areas—Abstract	0.35
32.	Community Action—Abstract	0.35
33.	Training in Adult Education—Abstract	0.35
34.	Community Organisation in Adult Education	1.00
35.	On to Eternity Vol. I—S.C. Dutta	5.00
36.	On to Eternity Vol. II—S.C. Dutta	2.50
37.	Group Discussion—M.C. Nanavatty	3.75
38.	Celluloid in Indian Society—H.S. Bhola	2.00
39.	The Alphabet for Progress	0.60
40.	Selected Problems in Social Education—Homer & Helen Kempfer	5.00
41.	New Dimensions in Social Education	2.00
42.	Implications of Continuous Learning—J.R. Kidd	2.50
43.	New Trends in Adult Education in India—S.C. Dutta	2.00
44.	Seminar Techniques—Dr. S.R. Ranganathan	1.00
45.	Workers Education Abroad	2.00
46.	Adult Education in South Asia—S.C. Dutta	1.00
47.	American-Hindi Cook Book	6.00
48.	Life-Long Learning for Survival	3.50
49.	Rural Drama—S.N. Srivastava	3.00
50.	University Adult Education	3.00
51.	Schools and Adult Education	2.00
52.	Life-long Integrated Education	4.00

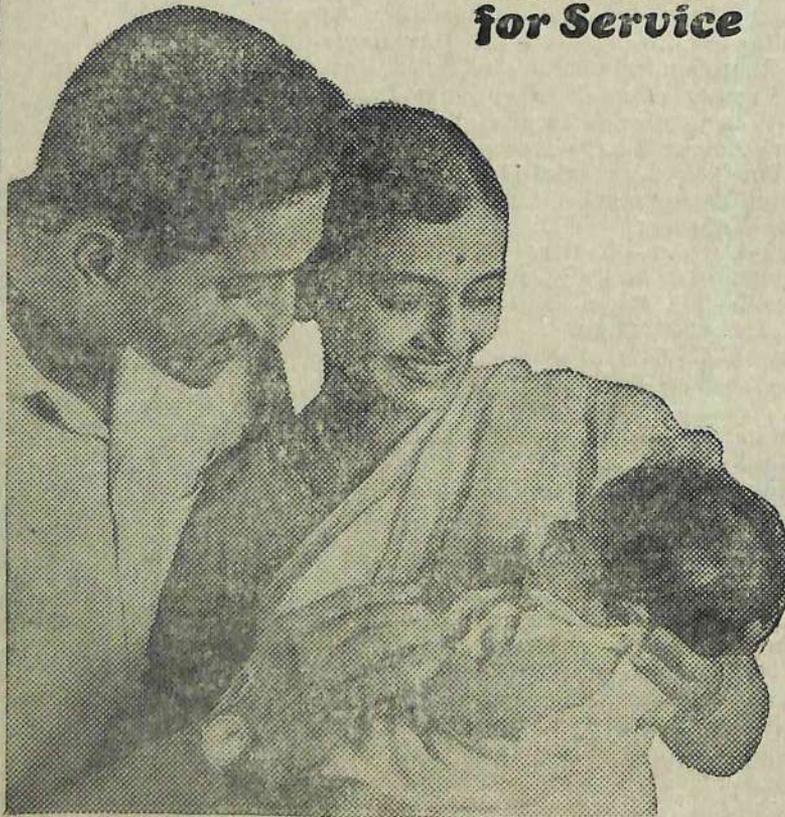
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ASP/UCOIN/68

UNESCO PROJECT TO REMOVE ILLITERACY

A satellite communication system, exclusively for educational purposes, is proposed to be set up in India by the United Nations Educational Scientific and Cultural Organisation (UNESCO) under the United Nations Development Programme.

This was announced in New Delhi by S.D. Tewfik chief of UNESCO mission in India, on the occasion of the International Literacy Day, which was celebrated at Vigyan Bhavan.

Dr. Tewfik said that the project would help to solve such urgent problems as containment of the population explosion, the increase needed in agricultural productivity, and the fight against illiteracy and poverty in general with all its ensuing conditions which retarded development everywhere.

Referring to the problem of illiteracy in the world in general, the UNESCO representative said that there were more than 700 million people in the world who were illiterate and thus unaware of their fundamental rights.

Although development of education had led to a decrease in the illiteracy rate, it had not yet managed to reduce the total number of illiterates.

"Even now the number of young people reaching the age of 15 without having been able to learn to read and write in primary school is still higher every year than the number of people over 15 years old who have been taught to read," Dr. Tewfik said.

Adult Illiteracy

In his address read at the function, Mr. Bhagwat

Jha Azad, Minister of State for Education, estimated the number of illiterates in the country at about 340 million—nearly 50 per cent in the illiterate population in the world.

"Out of this, nearly 135 million are in the age-group 15-45 and the number is growing fast," Mr. Azad said.

The problem of adult illiteracy, he said, continued to defy solution. While there had been good progress in school, university and technical education, lack of adequate financial resources was, of course, a serious bottleneck.

Referring to the policy to be followed during the Fourth Plan, the Minister indicated the possibility of making adult education an integral part of the educational system. Voluntary organisations in the field of social work also would be given all possible encouragement to realise their full potentialities in the field.

The United Nations Development Programme and the Food and Agriculture Organisation (FAO) of the United Nations were co-operating in establishing a more functional link between adult literacy and the priority programme in respect of increasing agricultural production.

UNESCO would soon start a project for family planning education to assist in the development of curriculum and teaching materials in family planning and population problems for teacher-training colleges and secondary schools and also assist in the

(Continued on page 16)

UNESCO AND

FROM ELSINORE

THE Second World War ended in 1946. Millions of people had died—millions were maimed, crippled and incapacitated. Atom bombs had exploded in Hiroshima and Nagasaki. Cities were razed to the ground. Countries presented a livid and torn landscape. Hitler's proud boast that he was going to shape the world for the next thousand years was knocked into a cocked hat. New forces were emerging. Hundreds of thousands of people were on the move cutting new pathways, criss-crossing, letting old ones fall into disuse and rut. Men looked in vain for a still centre...there was none. Everything was changing at an accelerated rate. Against this backdrop, the first World Conference organised by the UNESCO on adult education met in Elsinore, Denmark. There were 79 delegates and observers. 68 came from Europe and North America. There were only 3 delegates from Asia, but India was not represented, nor was Eastern Europe or the U.S.S.R.

Countries with long traditions of adult education dominated the proceedings. But, adult education was already assuming a more exciting role. It was not just remedial; that would be relegating it to a static function. It's potentiality was much more. It was affirmed in the Conference, 'it is the task of adult education to provide individuals with the knowledge essential for the per-

formance of their economic, social and political functions and especially to enable them, through participation in the life of their communities, to live a fuller and more harmonious life.'

2

Eleven years later, in 1960, the Second World Conference on Adult Education, was convened by the UNESCO at Montreal in Canada. Meanwhile, tremendous changes had taken place. The changes were so significant and so far-reaching that the theme chosen for the Second Conference was 'Adult Education in a Changing World.' The changes were reflected in the composition of the delegates and observers. Countries which had recently won independence in Asia and Europe, were well represented. The U.S.S.R., Czechoslovakia, Rumania and Hungary had also sent their delegates. The total number of delegates and observers was 112, but less than 30 per cent came from Western Europe. Dr. J.R. Kidd from Canada was its President. India was represented by Shri R.M. Chetsingh and Shri R.P. Naik, and Shri J. C. Mathur read a paper on 'Mass Communication and the Education of Adults in a Changing World.'

The following are some of the extracts from the Declaration of the Montreal World Conference on Adult Education—"Our first problem is to survive. It is not a question of the survival of the fittest; either we survive together or we perish together. Mutual respect, understanding, sympathy are qualities that are destroyed

by ignorance and fostered by knowledge; the rapidly developing countries in Asia, Africa and Latin America have their own special problems—for them literacy is an 'immediate need,... the countries which are better off have an opportunity of helping those which are poorer...with their help illiteracy could be eradicated within a few years if, preferably through the United Nations and its agencies, a resolute, comprehensive and soundly planned campaign were undertaken; but it is not only in the developing countries that adult education is needed—man is a many-sided being, with many needs—they must not be met piecemeal and in adult education programmes they must all be reflected....We believe that adult education has become of such importance for man's survival and happiness that nothing less will suffice than that the people everywhere should come to accept adult education as a normal and the Governments should treat it as a necessary part of the educational provisions of every country."

One of the significant resolutions adopted by World Conference on Adult Education was on 'Adult Education and World Peace.' It stated, (1) Recognizing the importance of adult education in a world of rapid change, this Conference urges all member States of UNESCO to invest a higher proportion of their resources in the development of adult education, (2) It regards such development as an urgent and important factor which would itself contribute to the promotion

Satyen Maitra is Secretary, Bengal Social Service League and Associate Secretary, Indian Adult Education Association.

ADULT LITERACY

TO TEHERAN

of World Peace and Understanding, and (3) Recognizing that successful achievement of World disarmament would release substantial resources for peaceful purposes, it calls upon all nations to work with urgency and dispatch towards this desirable end.

3

The Conference at Elsinore and the Conference at Montreal were concerned with broad aspects of adult education. Literacy was discussed but rightly it was not the dominant theme. At the Montreal Conference for example, a number of countries participating were not burdened with the problem of illiteracy, but they felt that in context of rapid and accelerating changes, scope and content of adult education itself must be enlarged to deal with the problems so generated. We shall here discuss briefly a few important meetings and conferences convened by the UNESCO to deal specially with literacy.

UNESCO, since its inception, has been trying to go into the problem of illiteracy in depth. Before that the functions and levels of literacy had not been properly spelled out. Quite often literacy was equated with signing one's name or reading a word or two haltingly. Literacy was considered in isolation, as an act of social work. It was not viewed in its functional role. It goes to the credit of the UNESCO that a lot of cobwebs surrounding literacy has been blown away and a much clearer picture has emerged about what should be the

level of literacy aimed at and how to attain it.

A few months after the Montreal Conference, the first session of the International Committee for the Advancement of Adult Education was held in Paris under the Chairmanship of Dr. J. R. Kidd. The tone was set by the stirring words of the Montreal Declaration and mass attack on ignorance and illiteracy was advocated. It was much more than mere eradication of illiteracy. It was meant to include, "effective use of reading, writing and other means of communication; mass education for the spread of useful knowledge; education for social and political competence; training for vocational competence."

It affirmed: "We do not believe in a rich culture for the educationally privileged and crumbs of knowledge for the less fortunate; we affirm that every man and woman should have the opportunity to grow in understanding and appreciation of beauty to the extent of his or her own capacities. Adult education should enable everyone to study his or her role as a parent and as a member of a community, as a wage-earner and as a responsible citizen.... It must also give opportunities for vocational improvement."

It declared: "Science, Industrialisation and the Arts can only bring fruits to man if international understanding is so advanced that we cease to live under the constant threat of total annihilation."

The International Committee also proposed that member States be urged 'to think of adult education as part of the total educational provision.'

4

A Committee of Experts on Literacy met in Paris in June 1962. India was represented by Shri A.R. Deshpande of the Ministry of Education.

The Committee's declaration stated, "...The illiterate person is a weak link in the whole chain of development. This is not only a personal tragedy for the individuals whose dignity and human rights must be respected—it is also an economic strait-jacket which must be shed if true progress is to be made.... The success of primary schooling is dangerously undermined in areas where there is wide-spread illiteracy... even when it is possible to make attendance compulsory, many who return to live in an illiterate community soon lose the knowledge they had acquired at school and relapse into illiteracy.... For these reasons, it is considered that during the Development Decade, it will be essential to attach the problem of primary schooling with adult illiteracy simultaneously.... Moreover in the changing pattern of education in the 20th century, the development of continuing opportunities for adult education is seen by educationists the world over as the hope and necessity of our time. Literacy by itself is but the door for entry into all those opportunities of a wider context of adult education which countries, unimpeded by

set patterns inherited from the past, are so free to develop. This in itself is perhaps the most exciting educational challenge and opportunity of our times.'

The Committee defined literacy as not simply the ability to sign one's name or to read and write a few simple sentences. The meeting of Experts declared that the aim must be for functional literacy and considered that 'A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group, community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and community's development.'

In quantitative terms, the standard of attainment in functional literacy may be equalled to the skills of reading, writing and arithmetic achieved after a set number of years of primary or elementary schooling.

The Committee of Experts on Literacy went into details over Administration, Organisation, Direct Services, Supporting Services, Statistics and Research. Some of the significant recommendations were:

- a) Governments must accept national programme of adult literacy as a moral obligation to undertake and carry through the necessary action. An adequate budget, inclusion of literacy programme in the country's development plan, and legislative measures, where possible, were suggested.
- b) A wide variety of teachers may be used for literacy work ranging from paid full-time adult literacy teachers to part-time volunteers with or with-

out remuneration. In areas of high illiteracy, it may be necessary to mobilize all available literate persons who are ready to be trained for this task. Whether full-time, paid or voluntary, school teachers or otherwise, they would all have to be specially trained for this work.

c) Materials for teaching or reading must be adequate in quantity, variety and specially suited to the needs of adult literacy teaching. It laid stress on the following materials:

- i) Teaching materials for initial class-work primers, simple A.V. aids and supplementary material.
- ii) Follow-up work materials—books, and periodicals.
- iii) Materials required in general adult education work after literacy is achieved including newspapers and general literature of all kinds.

d) There should be a wide range of Supporting Services. These Supporting Services include facilities for various kinds of research and training and the development of physical resources in the mass media field—press, radio and television.

e) Before and during the conduct of a literacy programme, a good deal of relevant research will be necessary in—

- i) Psychological factors and motivation
- ii) Sociological and technical considerations
- iii) Language

- iv) Methods and organisation of teaching
- v) Content of the literacy teaching materials
- vi) Media for teaching printed materials, radio, television, etc.
- vii) Evaluation—Statistical and Qualitative
- viii) At every stage the closest relationship must be maintained between research, the production of materials, the planning of programmes and testing and evaluation of these in the field; between those who do the research, those who produce the materials and those who have to carry out teaching.

5

The International Committee for the Advancement of Adult Education met in the UNESCO House in Paris in 1963, with Dr. J.R. Kidd again as Chairman. On Literacy, its observations were:—

- a) Literacy in itself is not the final aim but a step towards continuing adult education.
- b) The eradication of illiteracy is a vast enterprise. A beginning must be made at certain selected points and these should be chosen as being the most promising—a start should be made with men and women who have felt the urge to learn and with those who can return the greatest social benefits.
- c) Effective literacy teaching must be based on experience.
- d) The danger of relapse in-

to illiteracy is inevitable unless relevant and suitable reading materials are available and literacy can be seen as something more than merely a learning exercise.

- e) It is essential that field workers for literacy should have proper training. Bad teaching can only cause pain and discouragement; a bad first lesson may be the last.
- f) Illiteracy must be regarded as a concern for all countries and not only of those where it is most prevalent. Its eradication needs a universal effort.

6

A world campaign for universal literacy was adopted unanimously in a resolution by the UN General Assembly at its 18th regular session on Nov. 11, 1963. The resolution read, "The General Assembly, reaffirming its belief that the right to education is one of the fundamental rights of man and that man's illiteracy is an obstacle to social and economic progress during the U.N. Development Decade and thereafter, invites member States and Non-Government organisations to collaborate to the fullest possible extent in a world-wide action for the achievement of universal literacy as an essential element of social and economic progress in the U. N. Development Decade and thereafter."

7

In March 1964, another UNESCO sponsored Conference on the Planning and Organisation of Literacy Programme in Africa took place.

Some of the following were the major recommendations:—

- a) Literacy should not be regarded as an end in it-

self but only as a step in a programme of continuing education that enables man and woman to take on more responsibilities and to play a more active role in society.

- b) Literacy and adult education programmes should not be planned in isolation but as an integral part of a country's general educational programme, which should, in turn, fit into the overall development plan for the whole country, according to the necessities, possibilities and circumstances of each country. This will help to link literacy and adult education with real needs of the country.....It would help to avoid the problem of having qualified unemployed persons which might arise from uncoordinated and inadequate literacy and adult education programmes.

- c) The need to give equal attention to women in the planning and organisation of the programmes at all stages was recognized and emphasized.

- d) Attention was drawn to the possibility of using legislation to commit governments to their responsibilities in this matter; to compel illiterates to learn to read and write and to demand that employing organisations allow their employees to join literacy and adult education classes. Some delegates, however, doubted the wisdom of using legislation in this connexion. They argued that such programmes would better succeed through persuasion and inducement rather than by compul-

sion. They argued further that better results could be achieved through the goodwill of all sections of the community and the readiness on the part of the individuals to provide voluntary service and to display a healthy public spirit—in this direction, the political parties, trade unions and voluntary organisations should make an effective contribution.

- e) The conference paid great attention to the question of reading and testing materials. Good teaching materials must be scientifically prepared, based on a suitable method and a study of the language and a selection of words in everyday use.
- f) The use of radio and television and self-teaching materials for home study should be explored in pilot experiments.

8

A Committee of Experts on Literacy was established by the UNESCO by a special resolution. The Committee met at UNESCO Headquarters from 1st to 10th April, 1964. Dr. T.A. Koshy from India was appointed Chairman. Some of its recommendations and conclusions were:—

- a) Literacy and adult education should be linked with the whole of the educational system.
- b) Research is needed at the local and national levels to test and measure the impact of literacy and technical training on overall development of the community, including productivity and the increase of output, as

(Continued on page 12)

Adult Education of Women in Seminar

A draft working paper for the National Seminar to be held in New Delhi from October 27 is published below.

THE present era is an era of scientific and technological developments which demand corresponding changes and developments in social behaviour and social responsibility. Everywhere in some degree, life is becoming urbanised. By roads, railways, ships, air transport, by radio, television, by the printed word and by the cinema, the remotest areas, where life had scarcely changed its rhythm for centuries, are now being brought within the sphere of influence of the city.

Whenever a society discovers in itself new needs, demanding from its members new attitudes of minds, new knowledge, new behaviour, it must re-educate and further educate its men and women with as much care and skill as it gives to teaching its children. Education is meant to afford opportunities for development of personality and the ability for effective participation in social life. Education is more than schooling. It needs to be adapted to the personal needs of the learners and the social role they have to play in later life.

We have to focus a good deal of attention on women as an individual, a wife, a mother and a citizen, on her creative abilities, her mechanical aptitude and her administrative capacities or lack of all these.

Women have always experimented in many fields. One of the most marked effects of technological advance is to open up a wide range of activities both to men and women. Many social roles have become interchangeable between women and men. We want women to have the widest possible scope for their personal development and social activity, but we do not want them to impoverish human life by copying men to the detriment of their womanly qualities. We want them to take their full part in life as women and the colleagues of their men folk.

The new woman has to learn to live in a larger world, she is called upon to stretch her mind, to encompass experiences outside her predecessors' normal scope. The modern means of communication and transport have made all of us as near neighbours and everybody knows how important it is for near neighbours to be good neighbours.

Education is the only answer to all our newly created requirements, whether social or economic, whether of attitudes or behaviour or skills. Education is the back-bone of all progress and adjustment. It has to receive the first priority for all men, women and children and no country can dream of prosperity unless education for all is accepted as an essential equipment to be provided.

It is encouraging that our Deputy Prime Minister made a public announcement only a couple of days ago that he was prepared to give a high priority to women's education. Educating a woman means educating a family and as such, the need of educating the women is of prior social importance.

The position in the country as revealed in the 1961 census is highly disappointing. The percentage of literacy in India has grown very sluggishly from 7 in 1901 to 24 in 1961. In the age group of 15-44, which constitutes the working force, out of a population of 188 millions, the number of illiterates was 133 millions. In the rural areas the percentage of illiterates to the total population was 78 (66 for men and 90 for women). In the urban areas the respective figures were 47 (34 for men and 60 for women). The growth of literacy rate has lagged far behind the rate of population growth and thus the picture today will be even worse. It will thus be seen that a large majority of women both in the rural as well as urban areas is illiterate and unless wide-spread educational programmes are taken up specially for women, progress will evade us.

The National Seminar on "Adult education for women in the changing pattern of society" has been sponsored by the Indian Adult Education Association in collaboration with UNESCO to discuss the problem under the following four aspects:

A. What level of literacy is to be achieved for women to enable them to play their role in the changing pattern of society.

B. What are the obstacles in organising literacy programmes for women? What are the causes for drop-outs? How to overcome them?

C. What should be the contents of literacy education for women? And what more programmes should be included in adult education?

D. Which organisations are best suited for the purpose?

the Changing Pattern of Society

Working Paper

The points for consideration are briefly described here for guidance of the participants.

A. Level

1. The level of literacy will depend on the responsibility which the changing social conditions have imposed on them. These responsibilities will vary according to class and occupational structure of the women population.

2. We may distinguish the following main groups of women in accordance with their class and occupational structure.

Rural Women	Agriculture section
Rural Women	Non-agriculture section
Rural Women	Landless Labour
Urban Women	Labour class
Urban Women	Middle class
Urban Women	Well-to-do

Of these sections, illiteracy is a problem confined mostly to the first four groups and we shall deal here only with these. The changing conditions we have to take into account are:

- a) the growing urbanisation.
- b) the breaking down of age old custom under the impact of industrialization.
- c) The pressure of population on land and resources leading to an acute struggle for existence.
- d) The increasing relevance of new knowledge to the work of women.

As a result of these changing conditions, there have grown certain social pressures necessitating growth of both formal and informal education of women. These pressures may be mentioned as follows:

- a) The demand or at least the wish of youth that their spouses should be educated.
- b) The need of harnessing resources for making a living.
- c) The need for regulating the family size.

- d) The need for greater participation of women in economic activities.
- e) The need for indigenous leadership among women for broadening their social, political and cultural horizons, and for channelising the interest of women in these fields.

Most of these pressures are relevant to the role of women as housewives, the paramount role of women in the social groups we are now considering:

All these demands on the women can be met only by their increased education and training. Most of this education and training should be the concern of formal educational institutions. Apart from that, there is a need of continued education of women in these groups through various devices.

The literacy programme in the group of women, we are considering will have to be of functional literacy closely tied to their life tasks. We will deal with this aspect of the problem more fully later.

A large part of this education will have to be imparted through audio-visual instruction. However, in all the groups, A.V. instruction will have to be strengthened and supplemented by literacy education. The minimum of necessary literacy will be different for different groups and for different purposes.

In the present temper of educational effort in the country, literacy effort will have to be selective and justified in economic terms. Literacy will have to be considered, as a resource among other resources and the cost of utilising the resource balanced with the return from it. This state of affairs is repulsive to a sound social philosophy, but in the present conditions in the country even the selective approach is in jeopardy and the literacy worker has no option but to adapt himself to the unavoidable circumstances.

In the light of the above, we envisage a two-fold level of literacy for rural women: (i) basic elementary literacy for all women and (ii) a higher standard for those who show leadership potentialities.

The basic literacy course will seek to impart the following skills:

—a mastery of the phonetic mechanism of the

written language.

- a sight vocabulary of about 500 words important in their life-work.
- a level of comprehension which will enable them to translate easily written instructions into practice.
- enjoyment of simply written literature.
- a reading speed of at least 40 to 50 words a minute.

In every village it should be possible for a few women to achieve a higher level of literacy to enable them to serve leadership functions. These women would need more than the common run and would try to bring in other women to share in the fruits of their reading. It is desirable that these women should achieve a literacy level of an average person passing VIII class of formal schooling.

For women in urban areas (in the groups we are considering here) a higher level than the basic level in the rural areas would be necessary. The needs and opportunities for reading are greater in the urban areas and consequently the urban women would need a greater fluency in reading. For them a more varied sight vocabulary of about 1000 words would be necessary and they should be able to utilise written instruction of a higher level of difficulty than the basic level recommended for rural women. We may place their literacy level at about Vth standard of the elementary school.

The workshop would work out more exact standards for various levels.

B (i) Obstacles

1. Inferior social status of women, with the result that sometimes they cannot, even if they wish to utilise their spare time for their own education.

The experience of other countries shows that the emancipation of women from social shackles is a slow process even with a progressive government. In rural areas, the problem is particularly recalcitrant.

2. Dearth of women teachers to organise literacy classes. This is more particularly a problem of remote rural areas, where there are no teachers residing in the villages. Villages without women teachers would contain almost 50 to 60 per cent of rural women. Opening of schools in such places will not alone solve the problem. The problem of residence facilities for women teachers will defy our plans and success is hardly possible if the problem of providing residential facilities is not simultaneously considered & solved.

The only firm remedy against this is expansion of school education among girls in rural areas.

3. Dearth of leadership among women in the population groups in question. The growth of leadership will depend on (i) the expansion of education among the women, (ii) economic improvement of the population sectors to which they belong and (iii) the improvement of their home conditions.

4. Lack of idealism in the political leadership of the country. Neither the Government in the States or at the Centre, nor any political party in the country has evinced any commitment to the uplift of the weaker sections of our population. Due to the idealism of our Constitution makers the uplift of the backward classes was built into the Constitution. Even then the backward classes remain, comparatively speaking, where they were before. The uplift of women has no sanction in the Constitution and our leaders have many other things to worry about than the mere uplift of women.

B. (ii) Causes of Drop-outs and their Remedy:

We are not reaping the full fruits of all our inputs in the education of adult women because of the enormous wastage in adult classes. The wastage is due to the following reasons:—

a) The motivation to achieve literacy among women coming to adult classes is weak. This is due to two reasons. In the first place, there is no strong community backing to support the morale of women in the literacy classes. Only time and strenuous propaganda and especially the commitment of political and social leadership in the country can remedy this state of affairs. Secondly, the lessons in literacy classes by and large fail to enlist the interests of the women students. This is a problem for the educator technician who builds up the instructional material.

b) Women have greater social handicaps in the way of maintaining regular attendance in the literacy class than their men folk. This is particularly due to their inferior social position. This has been dealt with under B (i) I.

c) As mentioned earlier, a large percentage of rural women population resides in villages where there are no schools for girls or no women teachers. What is more, in bigger villages where there are women teachers a woman may have to walk quite a distance to the school. She can do that in the first flush of her enthusiasm for literacy, but in time the distance must cool this enthusiasm. This can only be helped by running a number of classes in bigger villages. This brings us back to the question of larger number of women teachers forthcoming for taking adult classes for women.

d) We have still not learnt that it is not necessary to hold daily classes for adults, let alone for women. An adult has more compelling duties to fulfil—especially, a woman's work in the home will always stand in the way of her regular attendance and some concession must be made to this circumstance. The classes should be held for not more than 3 or at the most 4, days a week.

e) It has been found that literacy attendance improves with participation of students in the administration and organisation of literacy classes and also with their increased participation in community

affairs. Such activities are there at a very low level in women's classes. They should be built in the curriculum of the class. This is a question both for curriculum organisation and better teacher training.

C. Content of Literacy Education for Women

The literacy education for women will have to be closely tied down to their social functions and mostly pivoted at home. The main elements of this education will be :—

1. Management and beautification of the home.
2. Upraising of children. Main ailments of children and their first treatment at home. Education of children and especially the girls.
3. Elementary nutrition. Cheap, wholesome, balanced diets from food available in the locality. Diets for the sick and for women on particular occasion.
4. Elementary principles of health and hygiene, common diseases and popular inexpensive remedies. Nursing the sick, first aid, and use of home medicine box.
5. Family planning.
6. Economic skills which will help augment the family income. These will have to be taught to suit available avenues of remunerative work. Particular attention will have to be given to economic activities—like sewing, knitting, embroidery, honeybee-raising—which can be easily combined with women's work at home.
7. Suitable recreation for women.

Women's education will have to be related closely to local conditions. For example, in the urban areas a good deal of time would be devoted to consumers' education. Again, home-making will have to be taught in a manner so as to make allowance for work outside the home for augmenting family income.

Some women will have to be picked up for further education so as to prepare them for local leadership. Their education will comprise:—

1. condition of women (particularly in the lower income group and the needed reforms.
2. Available opportunities for improving women's condition.
3. How to organise women's groups.
4. How to plan and conduct meetings of women's groups.
5. Skills of group discussion and group action.
6. Writing reports, writing memoranda on behalf of women's groups.

The literacy material and the training of literacy teachers will have to be undertaken to do justice to the complete spectrum of women's education as mentioned here.

D. Organisation Suited for the Programme of Women's Education

The organisation will comprise the following

elements:

1. Local women's groups, preferably organised by the teacher. Sometime, however, they may be organised by a social worker, or a local leader or a worker belonging to a cooperative society. An elasticity of approach is recommended.

2. The teacher in his/her occupational setting. By occupational setting we mean that he or she commands the authority and the teaching facilities that would accrue to him/her as employed or linked to a teaching or training institution. The teacher, for example, should not be a free lance or ad-hoc teacher, but one employed by a school system. Similarly, about other teacher-substitutes. While employed by one institution the teacher will have meaningful links with Government departments of health, agriculture and industry etc., which are interested in a particular aspect of education.

3. An organisation, preferably, a cooperative society, whose function it would be to train women for cottage industries and to provide facilities to members to enable them to take up remunerative work of the type they sponsor.

4. An organisation for training teachers and local women leaders.

5. An organisation to prepare and distribute instructional materials:—films, filmstrips, charts, primers, readers etc. In most cases it would be the Education Department as it operates at local level. But here again elasticity of approach is recommended. May be in one place a cooperative society, in another place, the employer, may be able to take up this function better than the Education Department.

In a country where women are not so socially handicapped as in the population groups we are considering here, the Five-Arm organisation as mentioned above should be adequate. However, in India something more is needed and hence we need:.

6. An organisation whose concern it is to improve the social conditions of our women. This could take an official form; it could be voluntary organisation—it could be both. A non-political voluntary organisation may consist of women as well as of men-devoted to the uplift of women as is the "need of our country, both to infuse idealism and some conscience into our political leadership in so far as the condition of women is concerned and to mobilise mass effort and enthusiasm for the uplift of the women.

7. The official organisation may take various forms. In rural areas, e.g. (i) the Panchayat Samities may have committee looking after women welfare and progress or (ii) cooperative societies may have women's wings with a general mandate. In urban areas various alternatives are theoretically feasible. Urban Community Development/Social Education Departments, Education Departments and Social Welfare Departments may have wings for women, or there may even be a women's welfare department.

New Patterns in Adult Education in Denmark

By Jorgen Bogh

THE education of voluntary adult students everywhere has developed rapidly since the war.

Technical progress in industry and agriculture, while giving people increased leisure and the need of more leisure facilities, has also posed new problems of education and adjustment. Work and social conditions in the modern world have changed, and all who would assert their right to a position in it must continue to learn. The static society, which could be content to give its members a basic education for life in elementary schools, is disappearing; the modern dynamic society, making the whole of life one continued adjustment and schooling, is increasingly in evidence.

The entire trend invalidates an old dogma which in the past has inhibited the development of many adults: the dogma that ability to learn diminishes rapidly after early youth. The century which started out as the "century of the child" is becoming just as much the "century of adult education."

During this development Danish folk high schools have one of the oldest adult educational traditions in the world.

Different Aims

The difference between the Danish tradition and the adult education now growing up in some other countries lies in their aims. The prime object of Danish adult education has always been to educate *people*; many of the new movements in other countries today aim at training vocational workers. The Danish folk high school tradition meets the contemporary demand indirectly, in that students who have been humanly committed will, it believes, be better workers, soldiers, politicians, and so on. In most other countries, adult education approaches the contemporary demand directly, seeking to give people the knowledge and skills which each requires in his particular job.

Corresponding to this difference in aims there is usually a difference in the subjects taught. Danish adult education places the main emphasis on general subjects: Danish, literature, history, religion, art, and social affairs. In most other countries the emphasis is on vocational and technical subjects.

It follows that there is also a difference in method. Danish adult education seeks to create an atmosphere of interest and personal development in the student's encounter with the material, and is anxious that this educational milieu should not be disturbed

by the demands of examinations. The vocational courses which are the most general form of adult education in many other countries have naturally to be rounded off by an examination or the award of certificates.

This characterization is, of course, a simplified generalization. There is, also in Denmark, much voluntary adult education of purely vocational character, as in most countries there is much general adult education. Yet the tendency is clear, and perhaps is most clearly illustrated by the fact that the substantial Government grant made to Danish folk high schools, evening schools, etc., are conditional on the general educational character of the schools. In some countries it is established practice to make Government grants towards vocational courses, general adult education being a private affair not eligible for public subsidy.

The above remarks may explain why Danish folk high schools are reluctant to admit foreign visitors making a short call, but like to have them if they will participate in the school work over a longer period. A vocational course can be studied in the examination results, educational method, material, etc., but a personality-forming school cannot be viewed from outside. It can only be experienced from within. And it requires time and personal commitments in the life of the school.

The exterior will rarely impress the visitor to a Danish folk high school. Buildings, class-rooms, and educational resources are usually unpretentious. The teachers are invariably such great individualists that there is no question of a common educational method. And although they have a common aim—the development of personality—the outlook varies from school to school. There are folk high schools inspired by every philosophy of life able to attract sufficient students to qualify for the available Government grants.

Setting Them Going

A folk high school is not so much an institution as an inspired meeting between people seeking knowledge for their personal development. It will never qualify the student for a particular vocation, but it will qualify him for creative and active work whatever his occupation may be. It stirs people up, sets them in motion; and so it endeavours to introduce students to the human aspects of literature, art, social affairs, and vocational problems. Thus it is chiefly a question of aesthetic and ethical education. The pioneers of the folk high school movement said that their aim was to "set their students going, so that they would never stop."

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There is no doubt that this has happened in thousands of cases. The last hundred years of Danish history can show countless examples of people who have been "set going" at a folk high school and have made an outstanding vocational achievement in their respective fields. Danish parliamentary democracy, the agricultural cooperative movement, land reclamation, the trade union movement, and many other landmarks of modern Danish history have been deeply influenced by students of folk high schools. This fact has helped strongly to establish the policy of general education in the adult movement.

New Situation — New Schools

The great question is, whether this policy can be maintained in view of current social trends. An old-fashioned farming community, with little demand for technical training, and with available leisure during the winter season, provided a good background for this form of education. But what of society today, when even agriculture has been industrialized and most people are aware of the need for technical training, and when the need of general adult education is less evident and the working year no longer has a quiet period for attending school? Of course, this trend has affected the Danish folk high schools. The number of students has not kept up with the growth in the population, and the schools have never become so popular with townspeople as with country people.

But it would be a mistake to measure the impact of the folk high school idea on cultural life by the attendance at these schools. They have, on the whole, maintained their number of students and have obtained a rather larger admixture of townspeople. At the same time, many new forms of school have appeared, nearly all of which would claim to be adaptations of the idea to the urban situation. There are labour high schools, athletics high schools, nursing high schools, and folk high schools with a political or international slant (such as Krogerup, Elsinore, Esbjerg, and Magleas). In all these, the fellowship of a residential school has been preserved, the teaching being directed to more specific purposes. Further, many summer schools of short duration are held at folk high schools, their length adapted to the exigencies of working hours in the towns. In particular, there is a rapid growth in publicly subsidized evening classes and courses organized by local governments and educational associations.

Vocational Interest

Many of these educational forms, while striving to maintain the "classical" idea of developing personality, seek to meet the desires of modern society for an adjustment to vocational, political, and economic trends. Not directly vocational or technical, they prepare for no examinations or other awards; but they meet the student in his sphere of interest

and on his own vocational ground by providing education which, while whetting the appetite for further technical training, fixes the vocational interest in a social context. They seek to realize the aim of general education in a technical setting.

This trend will undoubtedly continue. Recently, the Danish Ministry of Education appointed a commission to study the future of the folk high schools. The commission has strongly recommended that folk high school courses of a general educational nature should be incorporated in certain vocational training courses. Industrial management is sympathetic to the idea, emphasizing that it is interested in folk high school education to develop personality and stimulate an interest in vocational training, but adding that it wishes to exclude purely technical training for industry from these courses.

This new interplay between the classical folk high school idea and modern demands for an adjustment to political, economic, social, and vocational requirements has perhaps gone furthest in the latest outcrop of the folk high school tradition, the civil education of the armed forces' personnel.

Forces High Schools

When the period of national military service was extended, five years ago, to 18 months it was realized that the personnel involved would probably try to make up for lost time by sacrificing general education for vocational training, with a consequent risk that the general educational tradition would be weakened. All the major political parties therefore agreed to introduce compulsory general education for all national service men simultaneously with the extension of the period of service.

Lessons, lasting four hours a week, comprise social subjects, foreign affairs, Danish and arithmetic, and subjects with a vocational slant.

The point of departure of all four groups of subjects is the personal situation of the young recruit, who is led to take an interest in social, international, and economic affairs in general. No technical instruction as such is given in any of these, but everything is done to develop the student's personality and sense of commitment in his future sphere.

There is naturally a great difference between the folk high schools, where attendance is voluntary and of some duration, and the civil education of recruits, which is compulsory and sporadic. The educational environment in the forces cannot be so complete, but there is the compensating advantage that it takes in not only the already educationally minded but young men from every social group, who can thus exchange their views on problems of common concern.

The Danish folk high schools are more than a time-honoured tradition. They are a vital part of contemporary Danish life: an attempt to help young men and women to adjust themselves to a modern technical environment, with the maintenance of a humanistic policy.

UNESCO AND ADULT LITERACY

(Continued from page 5)

well as other aspects of social change.

- c) The success of the campaign against illiteracy depends on the efforts of each country and on the mobilisation of all their energies and all their agencies, both Government and Non-Government, of all available resources, both financial and human.
- d) Although the major burden of financing literacy programmes will fall on the national resources, the Committee feels that this burden can be reduced by multilateral and bilateral assistance to national programmes as well as by regional co-operation and planning.

9

Now, we come to the important World Conference of Ministers of Education on the Eradication of Illiteracy held at Teheran from 8th to 19th September, 1965. There were 37 ministers representing various countries and 88 delegates to the Conference.

The general conclusions and recommendations were:—

- a) National educational plans should include schooling for children and literacy training for adults as parallel elements.
- b) Adult literacy should not be confined to elementary reading, writing and arithmetic but should also include both general cultural subjects and vocational preparations.
- c) That, as far as their

means allow, the beneficiaries themselves make a material contribution to the work of the literacy campaign so that they will feel directly associated with it.

- d) That priority be given in literacy campaigns to the age group engaged or about to be engaged in production.
- e) That special attention be paid to the problem of making women literate in view of the high rate of female illiteracy and women's role in the education of the family and in society.
- f) That literacy work should not come to an end when the entire population knows how to read, write and count and schools are in a position to educate all children, but that arrangements be considered forthwith to ensure that literacy work will eventually merge into continuing education for adults aim at a steady improvement in cultural standard.
- g) That provision be made in all literacy programmes for an evaluation system to determine scientifically the relationship between the cost of literacy work and the benefit derivable from it.
- h) That countries where the illiteracy rate is high and the resources devoted to education are inadequate endeavour to get industrial, commercial, and agricultural undertakings, both public and private, to help finance the education of their illiterate personnel, and it is suggested that to ensure the regular attend-

ance of workers at literacy classes, the latter be held during working hours and without any system of reduction of pay.

- i) That the number and geographical location of pilot projects be chosen in accordance with the criteria established by the UNESCO experimental programme.
- j) Even selected and functional literacy programmes should not be launched until provision is made for effective continuing programmes through the mass media of communication; for planned programmes of continuing education for the neo-literates who can benefit by post literacy education, both vocational and general; for adequate and appropriate follow-up reading material.
- k) To prepare the literacy programme and guide it during execution, the teams to comprise, an educationalist as the coordinator, a sociologist to assess the social conditions which hinder or promote development and literacy, a psychologist to investigate the learning process of individuals, a linguist to examine problems related to the use of the mother tongue and other languages, and an audio-visual specialist to guide in the adaptation of modern techniques to the educational process.
- l) That in addition, specialized personnel be trained in research methods for selecting the teaching material to be used both for functional literacy work and the continuing

education phase, to adapt the teaching materials to the basic vocabulary of adults and in the most efficient use of the teaching materials.

- m) The planning of literacy programmes, as an integral part of total development planning, include a concern for the level of development of the communications infrastructure, including radio and television services, book, magazine and newspaper publishing and distribution system, libraries, reading rooms, etc.
- n) That concerted use be made, as needs dictate, of traditional and new techniques in A.V. aids.
- o) That there be increasing close co-operation between adult education expert and specialist in

the social sciences.

- p) To achieve optimum results in literacy work, the new teaching methods, based on scientific principles be used and that accordingly, (i) before embarking upon a teaching programme, a thorough analysis be made of the social, economic and cultural level and personal and working experience of the adult learners concerned; (ii) at the end of the courses, the amount learned and the learner's general progress be evaluated precisely (iii) tests be carried out some years later to determine retention of literacy (iv) a series of studies based on homogenous groups be made to compare the cost and effectiveness of different media and methods, including A.V.

aids in literacy work, and (v) successful experiences of countries which have undertaken the eradication of illiteracy be made available to others.

- q) The World Conference of Ministers of Education on the Eradication of Illiteracy recommends that September 8, the historic day of its inauguration, be proclaimed International Literacy Day and be observed by all the countries of the world; that on that day all information media be used in all countries for the attack on illiteracy and that the results of all literacy programmes be disseminated at national and international level; and that the World Literacy Day be observed on September 8 each year from 1966 onwards.

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Book Review

Teaching Without Lecturing by Jean Forrester, Bombay, Oxford University Press, 1968. P 127. Price Rs. 5.00.

English has attained a status of international importance. Specially in the rapidly shrinking world of today, it is playing a useful role by facilitating easy and fast communication between distant countries of the world.

The students who come to colleges from the Indian language medium schools have to face lot of difficulties to study through the medium of English. Lecturers in English who have had no professional training in the methods of language teaching finds it difficult to teach effectively to college entrants. The U.G.C. in collaboration with foreign agencies and universities has been conducting Summer Institutes in the teaching of English language in the various parts of the country. The author had been a teacher at many of these Summer Institutes. This book contains some of the methods of teaching that have been demonstrated at these institutes. It contains practical suggestions for teaching English to college entrants.

The eleven chapters in the book—English and the College Student, Students School Background, Dealing with the Large Class, Improving the Reading Skills, Teaching Rapid Silent Reading, Reading for Exact Information, Grammar and Structure Practice, Teaching the Tenses, Teaching Composition, Teaching Poetry, and Preparing for the Examination. In the appendix a few essays and poems have also been given. The essays are short but written in a lucid style.

Most of the chapters have practical illustrations which enable the readers to understand the subject with ease. The chapters on Teaching of Tenses and Grammar and Structure Practices, especially are well written and illustrated.

The book will go a long way in improving the methods of teaching English to college students and will be found useful and stimulating both by the new and the seasoned teachers.

—J.L. Sachdeva

September and December Issues of Convergence

The themes of the September and December issues of the International Journal of Adult Education, 'Convergence' are 'Literacy and Community Development' and 'Education Permanente' respectively.

Social Psychological Research in Developing Countries

The April, 1968 number of the 'Journal of Social Issues' published by the Society for the Psychological Study of Social Studies has been devoted to Social Psychological Research in Developing Countries. It has been divided into four parts: Potential Contributions of Social Psychological Research in Developing Countries; Motivational Aspects of Technological Development; Problems of Education and Diffusion of Knowledge and the Organisation of Research in Developing Countries: Issues and Potential Solutions.

The annual subscription of the journal is \$ 9.00 and a single copy costs \$ 2.25. Copies can be had from the Editor, Journal of Social Issues, P.O. Box 1248, Ann Arbor, Michigan U.S.A.

National Planning Conference

The Community Planning Association of Canada, Ottawa is holding the National Planning Conference in Victoria, British Columbia from October 6 to 9 this year. The theme of the conference is "Building Human Values in the Community." Mr. William Kerr, Past Chairman of the British Columbia Division of the Community Planning Association of Canada will be the Chairman of the Conference.

Space Age Education for Adults

The National Association for Public School Adult Education, will organise an international conference in Seattle, Washington from November 8 to 11 this year. The theme of the conference is "Space Age Education for Adults."

New Publication

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Work-Oriented Literacy In Ethiopia

IN January 1968, the United Nations Development Programme Special Fund component approved a request for assistance in implementing a work-oriented literacy project in Ethiopia, presented by the Ethiopian Government in June 1966. The UNDP is allocating \$1,492,300 towards the cost of the project, while the government will contribute the equivalent of \$2,056,800.

Ethiopia is the eighth State to launch a pilot project of this kind: similar projects are already operating in Algeria, Ecuador, Guinea, Iran, Mali, Tanzania and Venezuela. The Ethiopian Government was assisted in the preparation of its request by a team of specialists from three international organisations—Unesco, FAO and ILO—who were able to advise on the elaboration of an integrated programme ranging from basic literacy teaching to industrial and agricultural training and home economics. An operational plan is now being prepared, and a national committee consisting of representatives of all the competent ministries and bodies will be created at the highest level to put it into effect.

The work-oriented adult literacy project in Ethiopia consists of four sub-projects, three in the agricultural sector and one in the industrial sector. It will be carried out over a period of five years and its main purpose is to provide the Government of Ethiopia with experience in organizing, implementing and evaluating work-oriented adult literacy projects closely linked with rural development as well as with vocational training in industry. The specific objectives of the project are:

—to teach illiterate adults basic literacy, including reading, writing and arithmetic related to practical training in agriculture and industry;

—to develop and put into effect new teaching methods, and to produce reading materials;

—to integrate educational, social and economic activities in the overall development plan;

—to evaluate the various aspects of the project and its effects on economic and social development, so that it may be applied in other parts of Ethiopia, and as a model for other countries.

Selection of Zones for Literacy Training

Four locations have been selected for the implementation of the project, three of them in rural areas and one in an industrial zone:

(1) The Marma and Gourma sub-districts in the Kafa province, south west of Addis Ababa, where the main crop is coffee. The illiterate popula-

tion between the ages of 15 and 44 has been estimated at about 50,000. It is envisaged that the government will initiate an agricultural extension programme to support the literacy project.

(2) The Wollamo/Soddo area in the Sidamo province, approximately 400 kms south of Addis Ababa, where cotton is the most important cash crop. Here, there are about 45,000 illiterate adults. Four settlements for tenants without land are being established, and it is planned to expand considerably services for agricultural extension and farm training.

(3) The Chilalo district in the Asela region of Arussi province, south of Addis Ababa, an area of mixed agriculture. The Swedish International Development Authority (SIDA) in cooperation with the Government is carrying out an intensive regional development project in this district, the first phase of which was started in 1966. Courses will provide adult literacy training linked to home economics.

(4) The industrial sector of the Akaki-Nazareth ribbon in Shea province, immediately south of Addis Ababa, where training will be given to approximately 5,000 workers in collaboration with local factories. By combining literacy teaching with the programmes organised by the International Labour Organisation in vocational training, improvement in basic manual skills, industrial safety and hygiene, it is hoped to achieve better results in all these fields.

Implementation of the project

In the agricultural areas, literacy training courses will be held in the afternoons or evenings. They will be conducted in Amharic, and will be spread over a period of two years, the studies being divided into two terms varying in duration between six and ten months, depending on local conditions. Literacy teachers will be selected from among school teachers and secondary school students, instructors and assistants in extension services, community development leaders, factory foremen and skilled literate workers.

In the industrial sub-project area, literacy courses will be held in the factories and in nearby schools. They will be organised on two different levels, and daily one-hour classes will take place six days a week over a period of ten months, beginners and more advanced students attending on alternate days. Literacy teachers will be selected as far as possible from among skilled literate workers within the enterprises, others being recruited among secondary technical school students and graduates. The teachers will be required to take a training course either in Addis Ababa, or in the factories in the

(Please turn to page 16)

UNESCO Project to Remove Illiteracy

(Continued from page 1)

development of family planning components in adult education.

In his address, Mr. Azad said that ten state Governments had agreed to co-operate in the implementation of the farmers' education and functional literacy programme. They had selected one district in each state. Sixty centres of functional literacy would be operating in each of the selected districts.

The Minister said his Ministry had also worked out a plan for taking up 20 pilot projects in adult literacy in selected areas in collaboration with state Governments to remove illiteracy amongst the age-group of 15-45.

It was also intended to take up, on an experimental basis, some organized groups of industrial workers and artisans and try to correlate adult literacy programmes with their economic development.

Shri G.K. Chandiramani, Educational Adviser and Secretary to the Government of India, Ministry of Education, in his inaugural address said that no government could succeed in the massive programme of eradication of illiteracy without the whole hearted cooperation of the mass of the people. Every body should join hands in this national activity, he added.

Referring to the importance of International Literacy Day, Shri Chandiramani said that the day afforded an opportunity to them in their country to accelerate the plans for literacy with the realisation that they could not hope to achieve development without this basic tool of knowledge. It also at the same time strengthened their hope that they in their efforts could depend on the willing cooperation of more advanced nations.

Shri N.R. Gupta representing the Indian Adult Education Association said that literacy education should not be an end to the whole adult education movement. In today's world where science and technological advancements were rapidly taking place continuing education of the adults was absolutely necessary. Life-long education was the need of the hour and without it no progress could ever take place. For the development of the nation a wide spread adult education movement was necessary which would result both in agricultural and industrial development.

Referring to the functional literacy, Shri Gupta said that literature for neo-literates based on learner's need should also be adequately produced to enable them to get benefits out of the functional

Work-Oriented Literacy In Ethiopia

(Continued from page 15)

Akaki-Nazareth district or at the Bahr-Dar Polytechnic Institute.

The operational phase in each sub-project will be launched only after the successful completion of the preparatory phase. Initially, activity will be directed to a limited area and population, and will be extended to larger areas following an independent evaluation of the results. The one-year preparatory phase is essential for the application of the new work-oriented approach to adult literacy, and for the implementation of the two operational phases. During the first two-year operational phase, experience will be gained for the extension of the project during the fourth and fifth years.

A detailed evaluation will be made of changes recorded in the incomes of the families of new literates, in their way of life, health and nutrition, production and consumer practices in the utilization of new sources of information and in participation in social and community organisations. One expert will be responsible for carrying out this evaluation throughout the entire project; in addition, consultants will assist in the task during the two operational phases.

These are the general outlines of the Ethiopian pilot project, one of a series of similar undertakings, now being implemented or in the planning stage, which are expected to have a considerable international impact. These projects are all based on one guiding principle: the close link between improvement in economic and social conditions and the acquisition of knowledge by adults. The correlation between literacy training and development remains to be proved, however. This is why evaluation will play an outstandingly important role at all stages in these projects, for only in this way will it be possible to elaborate an efficient world strategy for work-oriented literacy.

—UNESCO Chronicle
June, 1968

literacy. He said that the Indian Adult Education Association would also produce literature for neo-literates with the financial assistance from the Government. The voluntary organisations could produce such literature quickly and without any difficulty.

Shri Gupta appreciated the effort of the Delhi Administration in establishing evening adult schools. But there was a need for many more, he added. He said that the Indian Adult Education Association was also trying to set-up evening adult schools for employed people.

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Key Role in India's Growing Economy

The Fertilizer Corporation of India is the biggest producer of chemical fertilizers in the country. Its existing operating factories at Sindri (Bihar), Nangal (Punjab), Trombay (Maharashtra) and Gorakhpur (Uttar Pradesh) have a total capacity of 367,000 tonnes of nitrogen and 45,000 tonnes of phosphate per year.

With the completion of its new factories at Namrup (Assam), Durgapur (West Bengal), Barauni (Bihar) and Namrup Expansion (Assam), the first one in 1968, the second one in 1969 and the last two by 1970-71, the overall nitrogen capacity will be raised to 9,60,600 tonnes per annum.

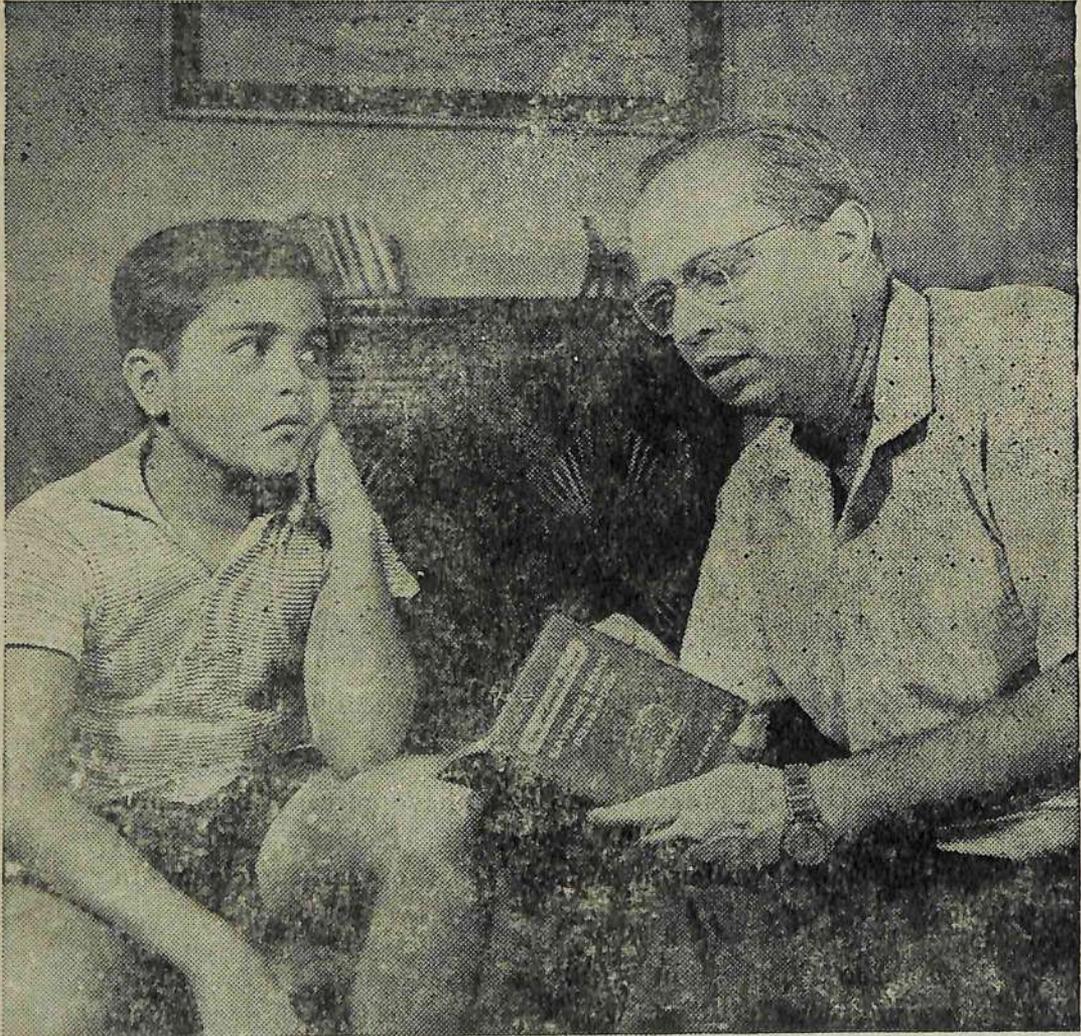
About 70 lakh tonnes of fertilizers have already been produced in the Corporation's operating factories, making a substantial contribution towards the goal of self-sufficiency in food.

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Indian Journal of
ADULT EDUCATION

Vol. XXIX, No. 11, November 1968

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ADULT EDUCATION

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AVERAGE INDIAN WOMAN LIVES IN A WORLD OF NO CHANGE

DR. (Mrs) Welthy H. Fisher, founder of the Literacy House, Lucknow and recipient of this year's Nehru Literacy Award, said in New Delhi on October 27, that the average young adult woman in India still lives in a pattern of society, which has scarcely felt the tremor of the technological changes in the world. She said "Labour-saving devices and technological discoveries for a better life have been largely accepted in the cities of the world, but the rural areas in India have remained without these changes."

Inaugurating the four-day National Seminar on "Adult Education of Women in the Changing Pattern of Society" convened by the Indian Adult Education Association under the auspices of UNESCO, Mrs. Fisher said that if adult education was to have its impact in India, it had to be linked to economic development. Adult education among women had to be intensified so that there might be better communication between the masses and the educated.

Dr. Fisher drew a meticulous sketch of 90 per cent female population of the country—those deprived of the facilities of reading or writing the language they spoke and pleaded for understanding the innumerable problems daily encountered them. She stressed on imparting adult education to enable them gain self reliance. But without literacy, this

would not be successful, she said.

Dr. Fisher said that the village woman is ready to be educated. We have to give her what she wants and not what we think she wants, she added. She expressed the hope that India would offer an exciting new pattern of urbanisation to the world with new values balanced by old and enduring ones.

She said the women had a creative role to play in developing the citizens of tomorrow. Education must touch her socially and intellectually. She has to be taught by sensitive women so that she will have a well-fed, well educated family. She must be told how important it is to rear a small family, Mrs. Fisher said.

She added that woman must be helped to develop her village life while she develops herself.

Earlier, Dr. M.S. Mehta, President of the Association while welcoming the delegates to the seminar said that women's education was lagging far behind and it was important for the general development of the country that special efforts should be made for its improvement.

Dr. (Mrs.) Durgabai Deshmukh, Director of the Seminar expressed the hope that the Seminar would produce a concrete programme of action.

Mass illiteracy was an internal enemy, she said. Adult literacy of women had to be considered from a national point of view, for an Indian woman had an important role to play in the development of the country.

She enumerated the efforts being made for an intensive drive against illiteracy by teachers and students during the Gandhi centenary year. She hoped that Rs. 100 lakhs provided for the development of the National Service Scheme among students for their participation in combating illiteracy will find proper utilisation.

President's Message

The President, Dr. Zakir Husain in a message has said, "Democracy in India cannot succeed unless women play their proper role. Our women particularly in rural areas, are steeped in ignorance and superstition. Adult education is the only means by which we can make them enlightened citizens. But this stupendous task cannot be undertaken by Governmental or municipal agencies alone. It is for voluntary organisations like the Indian Adult Education Association to mobilise people's effort in this crusade."

Messages were also received from the Vice-President, Prime Minister, Deputy Prime Minister, Home Minister, Education Minister, Transport and Shipping Minister, Minister of State for Education, State Governors and the UNESCO.

Groups

The delegates were divided into four groups, each with a chairman and a rapporteur. The group chairmen were Dr. (Mrs.) Sarojini Varshney, Acting Dean (Education) University of Banaras; Mrs. C.K. Dandiya, Director (Extension) University of Rajasthan; Dr. (Mrs.) Helen Butt and Mrs. Sarada Sarva.

A number of experienced veterans of adult education like Dr. (Mrs.) Phulrenu Guha, Minister of State for Social Welfare, Dr. Sushila Nayar, M.P., Kumari Shanta Vashist, M.P., Smt. Ila Pal Choudhury, M.P., and Smt. Raksha Saran also addressed the delegates on various problems that were under discussion.

The delegates were given a reception by the President, Dr. Zakir Husain and another by the Mayor of Delhi, Shri Hans Raj Gupta.

About 70 delegates from 15 States and Union Territories attended the Seminar. Shri K. Millinkovic, UNESCO Expert on adult education attended the seminar on behalf of the UNESCO.

Valedictory Address

The valedictory address of the Seminar was

delivered by Dr. (Mrs.) Sarojini Mahishi, Deputy Minister attached to the Prime Minister. Dr. Mahishi said that adult illiteracy in this changing pattern of society was a big blot on its face and every effort should be made to overcome it.

She said, "sooner we get rid of illiteracy, the better will it be for the whole country to march ahead. Literacy alongwith its other components is a very effective mean for the intelligent participation of a man or a woman in the democratic institutions and also in shaping the destiny of their own country in the long run."

Recommendations

The following are the recommendations of the National Seminar :

1. Functional Literacy should be the goal of all our literacy programmes and it should not only impart ability to read and write, but promote skills and competencies to enable the learner to solve personal problems of every day life. Functional literacy programmes for women should invariably include courses like, home management, child care, family planning, craft training, health and sanitation, nutrition and citizenship education etc.

2. The Seminar finds that lack of motivation, indifferent attitude of the family towards education, dearth of trained teachers for adult education and lack of suitable literature for literacy and follow-up and lack of economic incentive are the main obstacles in organising literacy programmes for women. The Seminar recommends that these obstacles, specially lack of economic incentive should be given proper consideration before launching any project of adult literacy.

3. The Seminar recommends that the contents of the literacy programme should be based on the roles expected of women in a society. Distinction between the roles of rural and urban women must be made in chalking out functional literacy programmes for them.

4. The Seminar feels that adult education work for women in the changing pattern of society cannot be entrusted to one type of organisation. The efforts of both official and non-official organisations are to be coordinated to avoid overlapping. Voluntary organisations should be entrusted with the responsibility of running various projects, approved and sponsored by the Government at the Centre and in the States under their various schemes.

5. The Seminar recommends that the year 1968-69 which is being celebrated in the country as Gandhi Centenary Year should also be adopted as the Eradication of Illiteracy Year. The Indian Adult Education Association should take the lead in this matter in providing guide lines for the purpose.

EXTENSION OF PROJECT ON FARMERS' EDUCATION AND FUNCTIONAL LITERACY URGED

THE following are the resolutions passed at the National Seminar on "Adult Education of Women in the Changing Pattern of Society," New Delhi, October 27-30, 1968.

1. This National Seminar organised by the Indian Adult Education Association for discussing the subject of 'Adult Education of women in the changing pattern of society' is gratified to note that the Central Advisory Board of Education at its 34th Session held at New Delhi on the 11th and 12th October, 1968 (vide resolution No. 26) has requested the State Ministers of Education to utilise the Gandhi Centenary year for launching an intensive drive for removal of illiteracy.

The Association calls upon all its affiliated organisations and other voluntary organisations to plan programmes for implementing the resolution. It urges the Central and State Governments to allot projects to voluntary organisations for implementing the resolution of the Central Advisory Board of Education.

2. This National Seminar organised by the Indian Adult Education Association for discussing the subject of "Adult Education of women in the changing pattern of society" has noted with great satisfaction that an integrated programme for functional literacy for farmers has been launched jointly by the ministries of Food and Agriculture, Education and Information and Broadcasting. This programme has so far been taken up in selected areas in ten States only.

The object of the programme is to help the farmers to understand and use modern and scientific methods of farming for increasing agricultural production. Skills needed in reading and writing are expected to be imparted as a part of the functional literacy classes.

While the programme is of immense benefit in relating literacy to economic development, and as such, has immense potentialities, the Association draws the attention of the Central and State Governments to the very limited coverage so far contemplated, and even for this very small area of operation, to the need for the education of the farmers' women which is simultaneously so essential for the proper realization of the great purpose.

The Seminar, therefore, urges upon the Central and State Ministries to extend the programme in order to utilise the service and experience of well established voluntary organisations in the country and in particular the Indian Adult Education Association by allotting about ten projects to it for implementation in cooperation with its affiliated institutions.

3. This Seminar (organised by the Indian Adult Education Association for discussing the subject of "Adult Education of women in the changing pattern of society") urges the Central Board of Workers' Education to provide for the education of a large number of women employed in Small Scale and Cottage Industries. The Board has so far reached only men workers which is not enough. The Seminar urges the Central Board of Workers' Education to call upon the industrial managements to consider the programme of education of the women workers as a part of the employers duty towards their workers and make use of the services of voluntary organisations existing for the purpose in their respective areas and industrial establishments.

4. The Union Ministry of Education has, in accordance with the recommendations of the Education Commission, approved of the National Service Corps programme for University students. This National Seminar organised by the Indian Adult Education Association views with satisfaction that eradication of illiteracy forms an important part of the N.S.C. programme.

The Seminar urges upon the Union Education Ministry and the University Grants Commission to utilise the services of well-established Adult Education Organisations for the implementation of this programme and requests the Indian Adult Education Association to function as the Coordinating Organisation for the purpose.

Maurice Bruce gets Professor Title

The University of Sheffield in England has conferred the title of Professor on Mr. Maurice Bruce, Director, Department of Extra-Mural Studies of the university. Mr. Bruce had been the Director of the Department for the last 21 years.

Literacy

In

Introduction

I visited Tunisia from April 30 to May 4, 1968 to study the literacy education system in that country. Since I knew neither Arabic nor French Mr. Abdul Haq Lassoued the Director of the *Institut de l'education des adultes* was kind enough to provide an interpreter and all the other facilities to visit the classes and study records. Because of the short stay and the problems of interpretations there might be some discrepancy in my observations and the reality. It should also be understood that this report is based on the observation of ten classes only.

Background of the Literacy Work

The literacy 'campaign' in Tunisia was inaugurated by the President on October 15, 1966 in the Congress Palace at Bizerte. Recently a small functional literacy project, called the Mornac Micro Experimental Project has also been set up in one of agricultural cooperatives. Perhaps to distinguish the former from the latter the term often used for it is 'traditional literacy classes.' But the literacy work in Tunisia seems to differ so much in national emphasis, planning, system of teaching and reward, that it may be an injustice to call it traditional or campaign type of literacy. It is a selective-intensive system of *literacy education* and very close to Unesco's concept of functional literacy as will be described in the following pages.

The *Institute De L'enseignement Pour Adultes*, responsible for literacy comes under the Ministry of Information and Culture. The five year budget of the Institute is 5,34,000 dinars and the expected total enrolment in the classes is 150,000. But the actual enrolment in 1966-67 and 1967-68 was 8,000 and 9,000 more respectively than the expected figures. An unusual happening in literacy work and a fact worth noting.

The total number of illiterates in the country is about 1½ million, and the illiteracy rate about 30%. It is planned to confine literacy teaching to the organised sector during the first five year plan than spread the efforts, perhaps, after the planned period, to other segments of the population. There are about 200,000 workers engaged in the 'organised sector' which includes factories, industries, agricultural cooperatives and municipal bodies. The classes for women, which the Institute runs directly or cooperates with other organisations in running them, do not seem to come within the concept of organised sector, strictly speaking.

Motivation of the Learners

The statistics of the ten classes I visited, reveals that at the end of seven months the drop out was negligible. The enrolment figures at the beginning and the end may not show the real drop out rate as the total enrolment figures may remain the same because of fresh admissions. But I have checked the entries in

the attendance registers name by name and the same adults continue throughout the one year course. Drop outs and fresh admissions are very few. This is quite remarkable and indicate a high motivation among the adults.

The factors leading to high motivation seem to be the following :

The state has accepted adult literacy as a highly desirable social objective. I was told that the President takes personal interest in the Institute's work and calls for literacy figures for examination. The cells of the political party have instructions from party headquarters to cooperate and assist in the literacy programme and I understand that they do so.

As illiteracy is only 30% the illiterates find themselves in the minority and not in the majority as is the case in most developing countries. Thus the social environment works in favour of literacy and not against it.

The political and economic changes are helping the people to break away from the past and move towards modernisation. Almost all the big landlords have disappeared and the farmers who were working on their lands as labourers are now the members of their own cooperatives which will ultimately own the land. The dwellers of scattered hamlets are now being resettled in newly built townships.

An effective system of rewards

Education

Tunisia

for those who attend regularly and qualify with credit operates in the country. The classes in factories are half on the factory's time and half on the workers'. But the management (for example the Tobacco Manufacturing Centre) would reimburse even for the students time at the rate of 100 million, (about 2 sh.) for every half an hour spent in the class. In addition every student finishing the course successfully gets a prize of about 7 Dinnar (about £7). There is no automatic promotion to higher jobs but there are good opportunities for internal promotions if the newly literate worker can compete successfully. Since they may hold responsible posts the management insists on quality. Thus literacy training and qualifying in the examinations becomes a serious thing in the Tunisian context.

11 of the newly literate workers of the last year batch of the Cleaning Service of the Tunis Municipality were promoted to higher jobs. Since the city is expanding more jobs are created and the workers stand a chance to hold them if they can qualify. The Municipality provides barber and bath facilities, organises tours and offers soft drinks for the students at half the price. Those who pass successfully get about 15 Dinnar as gift. The Mayor even gave away two houses to two most brilliant students as incentive to others.

It seems that the government and the organised sector do not

spend so much money on the literacy of the workers with a view to get back immediate economic return. It is seen as an investment in the development of the personality and the capacities of the worker in the hope that whatever work he does as a citizen he will do it better. The case of a packer in the tobacco factory may be cited as an example. He has been packing for the last 20 years. Except for keeping records of the packages dispatched there does not seem to be much chances of improvement in his packing. But the manager explained that money was being spent on him with a view of social promotion of the man and future development of his personality and not necessarily that it was paying to the company immediately. Today the worker has developed expectations of a better life—perhaps after 20 years of being a packer.

The Reading Materials

The teaching is in Arabic and three attractive textbooks are used to teach the 3 R's. Since the same books are used for all the groups the lessons are not naturally related to the work of every learner. But they have adult concepts dealing with the environment of adult life. In addition there is a monthly newspaper and a printed or roneod magazine for every centre (there can be many classes in each centre). History and geography is usually taught orally but there is a system of developing the summary of the oral lesson on the blackboard which the students copy in their note books.

Duration and Teaching

Literacy training is a two year course, divided into first and second year. The classes are usually held five days a week, 1½ hour a day. The total duration will thus come to about 720 hours. The teaching follows the school pattern consisting of reading, arithmetic, writing, composition, taking down dictations, listening to civic lessons and taking down the summary. The arithmetic standard seems quite high. I saw the students multiplying 215 x 365, dividing 24654 by 25, doing other complicated problem-type sums, and even finding the area of a triangle.

Most of the teachers are secondary school pass with six months training in adult education provided by the Institute. Most of the teachers are full time and getting just a little less than that a primary school teacher. Each full time teacher teaches several classes. The teachers in the industries are selected and paid by them. Training, supervision and provision of reading materials is the responsibility of the Institute in all the cases.

The final examination is held at the end of the second year and literacy certificates are issued only to those who qualify. The students are examined by the teachers of other governorates (provinces) and not by their own teachers.

The classes are usually held in well furnished class rooms, with desks and benches, a large sized

(Continued on page 16)

NEED FOR RESEARCH

ADULT education in India has passed through a series of developments in their approach, philosophy, organisation and training phases since its inception. This has been made possible by organising several conferences, seminars and workshops in adult education where expert consultation took place. The importance of the role of adult education has today come into limelight for educating people to bring about desirable changes in their way of living, social and technological spheres, in industry and agriculture, in health and social welfare and in almost every area, where out of class room situations demand education.

Concept of Adult Education

Adult education is known in India from the last quarter of the 19th century. In those days it was regarded as an effort for removal of illiteracy. But later on it was realised that mere literacy does not produce results which can be sustained. The scope of the content of adult education was enlarged to include general social education.

In 1948, the Central Advisory Board of Education set up a committee, to frame a scheme for adult education. According to the report a comprehensive concept of adult education was emerged. It included elements of education for democracy, citizenship, health and education for desirable social change. This concept of adult education has been accepted for the purpose of this paper.

What is Research?

Research has become a word with power to conjure almost as great as the word science. The word is often greatly misused. The term 'research' has come to be applied to such a wide range of activities that it has ceased to have a single identifiable meaning. In endeavouring to shed some light on the meaning and proper use of the term it is better to define what 'research' is.

Research may be defined as any investigation, survey or study tending to correct, verify or add to the knowledge in general or in specific field. Green-

wood the eminent social scientist puts it "Research is definable as the use of standardized procedures in the search for knowledge."

These standardized procedures are based on certain logical principles. Mere census taking or simply making record of facts is not a research. A project which has for its sole object and final end the assembling of the data cannot of itself be called a research project. Thus for instance just recording how many workers in a factory are literate or collecting the information as to how many farmers have adopted high yielding varieties is no research. The data have to be collected in such a way that from them certain generalizations are to be made. The knowledge sought by means of research is "new." It seems to substantiate an old proposition, or test new assumption or to disprove irrefutable research with new evidences. Its function is to discover answers to questions through the application of scientific procedures. Scientific procedures have distinctive features, which are objectivity, verifiability, generality, predictability.

What does Research in Adult Education mean?

As a matter of fact adult education is an educational process and hence as such the research in the area of adult education goes under the category of educational research in general.

Research in adult education suggests the application of the fact finding or scientific approach to problems connected with adult education. It can probably be best defined as "any systematic striving actuated by a need or sensed difficulty directed towards some complex phenomena."

The Need for Research in Adult Education

Research has proved to be an essential and powerful tool in leading man towards progress. All significant researches lead to progress in some field of life or the other. Each year new problems, new facts, new concepts and new ways of doing things come into existence due to ever increasing significant researches in all branches of knowledge. Adult education being an educational process of course, should draw heavily on what has been learned in

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IN ADULT EDUCATION

other educational situations. But it should also represent more than the mere application of the methods of theories of the general educational science to the specific problems in adult education.

In so far as adult education is concerned the ultimate aim of the research is to provide knowledge that will help the adult educator to achieve his goals by the most effective methods. The need for research in adult education to improve adult education practices and policies, more effective methods, more satisfactory techniques, richer learning material etc., is being realized increasingly. Research in these areas has the same meaning to adult educators as the educational research is for those who follow classroom teaching as a profession.

The research is assuming more urgency because of the very rapid expansion of different developmental programmes. As a result a number of new problems in the field of adult education, never imagined hitherto have arisen and many old problems in various fields have become more complicated and acute. For a successful solution of the multitude of old and new problems and for a full realisation of the aims set up during present times, it is necessary that research work, adequate both in quality and quantity should be carried out.

The research in adult education is needed right from the stage of policy making and planning. There should be necessary awareness for the adoption of policy suited to the orientation of adult education. Unless the necessary steps are taken in time, the country may find themselves faced with unexpected problems, which may create difficulties in carrying out the programmes. To solve this difficulty the high level policy is necessary to be based on research. Research in adult education is needed for the planning of the programmes. If planning means drawing up a programme of action in the light and on the basis of the available resources, it would be a mistake to prepare developmental plans, especially for rural communities without having the most accurate possible knowledge of the situation existing. It is also necessary to know what people will be willing to do, what stage they have reached, what is the best approach by which to persuade them to advance, what stimulus will encourage that advance, what obstacles are likely to be encountered owing to the way of life of the people and their

attitude. These are facts to be discovered only by means of research.

The research in adult education should be able to provide answers to all concerned. For instance the time has come now to find out whether the best and the most efficient teaching methods are used, whether the methods which are being used are going along with the modern times or still they are sticking to the methods applicable to good old days. At the same time it is very necessary to find out whether the methods or the approach taken by the adult educators should be the same to all sorts of adults or should it be different according to socio-cultural patterns of the community. It is also worth studying whether the approach which the adult educators are taking is geared to the needs and the interests of the community concerned.

Coming to the personnel engaged in the field of adult education, research should throw additional light on the kind of professional competency needed to promote the programmes more efficiently. In this respect, research is also necessary to find out the training needs to make the staff more efficient.

Frequently there are references to the time lag between the discovery through research or experiment of a new technique of great significance to its application by the people concerned. So there is a need to find out whether there is a back log of scientific information or not. If there is it is necessary to find out where it is and how research itself will help to solve some of the problems in getting the new idea diffused.

Lastly, a careful evaluation of the adult education work and programmes is a must. How the work is carried out? Whether the programme has satisfied and fulfilled the objectives? Whether the money spent and allotted is properly used? How far it is a success in relation to its aim? All these questions are to be answered by using the scientific tool of evaluation.

To conclude then, the time has come now when adult education must cease to borrow or adopt from other disciplines for a factual understanding of its own basis and fundamentals. The time has come when systematic research of an empirical nature should form the back bone of adult education.

All Questions and No Answers

William C. Rogers

YOU are the chairman of a conference which is supposed to adjourn at 5:00. It is now 4:50.

The speakers have been unusually provocative and the question period has gone well. There are still a dozen eager pair of hands in the air. Time is running out. What should you, as the chairman do?

The usual alternatives seem to be most unsatisfactory. First, you can prolong the meeting until all or most of the questions are handled. This wears out your speaker and the majority of the audience, who are ready to go home. A second alternative is to stick by the clock and close the meeting at 5:00 which also can frustrate the speaker and the audience, but in quite another way. If the meeting has dealt with a controversial subject and the speaker has been one-sided there is also the danger that you may be accused of being unfair by ending the meeting before those who disagree have a chance to talk back. Most adult educators have been on the horns of this dilemma from time to time.

There is a third option which I call "All Questions and No Answers" which has often worked well. Let's look at the scenario again. The time is still 4:50 and there are still hands in the air. The chairman says, "In order to close on time and yet hear everybody's question, we will now ask each person with his hand up to speak, but we're asking the speaker (or panel) not to answer the questions. Instead we will have one question after the other, so that everybody will have a chance to know what the members of the audience have on their minds." (At this point the speaker looks a bit concerned and the chairman takes over the microphones on the stage to prevent the speaker for trying to answer the questions).

In my experience, most of the audience seem, strangely enough, to be quite happy to ask their questions regardless of the fact that they will get no answers. In some cases, additional hands actually go up after this option is offered. No doubt, psychologists have a name for this syndrome. My guess is that when people ask a question they really just want to express themselves. Getting an answer may be a secondary goal. Most "questions" are really veiled comments in many situations. There may even be some people who would just as soon get the last word.

The speaker is the one with the main frustration in this situation. He is not permitted to answer each question, many of which may run counter to his position. In order to spare him the worst parts of such frustration, the chairman may use the "all questions with one answer" alternative. Here the speaker may choose one of the questions put to him or make a general moment covering some of the major points brought out by the questions. He must be warned to be very brief, however, and he usually is. He realizes that the audience also has had to accept some frustrations.

This device is often quite stimulating. Most people like an active question period but are irritated by over-long answers which limit the number of questions. The audience gets the feeling of having participated fully and not having been cheated out of their chance to respond to the speaker. The novelty is amusing because people are not used to question periods in which there are no answers. Also the technique is particularly useful when feelings are running high on some controversial issue in which it is felt that the speaker hasn't given both sides of the question.

I have used this ploy in half a dozen cases and have found no objections to it. In fact, it seems to be a good way to end a meeting in an euphoric glow rather than in a condition of general exhaustion.

—Adult Leadership

April, 1968

West Bengal Adult Education Association

The West Bengal Adult Education Association, Calcutta had organised a Teachers Training Course in Adult Education and Social Services in April-May this year. Out of 49 trainees, 47 have passed the examination, of whom 15 are teachers, 15 Social Workers and 17 students of different colleges of the city.

The Association has made 1073 men and 176 women literate during the year 1967-68.

The Function of A University in Adult Education*

By Prof. Maurice Bruce

Head, Department of Extra-Mural Studies, Sheffield University

ONE might appropriately ask what in the changing conditions of the times the function of a University in adult education can reasonably be said to be. Hitherto that function has clearly been one of leadership. The Universities were pioneers in the extension of teaching at a high academic level at a time when University graduates formed but a small part of the population. Whether through the Extension movement from 1873, or through the W.E.A. and the Tutorial Class from the early years of the present century, the lead in the provision of liberal adult education (to use a phrase more easily understood than defined) has long been in the hands of the Universities; originally with Cambridge, Oxford and London and, later, with others, though some came only late into the field. This is not to say that there were no other providers, but simply that the Universities were responsible, directly or indirectly, for the greater part of what was offered (they even influenced, by stimulating a reaction against their style of teaching, the growth of politically aligned adult education). Inevitably, however, provision was unequal over the country, and it was always inadequate. Not until the 1944 Act was passed was there any conception of complete coverage, with the responsibility for securing it placed on the Local Authorities who alone could undertake the task, and with so many other educational claims to be met progress was necessarily slow.

Further, the whole conception of liberal adult education was for too long linked to the notion of University entrance. The Extension movement was originally intended to provide contact with University teaching which would enable some at least to proceed to full-time study, and the tutorial class was similarly devised to prepare the way for entrance to Oxford. What actually developed in both cases, the formation of student groups combining study with the satisfaction of social purposes, achieved much wider aims, but was still restricted to a fairly narrow range of activities.

Local Authorities were at the same time developing not only vocational further education on a part-time basis but also adult recreational activities which were, however, completely divorced from local Extension and W.E.A. groups, who were often enough divorced even from each other.

In the case of the joint University-W.E.A. classes

the concentration on the great ideal of the three-year tutorial class as almost the only legitimate form of provision undoubtedly inflated much worthwhile effort beyond its true scope. A more broadly based range of activity would have been more appropriate, but was hardly possible until well after the 1944 Act, while it was the Ashby Report, as has been indicated earlier, that finally eased the restrictions on University classes. Meanwhile, because of the lack of adequate organisation, much that was done was handled mechanically, and regulations were sometimes obeyed in the letter rather than the spirit, as is clear, indeed, from the early records at Sheffield.

Various devices were resorted to, for instance, to meet the demands of regulations that tutorial classes would entail the production of "written work" by students: the work was too often produced for administrative rather than educational reasons. "Written work" has, in fact, long been the bane of adult education. If a class is to be successful active student participation is essential, but the writing of papers is only one way of ensuring this, and that not necessarily the most useful. Given that the English educational tradition is what it is, however, it was for long the production of written work that was the test of serious purpose.

The greater freedom of recent years and the greater range of subjects studied have made it possible to develop student participation in more helpful and significant ways, of which the variety of activity in the day release classes for industrial workers and the work done on records in local history are notable examples.

The Future

The scene now is of much greater breadth and range, with the Universities rather less dominant than for so long they were. The future lies with the Local Authorities and with the widely-based centres that they are beginning to develop, centres which offer a range of adult education activities at various levels and catering for a variety of tastes. In these will be found as their organisation develops the social activity which will make them the modern counterpart of the Extension society or W.E.A. branch, though in true English style all three types of student grouping will continue to exist side by side. Similarly as the Local Authorities build up their specialist staffs the Universities and the W.E.A. will continue to maintain and develop theirs; each has a particular contribution to make, though in

*Excerpts from a pamphlet entitled "1947-1968 A Personal Survey."

future they are likely to be made increasingly in collaboration rather than in isolation.

Two needs, in fact, have long been felt, more organising staff to investigate need and provide for it, and better facilities for the work. Whatever the scale of University and W.E.A. organising staff in the past (and there was little of it before the thirties), it was never adequate to its task, and the creation by the Local Authorities of staff on the ground to stimulate and encourage the work will for the first time make adequate provision possible, though it is likely to be many years before staffs can be adequate to the need. By the same token the creation at long last of centres appropriate for adult students will help to create an entirely new image of adult education. Too often in the past adult classes had to be taken in school rooms used in the day-time by young children: the stories of students sitting on the desks because they could not get into them are no exaggeration. Much excellent work was done under these conditions, for they could not damp the ardour of keen students with good teachers, but the effect of the new accommodation, specially created for adult use, which has been erected in many parts of the country has shown how much greater is the response to more suitable facilities. The location, equipment and even the arrangement of rooms for adult classes exert a significant influence on the character and quality of the work done. England has had compulsory elementary education for less than a century. Adult education as we know it has largely developed during that time, but its growth has been empirical and only now can we begin to see the beginnings of a pattern of provision adequate to modern needs.

The University Role

In the new pattern the Universities will still have an extremely important part to play, though one somewhat different from their role in the past, and the experience of the Sheffield Department over the years suggests what that part will be. Three aspects can perhaps be distinguished. It is clear, in the first place, that many people, including a certain number who are prepared to face winter journeys, appreciate the opportunity of coming to the University itself. At the University are to be found lecture-rooms, large and small, which can be put to extramural use, and public lectures which attract large audiences (and which now call for the additional aid of closed-circuit television for overflow meetings and for recording for later showing) demand large lecture-theatres. Much extramural work is, however, of a more intimate character and needs small rooms, carefully equipped for class use, and near to library facilities. Such rooms the Department can best provide, and it is therefore important that it should have its own teaching centre, which it will need also in the daytime, when the availability of other University accommodation is more restricted. No small part of the general extramural programme is likely to

find its place, therefore, at the University.

Through the Department the University can, secondly, help to provide adult education in every part of the area with which it is principally concerned. It can provide single lectures, courses and classes as part of its own programme, and can also assist other agencies with their own provision. Increasingly what is provided is likely to take place in local centres, and University staff may well give some assistance in the management of these and contribute to their value as centres of social as well as educational activity.

Thirdly, as suggested earlier, the University should serve as the local centre for adult education studies, bringing together all staff engaged in the work, and providing them with opportunities for training and investigation. For this some academic provision for the study of adult education as a subject, not merely assistance in providing classes, will be required.

A further possibility, on which there is as yet little information, is the creation of special courses and qualifications for part-time adult students, on the lines of the Extension Colleges of American Universities.

The notion of "continuing education" is an attractive one, and though not identical with the "philosophy of the second chance" which has so long characterised much English adult education, is not unrelated to it. The day-release classes in particular have shown how much talent is still latent, how many even among high-fliers the educational net fails to hold at school level, and the needs have not been met by the States Mature Awards that have been granted for some years now. The Open University will presumably provide much that is required, though a great part of the work done by the students of that University will have to be done in local tutorial centres and there may even be scope for independent work in other universities. (The Open University might best have been projected, indeed, as a co-operative venture, as proposed some years ago by a committee of the Universities Council for Adult Education, of which the Director was convenor.) The remarkable experience of the Extramural Department of the University of London certainly suggests that a development of adult education qualifications is a possibility.

Student Needs

Amid all the discussion of plans for providing adult education the needs and interests of the students themselves must not be overlooked. What will they want, and will what they want fit conveniently into administrative categories? Again, we must look to the Department's experience for a lead, and that experience is to a large extent a reflection of deve-

lopment in all parts of the country, as is shown by the long series of annual reports of the Universities Council for Adult Education (the first three of which, from 1952 to 1955, were written by the author).

Four main types of need can perhaps be identified. There is first, and most obviously, what might be called the "general cultural" aspect of adult education, the interest of people, whatever their educational background, in the study of a subject for its own sake, for the enlargement of experience and understanding which it gives them, and indeed for sheer pleasure. Under this head must be included the concept of "new light" of knowledge only recently discovered, which conveys its own appeal.

Secondly, there are many courses of professional interest, providing a background of understanding to professional and similar tasks.

Thirdly, there are courses of a "refresher nature," which are likely to become increasingly important with the advance of knowledge and the increase in the number of people with educational qualifications.

Finally, there are courses of an intensive nature, exploring a limited area of knowledge in depth, and intended in the main for people without much educational background who can nevertheless be carried forward in a limited field provided that the condi-

tions and guidance are of the right kind. This last need has long been an essential feature of adult education and has found its modern expression particularly in the day-release class.

With all these tasks to perform the University is not likely to cease to play an important part in adult education. What it can offer in particular is the help of specialist whose duties require of them that they should keep abreast of their subjects and contribute to their advancement. Not all educational institutions can provide the scope which is an essential part of the University teacher's activities, though it stands to the credit of the English University tradition that so many members of staff over the years should have had the sense of social responsibility which led them into work "outside the walls." (The contrast in such countries as Germany and Japan, where there is little University involvement in adult education, is a striking one.) Yet experience has shown, and the experience of Sheffield not least, that without an Extramural Department to channel the interest of members of staff, the work outside the walls cannot be directed to the best advantage. It is to be hoped that the achievement of twenty-one years, inadequate though that seems to the first Director, may have proved at least sufficiently well the value of the University contribution to adult education in the Sheffield area, and the value of the Department itself to the University.

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International Literacy Week In West Bengal

THE International Literacy week was celebrated in West Bengal, beginning from September 8, 1968. A Celebration Committee with Dr. Triguna Sen, Education Minister as its Chief Patron and Dr. S.N. Sen, Vice-Chancellor, Calcutta University, as its President arranged the programme.

Bharat Scouts & Guides, Bengal Bratachari Society, Calcutta University Institute, Social Education Organisers Association, Bengal Library Association and different University Students' Unions, cooperated with the Bengal Social Service League to make the week-long celebration a success.

On September 8, a large gathering assembled in front of the statue of Pandit Iswarchandra Vidyasagar in College Square and a villager from the district of Midnapore was asked to garland the statue.

This was followed by a mass meeting in the Calcutta University compound. Srimati Maitreyi Devi, the well-known litterateur, presided and Sri Satyen Maitra and others spoke on the significance of the International Literacy Day.

Later, a procession of about 1000 people, composed of students, adult learners—both men and women—from urban and rural areas, and different language groups and organisations, each carrying their own festoons and banners started. There was a sizeable group of Hindi-speaking and also quite a large group of Oriya-speaking people taking part in the procession. The procession ended near Azad Hind Bag which is about a mile and a half from where the procession took off.

Two separate group meetings were held on subsequent days with the Hindi-speaking and Oriya-speaking representatives. Dr. Radha Nath Rath, the noted Oriya educationist and philanthropist in Calcutta, took part in these meetings. There was a separate ladies, meeting, too.

One common feature which marked these group meetings was that they were all keen on following up these meetings with starting of literacy classes in the near future. Concrete suggestions were made and ways and means were discussed to implement these follow-up programmes.

National Seminar : On September 13 and 14, a national seminar was held on the Role of Students and Youth to Eradicate Illiteracy. Sri J. Bose of Bengal Social Service League was the director of

this seminar and Sri S.S. Bhattacharya was the convener.

There was a sizeable contingent from the University of Patna and from universities of Calcutta, Viswa Bharati, Rabindra Bharati and Jodhpur. This seminar was split up into three groups to discuss :

- (a) Organisational Frame-Work
- (b) Involvement of students in Adult Literacy
- (c) Whether literacy work should be made compulsory for the students or not.

The seminar also decided to meet again in January, 1969 with a large number of participants, not only from different States in India, but also from abroad.

Follow-Up

The Celebration Committee decided to start 20 literacy centres in West Bengal and to take up specifically, eradication of illiteracy from the village Birsingha, the birth place of Pandit Iswarchandra Vidyasagar.

About 25 students and youth came forward to donate blood and the money which they received was contributed to the fund for the follow-up work.

Pada-Yatra

A group of students and youth went on foot during the week through different districts of North Bengal spreading the message of literacy and trying to awaken the villagers to the need of education. This 'Pada-Yatra' was hailed enthusiastically by the local people. About 10 Adult Literacy Centres will be started as a result of this 'Pada-Yatra.'

National Library Week

The Indian Library Association, Delhi will celebrate the National Library Week from November 14 to 20 this year.

The programmes like, public meetings, symposia, seminars, book fairs and exhibitions etc. will be arranged during the week.

Literacy Teaching in Kenya

FAR-reaching changes have taken place in Kenya during the past few months in literacy teaching, affecting the organization of the programme, financing, recruitment and training of teachers, co-ordination of activities and the provision of supplementary reading materials for new literates. This new departure, dating from the middle of 1966, has gathered momentum in the succeeding period. The present article describes some of the main features.

The Programme

From the time of Kenya's accession to independence until June 1966, the literacy programme was limited mainly to teaching the three R's: reading, writing and arithmetic. Courses, for the most part of short duration, were organized in a haphazard way: there was no overall plan, no control and no concern for the quality of the teaching. Nothing had been prepared for those who had learned to read and write and wished to put their knowledge into practice, with the result that many reverted to illiteracy.

Now, in addition to the three basic subjects, programmes include teaching the elements of geography and history, civics, agriculture, health and child care, domestic science, hygiene, etc., according to the needs and interests of the people in each locality. The education officers and literacy teachers in each district invite the staff of community development training centres, secondary schools and teacher training colleges as well as members of local county councils and voluntary organizations to give lectures and demonstrations which make the literacy programme more interesting and useful.

In addition, a post-literacy campaign has been planned, consisting of primary education for adults and vocational training. It will provide special intensive courses for new literates who have the ability and keenness to complete the primary cycle. For others, there will be practical courses in various trades and home industries.

Literacy classes are now regularly organized on a permanent basis. The approach is selective: during the first year, the programme was put into effect in ten districts for specific categories of people—farmers, workers in factories and plantations, and government and private employees. These people have been given priority because it is recognized that they benefit immediately from the knowledge they acquire and can make a more effective contribution to the development of the country. In this way functional literacy is integrated in the larger-scale development programmes.

Financing

Before June 1966, there were no funds specifically earmarked for literacy teaching in the national budget, though the Department of Community Development in the Ministry of Co-operatives and Social Services provided small sums for this purpose. However, in its 1966-1967 budget, the government allocated £20,000 sterling to literacy to be supplemented by the fees paid by students for literacy classes. This sum, though less than half the amount needed, has been used to pay the salaries of government officials organizing the campaign as well as education officers and the 323 teachers in the ten districts. The money also covered the expenses of training education officers, purchasing reading primers and follow-up reading materials and other items of equipment.

Personnel

In the past, there was no government official responsible for literacy teaching but now each of the ten districts has a full-time education officer whose task is to train literacy teachers, arrange classes and control all activities in this domain. The education officers appointed and trained to carry out this work know that the success or failure of the campaign in their sector depends entirely on their competence, initiative and devotion. Many of them who were already employed in the service were perhaps attracted by the increased responsibility to the literacy sector, where they receive roughly the same salary. They are constantly on the move, inspecting courses, discussing problems and needs with teachers and local leaders and helping to find solutions.

In addition to the initial course they attended before taking up their duties, the ten district education officers were called to Nairobi in April 1967 to attend a refresher course at the Kenya Institute of Administration. Officials from government departments, voluntary organizations and the Unesco East African Literature Bureau had talks with them and advised them on various problems connected with their job. On returning to their districts, the participants in the Nairobi course themselves organized seminars for the teachers.

Formerly, instructors of literacy classes were usually students who had completed primary school and who were paid with fees collected from the students. There was little supervision and no one whom they could ask for advice. Today, 70 per cent of those who give instruction are school teachers; they receive regular inspections, help and guidance

from the district education officer and they are paid a fixed monthly salary.

Fees for Instruction

In the past, fees paid by the students varied considerably from one place to another—between 5 and 15 shillings a month—and textbooks, exercise books, pencils etc., had to be provided by the student. There is now a fixed rate of 2 shillings a month and all materials are provided. This has resulted in a large increase in students, with as many as 100 registering in some localities, necessitating the creation of two or more groups. Some district officers were authorized to recruit extra teachers in order to limit the number of students in a class to 40.

Follow-up Reading Materials

Formerly, the only book provided were reading primers and one or two works in one of the principal vernacular languages. This meant that new literates very quickly exhausted the books available, since they had not yet reached the stage where they could read newspapers, magazines and books on sale in bookshops. Now, however, "Taifaleo," the Nairobi newspaper published in Swahili includes a special weekly section for these readers. Entitled "Learn and Progress" in English, "Jifunze na Uendelee" in Swahili, this section consisted of two pages from March 1966 to February 1967, when it was increased to four. The texts, using everyday words and short sentences, deal with a variety of subjects—education, health and hygiene, agriculture, advancement of women, co-operatives, etc.—and attempt to provide new literates with local news as well as practical information. In addition, the texts are broadcast by the Voice of Kenya. "Taifaleo" also publishes a weekly lesson in Swahili and an information bulletin. The venture has proved a great success, judging by the increase—20 per cent—in the sale of its special editions.

Furthermore, the East African Literature Bureau has started a programme for the publication of low cost supplementary reading texts in English and Swahili.

Collaboration and Co-ordination

In order to remedy the lack of co-ordination, a Board of Adult Education was established by an Act of Parliament in March 1966 to "advise the minister on any matter relating to adult education; to advise with respect to the co-ordination of the work in connexion with adult education of ministries and government departments and voluntary agencies; to identify and assess the need for new developments in

Training in Functional Literacy New Venture of Mysore State Adult Education Council

The Mysore State Adult Education Council had started twelve Vidyapeeths in different districts of Mysore State and has trained 2925 youngmen in the Vidyapeeths so far. It now plans to start a training course in Functional Literacy at Vidyapeeth, Nanjangud from November 1, 1968 for a period of five months. 25 illiterate adults will be enrolled for the training with special reference to High Yielding Variety Cultivation. The teaching tools and specific text books for the purpose have been prepared.

New plot of Land for the Council

The University of Mysore has allotted a three acres plot of land in its campus Manasagangotri to the State Adult Education Council, Mysore for its State Headquarters. The Councils plans to construct its Secretariat buildings, the buildings for its Press, Publications, Audio-Visual Education wing and for having a permanent exhibition etc.

adult education; to stimulate and encourage activities in adult education; and to report annually to the minister on the progress and development of adult education."

The Board has already made arrangements for collaboration with some government departments and voluntary agencies. Managers of factories and plantations have agreed to provide classrooms and to pay the salaries of the teachers. The Christian Council of Kenya is allowing some of its literacy supervisors to work for the government's literacy campaign, while it continues to pay their salaries. In Kajiado, a joint project is in progress in which the Christian Council is teaching Masai farmers agriculture and animal husbandry and government officers are organizing classes in reading and writing, as part of the national campaign.

In conclusion, it may be stated that the Kenya literacy programme, after its reorganization and overhaul, is now in a position to expand its activities and tackle new problems. Its continuity and stability, and the fact that it is operated by trained staff who are increasingly aware of their responsibilities, are the fundamental conditions for its success.

—Unesco Chronicle

Content of Literacy for Women*

By Dr. (Smt.) Phulrenu Guha

Union Minister of State for Social Welfare

I am very happy to be with you at one of the Plenary Sessions of the Seminar on "Adult Education of Women in the Changing Pattern of Society." It is very appropriate for the Indian Adult Education Association to organise a seminar on the subject under the leadership of my esteemed friend Dr. (Smt.) Durgabai Deshmukh. Her association with the fields of Social Welfare and Women's Education would help the Indian Adult Education Association to work out programmes of Adult Education for Women on right lines. She is known for her determination to implement whatever programme she associates with. It will certainly help the field of Adult Education a great deal in promoting the necessary programme with zeal and determination.

It is very unfortunate that the field of Adult Education continues to receive inadequate attention in our country. The percentage of literacy in the country has grown very sluggishly from 7 in 1901 to 24 in 1961. The spread of literacy among women is still very poor. In the age group of 15 to 44 years, which constitute the working force, out of the total population of 188 million, as many as 133 million are illiterate, of which women constitute 90 per cent in rural areas and 60 per cent in the urban areas. This is certainly a very disturbing realisation. Every effort requires to be made to promote literacy and adult education among women. Unless the mothers are educated, in which literacy is only a first step, the future of the nation cannot become bright. It is the mother who has to be helped to understand the changing pattern of life in modern times, so that she can help her children to be able to face the problems of change and development. The neglect of education among women affects also the progress of economic development in the country. In fact to harness the maximum of return from the economic programme, adult literacy and education should be spread extensively among the countrymen.

Coming to the main theme of today's discussion on "Content of Literacy for Women," I am glad to find that in the working paper two levels of literacy have been suggested, namely, (i) basic elementary literacy for all women and (ii) a higher standard of literacy for those who show leadership potentials. I agree with the proposition that every woman should be given the facilities of acquiring basic elementary literacy as a foundation for further education. I am, however, not sure whether the second level of

literacy of higher standard should only be for those who show leadership potentials. Who is to judge the leadership potentials in women? In a traditional caste dominated society of ours, the leadership seems to be the privilege of a few belonging to higher castes and economic groups. Let not literacy programme add to the stabilisation of the leadership among the same group. What is necessary is that those who show interest in learning, irrespective of their cultural, social or economic background, should be encouraged to take to higher levels of learning. In fact some observation and even intelligence tests could be worked out to select suitable women students for higher learning. Efforts should be made to utilize literacy and adult education programme to cut across the barriers of caste and linguistic groups, to provide opportunities to every citizen to achieve the highest according to her capacity. Adult education should become a source of social change, introducing equality of facilities for learning and participation in civic and social matters to all.

With regard to the actual contents of literacy and adult education among women, the emphasis has to be laid on functional literacy to begin with. It needs, however, to be realized that although we have talked so much about functional literacy to meet the requirements of primary functions of individual citizens, we have to go a long way in finding suitable contents of functional literacy and in providing text-books and other reading materials to give the required knowledge and information. For mothers the functional literacy should include some knowledge of mother-craft, child care and home-making. In view of the growing pressure of population it is also necessary to include the subject of family planning as an integral part of Family Welfare. Recreational and cultural programme should also be included. Text books in local languages and dialects should be published, presenting these subjects in bold types. Some experiments should also be made to find out suitable methods of presentation. Audio-visual aids should be utilized to further the programme of adult literacy and education rather than to replace it. Minimum of literacy of the fourth standard should become the privilege of all women. In addition, those who show interest for further education should be provided facilities of continuity of education. In this context, I would like to draw your attention to the very useful experience gained in promoting the programme of Condensed Courses among women. This programme requires to be further strengthened.

* Presidential address at the fourth Plenary Session on contents of Literacy Education for women of the National Seminar on "Adult Education of Women in the Changing Pattern of Society", New Delhi, October 27-30.

Before I conclude, I would like to refer to the need of associating Voluntary Social Welfare Orga-

nizations with the programme of adult literacy and education. As you know, there are more than 5000 Voluntary Organizations in the country which are actively promoting the programme of social welfare among the masses. Their services could be effectively harnessed in promoting adult education programme among women. In fact the activities of social welfare, adult education and family planning should become a three fold programme of all voluntary

organizations. They are most suited to promote these activities among people.

I am grateful to the organizers of the Seminar for giving me this opportunity of meeting the workers in the field of adult education. I am confident that the Seminar like this will give a new life to the programme of Women's Education under the leadership of Smt. Durgabai Deshmukh. I wish your effort all success.

Literacy Education In Tunisia

(Continued from page 5)

good blackboard, maps hanging on the wall and sometimes having a few other aids. They are large enough, well lighted and airy. Either they are located in a school building or a community centre, or a building provided by the Mayor of the town or by the industry.

The supervision is done by the so called 'animator.' He seems to do more the functions of an organiser, arranging the programmes of the Institute in an easily manageable area, than supervising and guiding the actual teaching.

Teaching by Television

The Institute is also trying out the usefulness of teaching by television in a number of classes. I had no time to study this programme.

The Monrac Micro Experiment

This is an experiment in work-oriented literacy teaching. The participants are members of an Agricultural Cooperative Society. They seem to be a well organised group, having a set pattern of work. All of them were in uniform and worked on the cooperative field only during set hours—approximately from six in the morning to five in the evening. After the close of work they came to the class. They met in two groups, those totally illiterate formed stage 1 and those semi-literate, some having 4-5 years of education, formed stage 2.

Both the classes had almost 100% attendance on the day of my visit. The adults seemed very interested and making rapid progress. The teacher in stage 1 class was an agricultural agent and in stage 2 a literate cooperator.

A very well planned and educationally sound teaching programme has been developed by the Institute. The teaching is very closely related to the work on the field which the co-operators actually do or they should do as cooperators. Reading and writing lessons are preceded by discussion periods in which the students are supposed to take active part. Lesson sheets are cyclostyled and supplied to the teachers with the teaching instruction sheet. No text books have been printed as one of the main objectives of the experiment seems to develop teaching methodology.

Conclusions

It seems Tunisia is running a successful literacy education programme because of the political and social environment, the system of rewards, the selective-intensive method of teaching, the seriousness of the examination system, and the full-time reasonably well paid teachers there is quite a strong motivation among the learners.

Because of the presence of the above mentioned favourable conditions and the fact that there are only about 200,000 workers illiterate in the organised sector

perhaps the entire programme or that in the industries and the agricultural cooperatives can be brought under work-oriented functional literacy without much additional cost. The major additions would be :

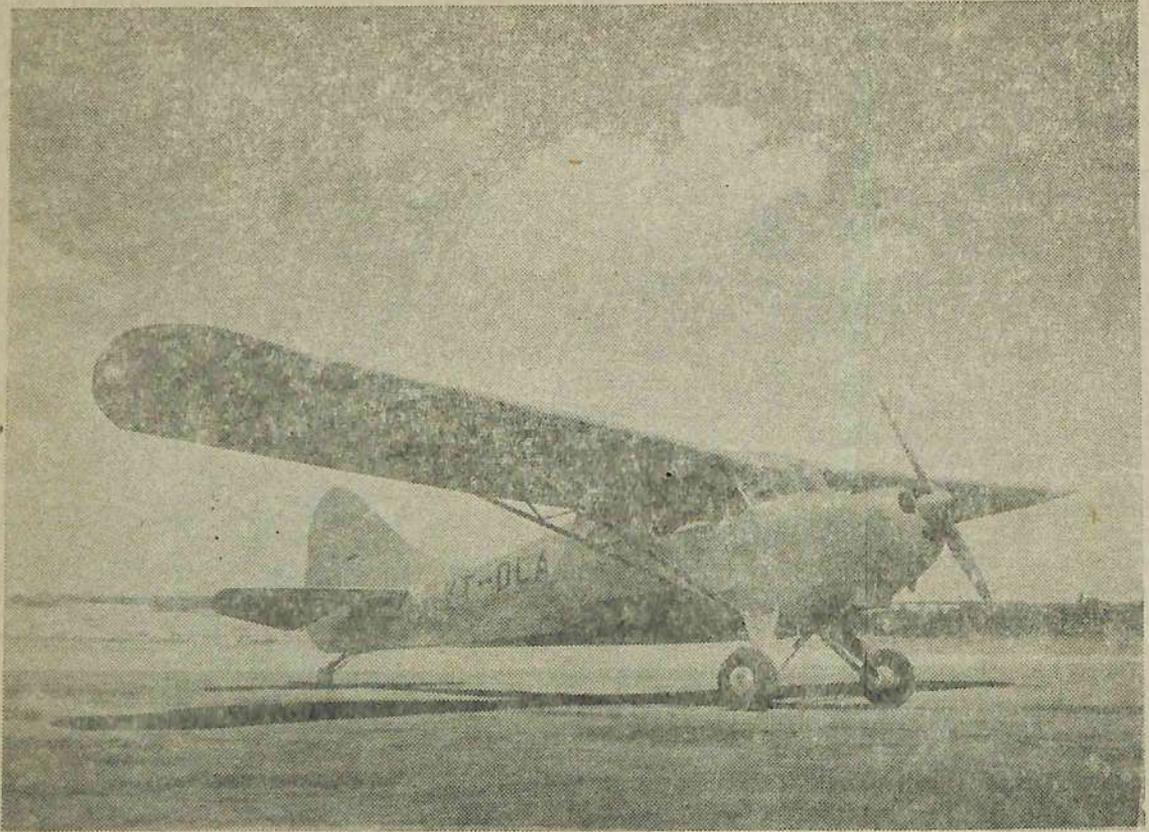
- (1) a base-line survey of the productivity of the workers
- (2) job analysis
- (3) preparation of cyclo-styled sheets leading to job training according to the job requirements
- (4) cooperation of the management and the Ministry concerned to provide demonstration of the jobs to be learnt through the job-training sheets. This would be necessary because the basic concept of functional literacy is the ability to learn about ones work through the printed word and thus attain independence and minimize reliance upon others. The demonstration will facilitate the learning process.
- (5) evaluation.

The Tunisian literacy education programme deserves much more recognition. Perhaps it will be of mutual advantage if international and bilateral agencies become a partner in the serious literacy effort of Tunisia—which is a rare incident in the history of literacy 'campaigns.'

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22nd ALL INDIA ADULT EDUCATION CONFERENCE IN PONDICHERRY Malcolm Adiseshiah To Preside

A two-day All India Adult Education Conference of the Indian Adult Education Association will be held in Pondicherry on December 23, 1968. Dr. Malcolm S. Adiseshiah, Deputy Director-General of Unesco will preside. Shri S.L. Silam, former Lt. Governor of Pondicherry will inaugurate.

The Conference will mainly concentrate on the progress of adult education in general and the roles of trade unions and cooperatives in adult education.

Shri M.S. Gurupadaswamy, Union Minister of State in the Ministry of Food, Agriculture, C.D. and Cooperation has agreed to address the delegates on the "role of cooperatives in adult education."

The Conference will be followed by a National Seminar on Adult Education for Parliamentary Democracy to be held in Pondicherry from December 26-29, 1968. Dr. L.M. Singhvi, Executive Chairman of the Institute of Constitutional and Parliamentary Studies will be the Director of the Seminar. Shri B.D. Jatti, Lt. Governor of Pondicherry will preside.

The Seminar will study the concept of parliamentary democracy and the importance of the common man's participation therein for its successful functioning, need for adult education for developing enlightened political consciousness, scope and programmes for promotion of enlightened political consciousness, and the role of various agencies in the implementation of the programme.

The Director of Public Instruction, Pondicherry will be the incharge of local arrangements. The Jawaharlal Institute of Post Graduate Medical Education and Research, Dhanvantari Nagar, Pondicherry will be the venue for the conference and the seminar.

A souvenir has been brought out on the occasion.

Seminar on Trade Unionism

A Seminar on "Trade Unionism" was held in New Delhi from November 21 to 23, 1968. Shri N.K. Pant, Associate Director, School of Correspondence Courses and Continuing Education, University of Delhi was the Director of the Seminar.

The Seminar convened by the Indian Adult Education Association in collaboration with the Central Board of Workers' Education studied the historical background of the trade union movement, organisation and development, structural pattern and working of the unions, function and programmes of trade unions, characteristics of successful unions and problems of organisation, working and finance.

32 workers of different trades and belonging to sixteen different organisations attended the Seminar.

The Association also organised in New Delhi two one-day schools on industrial relations on November 10 and December 1, 1968.

University Service to the Community Through Adult Education

THE seminar on Adult Education and the Indian Universities which was held at Sardar Patel University, Vallabh Vidyanagar, Gujarat State from November 25 to 28 has recommended that the Indian Universities should recognise that service to the community is as important a function of the University as service to a discipline. The speed with which knowledge is expanding makes continuing education an imperative necessity. Universities, therefore, must have faith in adult education and a commitment to serve the community.

The seminar was opened on the November 25, at Sardar Patel University. Welcoming the twenty participants including Vice-Chancellors, representing fourteen Universities and a few Adult Education Institutions, Shri Ishwabhaj J. Patel, Vice-Chancellor, Sardar Patel University said that Sardar Patel University was the fulfilment of the aspirations of the community and as such it had always endeavoured to serve the community in various ways. He was, therefore, happy that the seminar was meeting there and that it was going to consider how the Universities could serve the community through adult education.

The principal speaker at the inaugural session was Shri H.M. Patel, Chairman, Charotar Vidya Mandal which manages a number of colleges and other institutions at Vallabh Vidyanagar. He said that of the four human rights mentioned in Unesco publication, education is one of the fundamental right, next only to freedom. Education may be regarded as something without which a man cannot achieve the full development of his personality and is indeed the key to all development. In India we claim to recognise the great importance of education and do in fact, give it a high priority, he added. However, we have not yet really accepted the essentiality of education as the basis and foundation for all development. Regarding the role of adult education, Shri Patel said that adult education had played a significant part in the economic and social development of many countries, especially in the West. We have yet to adopt a clear and well-thought out policy for adult education in India. Indeed in our overall policy for education, adult education does not find more than a brief mention. Then he touched upon the problems like high illiteracy, drop-outs in schools, and large number seeking admission in Universities for the solution of which adult education is the answer.

Dr. J.R. Kidd, Head of the Department of Adult Education, Ontario Institute for Studies in Education, Toronto, Canada, who was the guest speaker of the seminar stressed that in the context of today's society, and the speed with which knowledge is

expanding, service to the community is as important a function of the University as service to a discipline. He presented different models of adult education activities in a number of Universities in different parts of the world and stressed that the type of set-up for adult education work in a University should be such that the services of different departments or faculties of the University would be available for adult education programmes.

The main recommendations of the seminar are the following:

With the rapid expansion of knowledge, continuing education at University level has become an imperative necessity, especially in a developing country like India. Indian Universities must recognise this need and the great opportunity for strengthening their links with the community through a well-developed continuing education programme. The seminar noted that in several Universities some activity relating to adult education was being carried out and, therefore, what was needed was an organisational structure to build on what is being done and to coordinate the programmes to be developed with the assistance of different departments of the University.

A comprehensive University Adult Education should include all aspects of adult education, but in the context of India's needs today, development of skills along with giving of knowledge should be the aim.

The seminar observed that although the question of funds for starting continuing education in a University was important, it need not hold back the initiation of continuing education programme in the Universities. It was felt that there would be possible projects for every University, particularly in the big urban centres which would be meeting urgent needs of the community and would meet their own expenditure on such projects from the fees paid by the participants.

The seminar recommended that the absence of adequate public libraries in the country, the University Libraries should extend their services to the serious reader outside the Universities or particularly the adults who come into the Universities Continuing Education Programme.

The seminar suggested that the University Adult Education Association should prepare a plan of action which some of the Universities could take-up immediately and that a Committee of the University Adult Education Association should meet the University Grants Commission for promoting the establishment of Departments of Continuing Education or Adult Education in the Indian Universities.

Universities And Adult Education—The Encroachment of An Idea

By J.L.J. Wilson

NO attempt to examine the role of universities in adult education can begin by assuming general acceptance of the notion that it is a proper role for a university to play. There are in this, and in other countries, some academics who would assert the view that it is not, on principle, an appropriate function for a university. Others, while holding less decided views, may have doubts about the wisdom or the expediency of a university giving talent and time to such work; and others, again, may question whether there is any longer a need in a modern advanced industrial society for adult education in any form; the universality of primary and at least some years of secondary schooling, and mass communications have, in this view, made adult education superfluous.

Arguments about the proper functions of a university are very old. At almost every stage in the growth of universities the addition of any new function, subject or method has met resistance on the grounds that what was currently being done was the only true function of a university. Paris, Oxford, and other mediaeval universities reverberated with argument when it was proposed to add new subjects to the trivium and quadrivium. Resistance to the secularization of universities was long and stubborn—Master Rabelais was forced to renew his vows and monkish habiliments before he could be accepted as a fit candidate for a doctorate; and the denominational tests for admittance to Oxford and Cambridge remained until the mid-

nineteenth century. Traditionalists at Oxford and Cambridge were as resistant to the broadening of experiment, research and teaching in the physical sciences in the '90's as earlier they had damned London as no proper university for introducing from Scotland the 'unacademic' lecture method. English literature was not the only new subject in the nineteenth century that had to fight its way inside the walls of universities, though few met the particular suspicion attaching to English literature—that it was unscholarly to profess a subject anybody could read. Stubborn resistance to the lowering of academic standards that the introduction of each new subject would 'inevitably' bring about has continued well into the twentieth century.

The fact that many such new subjects have come to be accepted, in time, and may even have acquired some academic respectability, does not prove the case for adult education. Time alone cannot be a determinant, but it may be in some measure a solvent. It is a mere 113 years since a Royal Commission into the Universities of Britain rejected as premature the proposals of Sewell, a Cambridge don, that universities should extend higher education outside their walls to remedy grave educational deficiencies in the adult community; less than ninety years since Stuart at Cambridge and Jowett at Oxford convinced their universities that there was a case for doing so. Long before Sewell some dons had indulged in intermittent extra-mural work. Stuart's success in the years prior to 1873 convinced Cambridge of its importance; while in the twenty years between 1854 and 1873, John Ruskin and many other

eminent Victorian academics from Oxford, Cambridge and London, Eton masters and Inns of Court lawyers had secured wide experience in adult education and enthusiasm for it.

The Maurices, Trevelyans and Seeleys, who with Ruskin and so many others paved the way at the London Working Man's College for Stuart and Jowett, had their counterparts elsewhere. As early as 1869 that singularly modest authority on the Renaissance, Jacob Burckhardt, writing to refuse an invitation to lecture in a German university, explains that his own University of Basle regards it as important that its lecturers should devote some proportion of their time each year to expounding the results of their research in courses of lectures to the townsfolk. He cannot accept the proffered engagement because his commitments in this respect in Basle are too important to be neglected and, he makes clear, very satisfying—"You see how every breath here is put to good use." His adult education work, which included, *inter alia*, lectures to the Basle Association of Young Shopkeepers, does not appear to have drastically affected the quantity of his output or the standards of his scholarship, nor, it may be surmised, did it harm the reputation of his university in the community.

Burckhardt's starting point, the genesis of his own scholarly work he has explained, "had to be a vision." And it was such wider visions as his of a university's role in the community which inspired many other leading university scholars in the nineteenth century, and many in the twentieth, to come to regard their institutions not as some-

J.L.J. Wilson is Director, Department of Adult Education, Australian National University, Canberra.

thing "special or withdrawn," but, in Cardinal Newman's words, "as the great ordinary means to a great ordinary end", and one of those ends came to be seen as including adult education. The remarkable early successes of English university extension work after it was officially approved and supported in the '70's, led to its adoption in the '80's by many universities in America, Canada, and by those of Australia and New Zealand. Then, with the development of liberal education in English universities through the tutorial class system, in conjunction with the Workers' Educational Association, a movement initiated after 1903 by Albert Mansbridge and a notable band of Oxford scholars, all the Australian universities followed suit in 1913-14.

The passage of time brought changes in the concepts of university adult education as it had evolved in the third quarter of the nineteenth century and the early 1900's. The early impetus of university extension waned, and was much diminished after 1914. The social dynamic which had motivated students of liberal studies in tutorial classes was losing its force after the depression was over. To many people, inside and outside universities, the *raison detre* of adult education as it had been earlier conceived seemed to be disappearing as educational opportunities for young people widened and major socio-economic injustices were [redressed or alleviated.

Earlier than this in America, and during the War in Britain, recovery from depression brought with it fresh educational needs in these societies. The onset of a new Technological Age was beginning to unleash forces that were not only to have marked effects upon their economies but were presently to make necessary and possible many other changes in these societies in which they

were at work. They gave added impetus to the general advance in educational provision in secondary, technical and tertiary education, and to the far greater length of time numbers of young people spent on their education. These changes, not surprisingly, were presently reflected in increased demands for adult education. It has long been apparent that it is possible to generalize "that the more advanced the education given the more it is likely that further education will be wanted by the recipient." Increasing numbers of older adults sought further education, vocational and liberal. The increase in prosperity, and the extension of leisure, and the rapidly increasing space of technological and economic change, together with the multifarious problems these factors brought with them, all created new demands and dimensions for adult education in general, and especially for that which could only be provided by universities. These new demands and dimensions were manifest in America before 1939. They became clear in Canada and Britain immediately after the war. It was therefore natural that adult education should have been under continuous scrutiny since the War by scholars in many universities, and the subject of many controversies, books and reports by universities, royal commissions, and university grants commissions. The literature on the subject is considerable. And though opponents and doubters remain, the fact is that there is hardly a university in the English speaking world overseas, and in a great many other countries, that does not now accept in part, if not *in toto*, such a view as that put forward to the University of British Columbia by its President, N.A.M. Mackenzie (himself a legal scholar of some eminence) in a report written in 1952:

The three functions of a university to which I have already referred, the accumu-

lation of a new knowledge, the perpetuation of our cultural inheritance, and professional training, are all thoroughly accepted by both the university and the supporting public, though there will be continuing arguments about the relative emphasis which should be given to each.... There is however another primary function of universities in our kind of societies, another absolute need—even less understood—to which I should like to pay particular attention at this time. I refer to University Extension: community services in adult education.... There is in our country no institution other than the University with so many of the attributes or so many of the qualified persons to carry out this work.

A few years earlier, in 1947, a group of American scholars had reported to the President at length on the subject, concluding that "adult education should become the responsibility of every department or college of the university."

In 1948 the English University Grants Committee, which had scrutinized the subject at intervals for some years, and noted that objections and doubts still remained in the minds of some university men, asked why adult education should not be accepted by a university "not as a service rendered for the conveniences of external bodies, but as a necessary and integral part of its normal activities." Sir Walter Moberly took up the question later in his book, *Crisis in the University*. Sir Aric Ashby, in the *Report on the Finance and Organization of Adult Education in Great Britain* (H.M.S.O., 1954), summarized the evidence tendered by British universities after noting the diversity of opinions, ranging from one group's "complacency about the present arrangements" to another group "which consi-

ders that universities have outgrown the Ministry's regulations and have developed adult education beyond the horizon of 1946 ...considers that universities have a responsibility to a much wider public...", goes on to observe:

56. Notwithstanding this general dichotomy, there is no dispute in evidence about certain points, notably: (i) that universities should continue to take a large share of responsibility for liberal adult education, and on no account should surrender this responsibility to local education authorities.

57. The determination of universities to remain in the field of adult education may rest partly on historical grounds, but it is evident that many universities set a high value on extra-mural work for its own sake, not merely as a duty which scholars owe to their fellow citizens, but also as a means of keeping universities close to social and economic problems and to the people whose taxes finance them.

The issue, in Britain and elsewhere of whether it was proper for a university to engage in adult education had with the passage of time become rather that of asking "what are the roles it should play?" An answer to this question, in some detail, so far as British universities are concerned, can be found in the Report of the Universities Council for the Adult Education 1961-62. The developments of the past seven years, which this Report reviews, have been considerable and increasingly diversified. The Report notes that the range of subjects "has widened from a comparatively simple pattern to one that is kaleidoscopic," and the adult education work of universities has "become a mirror of their intra-mural work," embracing almost the whole spectrum of university subjects." The substantial expansion of courses

offered by these universities in the period has taken place in both the liberal studies and the extension fields; and has been accompanied by a substantial increase of science courses in the liberal field, an expansion of liberal courses in the extension field, and a very considerable expansion of courses in both areas provided for industry on 'day release' and residential bases, as well as in evening courses.

These new demands reflect the impact of technological change on the functioning of man in his society, and the diversification of his educational needs as an adult, if he is to keep abreast of rapid changes in knowledge and its application; if he is to learn how to take better advantage of increased prosperity and security to develop a fuller personal and social life. From the advanced echelons in the professions, in the technologies in civil and industrial administration down to their younger and less advanced levels, members of such groups are increasingly recognizing new and urgent needs—for 'refreshment' and advancement of their knowledge in the areas of their specialist field; for 'liberalization' of this knowledge by its extension into related scientific, technological and social science fields; and for liberal studies which will help to meet the new and complex demands of modern societies in the vocational sphere and afford the knowledge necessary to utilize the wider opportunities such societies provide for the enrichment of the quality of life. The more complex the institutions of modern societies become in their intra and inter-relationships, the more pressing becomes the need for men to obtain an advanced liberal education which will straddle the 'two cultures', and serve to teach men how to use knowledge effectively to adjust to change in ways which will advance the basic values of free societies, and ensure the preservation and extension of human

freedom. As Sir Eric Ashby has pointed out, a degree obtained twenty years ago has a very limited validity today in terms of the rate of advance of modern knowledge; and those graduating today will still be in employment in the year 2000, "but long before then their degrees and diplomas... will have become obsolete" unless there is sustained and massive re-education at least in the sciences, technologies and social sciences. It can be argued no less forcibly that while the humanities do not become obsolescent in this fashion, the need for men to be equipped with an understanding of their values and their application in an advancing Technological Age, is of equal and growing importance. For such tasks as these universities are the only institutions in the community fitted by tradition and function to undertake teaching in such difficult areas of knowledge.

Canadian and United States university experience has been similar to that of British universities, and in many ways more striking. Continental universities which, with the exception of Scandinavia, have been in the past for less mindful of the liberal studies emphasis of the Anglo-Saxon tradition, have become increasingly interested in the extra-mural work of British universities. And universities apart, the growth in adult education provision by school systems and voluntary agencies in all these countries has multiplied and diversified in response to ever-increasing demands for further education for vocational purposes and for courses in the arts and crafts designed to enrich and diversify the uses of leisure. This overall expansion may not be wholly attributable to the impact of the Technological Age. But that these developments stem very largely from its effects is abundantly clear. They will become of increasing social importance in the future as industrial change progressively eliminates the unskilled from the work force.

Between 1914 and 1945 the British patterns of university extension and tutorial class work were followed closely by Australian universities. A critical account of the achievements and failures of Australian universities and the W.E.A. in these years has been given by Professor Alexander of the University of Western Australia, whose own university had never wholly adopted the English pattern.

The extension work of Australian universities, dating in some cases from the late '80's, had continued during the inter-war period, but it did not expand, and in some cases contracted, partly because it continued, in some cases, to be left to the energies of a member of teaching staff, part-time to organize it. Though many of these part-time secretaries worked most efficiently, there were very strict limitations to the amount of time and thought they could devote it. The work of tutorial class departments which had burgeoned rapidly during 1914-20, ceased to grow significantly thereafter because grants and allocations remained fixed (in contrast to the British system of grants-in-aid expanding with work) and were drastically cut and tardily restored in the '30's. No expansion of the work was possible under these conditions; and few experiments could be attempted. A timely Carnegie Grant in the '30's enabled one highly successful programme using new methods to be launched enabling country dwellers to be reached with liberal studies courses. But this was all. To those engaged in adult education work the situation was daunting. Though they firmly believed that university adult education was of increasing importance, though they could point to the steady expansion of the similar work of British universities, though they argued that very much larger numbers of the public would respond if the opportunities could be provided, the financial obstacle was insuperable. Neither

vice-chancellors nor State Governments could or would make increased allocations or grants. The deadlock was complete. More money would not be granted because, it was argued, there had been no growth; no growth could take place until there was more money. Some of those engaged in adult education began to incline to the view, held by many laymen, that the appeal of tutorial classes, with their long courses and academic approach and treatment, was not the most suitable method, nor were the main subjects treated the best offering to make to the larger publics in city and country which would respond to more flexible and more popular approaches, subjects and treatments. It was argued by some that either the universities should be prepared to support for greater diversification of their adult education programmes, and afford more financial support, or it would be better to create new agencies which could offer programmes of wider popular appeal, closer to the needs and immediate interests of the average man or woman. Only in this way, it was argued, would adult education reach large numbers, and only by doing so would financial support to be forthcoming.

The coming of the War, and presently the organization and work of the Australian Army Education, demonstrated that if adequate staff and finance and a sufficiently flexible range of programmes, academic and popular, were made available, a very substantial public response would be forthcoming. Towards the War's end new plans for the development of adult education were being actively canvassed in university circles and elsewhere. Two broad schools of thought emerged. The first regarded the role of the university in adult education as of continuing and crucial importance, but urged the necessity for effective participation of education and agricultural departments, libraries and

voluntary bodies as well as universities in developing comprehensive and diversified programmes, each making its appropriate special educational contribution. This was the argument of a Report prepared by Dr. W.G.K. Duncan in 1944, for the Universities Commission. In this Report, which stressed the national importance of adult education, it was recommended that Commonwealth, State and Local Government should provide adequate finance, through a Federal Office of Adult Education and statutory State Boards, to the various agencies providing the programmes. The Duncan Report foundered on the rocks of commonwealth-State susceptibilities in the matter of education. The principles it enunciated were later substantially followed in New South Wales, as will be seen presently.

The second school of thought, as it emerged in the later stages of the War, favoured the creation of statutory boards or councils of adult education which, if sufficient finance were made available from the State Government, would be better placed, it was argued, than universities, education departments or voluntary bodies to organize and provide, at various educational levels, the comprehensive and diversified popular programmes that would ensure widespread public support. Such boards or councils, it was advanced would, by specializing solely in the various fields of adult education, be more sensitive and flexible administrators than either universities, Government departments or voluntary bodies, and be better able to design provision which would, in both city and country, serve to raise the cultural levels of the community. Based on these broad considerations, such bodies came into being in Queensland, Victoria and Tasmania. A variant of this and the first school of thought emerged in one State only, Western

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Pre-Requisites for the Use of Films in Education

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THIS paper is based on the assumption that the value of film in formal education, at the school and university levels, has been recognised and accepted. It also assumes that the film has been accepted as a powerful medium of mass communication, capable of bringing about change among the masses of the people particularly in a country which has an illiteracy percentage of over 70. The purpose of the paper then is to discuss a few aspects of the problem involved in making films serve the requirements of the educational system, in the context of existing conditions.

Pre-requisites for the Use of Films

For intensive use of films, three basic requirements have to be met. Firstly, there should be films which are appropriate for the purposes in view; secondly, these films should be available in sufficient numbers at an adequate number of points to provide easy access to the prospective users; and thirdly, the users should be trained to understand their material, its advantages and limitations, for optimum use. Underlying these requirements is, of course, the need for projection facilities and the availability of projection equipment in massive numbers, till such time as television with its built-in-system of distribution can take over.

I—Availability of Films

The crux of the problem is the availability of films. Here, the fact to be noted is that there is no production of educational or classroom films in the country, either for school or higher education. All efforts directed towards the promotion of films in education have been and still are dependent on the imported film. For several reasons, of which language of the commentary of the film is one, it is unrealistic to expect that schools will be in a position to make an increasing use of the imported film*. Nor, on the other hand, can it be possible that the total educational requirements of a country for films should be satisfactorily met by imported materials. However, as in the foreseeable future, it is not likely that educational films will be produced in India, the only alternative open to us is to make the best use of the wealth of educational films produced throughout the world, and to start simultaneously the production of auxiliary visual aids,

notably the filmstrip, to meet the visual requirements of the school situation on a more extensive basis.

(a) Dubbing of Films

As far as the use of the imported film is concerned what we need now, after twenty years of operating pilot projects in film use, is a very careful investigation into the films that are available throughout the world (and not only in the West) to ensure that only the very best of films most suited to our needs are selected. Once selected, arrangements should be made to secure the dubbing rights of these films in our languages and to ensure that a sufficient number of prints of each dubbed film find place in a network of film libraries throughout the country. In the area of higher education, where films are in short supply almost all over the world, reliance will, again, have to be placed on imported films, on a selective basis. General education programmes for university students, however, can make use of a fair proportion of the documentaries produced by the Films Division as well as outstanding feature films produced in India and abroad.

(b) Production of Films

It should be noted that film production is an expensive, specialised and sophisticated industry. There can be no production of films until and unless there is an adequate demand for them and a guarantee provided by a well developed distribution circuit that a certain number of prints would be used. The present demand for educational films at the school and university level is too limited to justify the initiation of a film production programme. However, there is an important area for extensive use in education in which films could be produced.

While an educational film for formal use, at the school or university level; may not be possible at present, we should search for a new type of film which could serve a useful purpose in schools and universities as well as be suitable for distribution through commercial 16mm educational film channels and also through the field publicity organisations maintained by the Central and State Governments. This type of film may be described as a general interest-film having a science teaching basis, but applying documentary film technique to subject matter that falls within the general range of modern school curricula. The films would be designed for use equally at secondary school level and at adult education level. An important aspect of these proposed new films is that they would be designed to project forcibly and clearly an attitude of interest and curiosity in scientific phenomena and the

* The Central Film Library of the National Council of Educational Research & Training is the chief source for the loan of educational films. In 1966-67, it issued 20210 films to 2813 members. This works out to an average of about 7 films per year per institution. An educational film is normally one reel, that is of 10 minutes duration. On this basis, the average institution screened films for about 70 minutes in one year.

application of scientific thinking to many human and social situations in the context of present conditions. Briefly, the purpose of the films would be to provide an effective and lively propaganda on behalf of scientific thinking applied at popular levels to a very wide variety of subjects such as health, biology, public health, sanitation, nutrition, farm production, animal care, vehicle maintenance, drought and rainfall, etc. It would be necessary in the first place to organise a programme of investigation and research, which would establish the needs and priorities and decide upon the subject matter of the film. A programme of production of films of this kind would result in harnessing the film medium for effective mass communication and education. This duality between mass communication and education may be administratively convenient but it is important to understand that at the functional level the two are essentially the same. There can be no mass communication without education and all education is, in essence, mass communication especially at the levels which are of chief interest in a developing country. **In particular, the film would overcome the barriers of illiteracy, provide constructive challenges to an inert and traditional way of living and thinking, carry the message of modernisation and thereby help in the widespread promotion of a scientific attitude at popular levels, the greatest need of the country today.**

These films would go beyond the scope, objectives and purposes of the documentary films produced by the Films Division, which are primarily information films designed to project the plans and programmes of government.

II—Establishment of Film Libraries

The second pre-requisite for the use of films is the establishment of a net-work of film libraries, stocked with multiple prints of each film. For a country of the size of India, it is not too ambitious to suggest the establishment of film libraries on a State-wise basis. Most of the State Governments have audio-visual centres which also include 16mm film libraries. These libraries need to be enriched and brought into contact with one another as well as with the Central Film Library for exchange of information and experience and development on desired lines. In addition, the Regional Colleges of Education should have well-developed specialised film libraries to meet the needs of teacher training on a regional basis. There is no film organisation which caters to the requirements of universities, and even the erstwhile University Film Council is depended for its film programmes on other sources (the Central Film Library and Embassy Libraries) as its own film stock comprised 55 films only. The question of the use of audio-visual aids in higher education is engaging the attention of a special committee set up by the University Grants Commission recently, and undoubtedly the problem will receive the attention it deserves. **Here it will be sufficient to suggest the establishment of one**

national film centre to meet the requirements of universities and colleges, as a first step towards the establishment of film centres in each university.

III—Training

Side by side with the development of film libraries efforts have to be made to ensure that trained personnel and technical facilities such as screens, projection rooms etc., exist so that the films can be used. Exact figures about the number of 16mm projectors are not available. The Central Film Library lists only 2813 members (1966-67) which would seem to indicate that not many more than this number of institutions (the membership includes schools, colleges, universities, social welfare organisations, government departments, etc.) possess 16mm film projectors and take advantage of the free loan of films service offered by the Library. This is an insignificant number, and it almost certainly indicates a deeper reason than the paucity of technical facilities—the shortage of trained and well-motivated personnel who could use the film constructively as an aid to education and communication.

If at all the film has to be used as a successful medium for education and mass communication, we have to fight off the deadening influence of the commercial entertainment film, at least amongst those who are to propagate the use of the film as an instructional aid in education and mass communication. It would therefore be seen that the highest priority should be given for the *adequate* training of personnel in the use of the film and not necessarily to the production of films. Of course, in an ideal situation, the two should go hand in hand, but if there are to be priorities then it is definite that the personnel must come first. This opinion is firmly supported by the history of the Central Film Library and its not inconsiderable stock of films. It is also to be appreciated that the problem at the level of the educational institution was simpler than that in mass communication because of the existence of an organised instructional base. In mass communication we have to deal with a vast floating population and the role of the communicator becomes doubly important. He has to hold his audience and also to convey the idea. It is patent that the book learning of our existing educational system cannot provide the personnel which has the conceptual versatility and technical proficiency in the use of the film for the communication of constructive and radical ideas. Apart from speech, the written word, the painted symbol and the transient filmic image are the three major techniques for communication and their successful use requires different kinds of training. There is thus a very strong case for the organisation of at least one central scheme for the training of instructional film personnel. This is also important because the successful use of television implies a thorough grasp of the use of the transient image which is the

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Local Cooperative Education in Tanzania

Arne Holmberg

CO-OPERATIVE education in Tanzania is partly the task of the Co-operative College, Moshi, and partly the task of the Co-operative Education Centre (C.E.C.), Moshi.

The Co-operative College runs courses for the staff of the Co-operative Development Division, the marketing unions and, to some extent, the primary marketing societies. The Co-operative Education Centre works as the Education Department of the National Organisation for the Co-operative Movement, viz. Co-operative Union of Tanzania. It is the task of C.E.C. to organise local co-operative education and to produce the necessary study material to give instruction about suitable methods.

The success of a co-operative society of any type, in a developed or a developing country, is dependent upon good understanding and co-operation among three groups, namely: the Members, the Committee-men and the Staff. To a considerable extent, the staff must have professional training, but this also applies to some extent to the committee-men. Generally, it may be said that the local conditions relevant to a co-operative society constitute a common problem in the mentioned groups; if they are on good terms and understand the nature of their difficulties, they stand a good chance of solving the problems in an organised discussion.

Staff Education

The secretaries and clerks in the 1,500 marketing societies of Tanzania should receive some professional training in order that the crops and the farmers' interests may be taken care of in a correct and efficient way. In a country with distances like ours, it is not easy to teach all these people in long college courses. The educational background of the staff also varies considerably, and this provides a good reason for trying to give the staff some basic training before they go to the Co-operative College. For this reason, C.E.C. has published a Correspondence

Course in English and Swahili. This course, which contains ten study letters, should be studied by all the staff of primary societies. For those who have finished the course and received certificates, two-week courses are organised in collaboration with the college. To make this plan known, and also to help in providing some elementary information to the staff, C.E.C. has conducted week-long courses for staff from practically all primary societies.

Education of Committee-men

When conducting courses for primary societies' secretaries all over Tanzania, it was also considered extremely important to arrange week-long committee-men's courses at the same time. This was not only because very little has been done up till now to teach the committee-men, but also because it is important for the local follow-up that the same ideas are conveyed to these two groups at much the same time. Thus, quite a few mixed courses have been organised for committee-men and secretaries of primary societies.

To follow-up and continue local education after the week-long committee-men's courses, C.E.C. has taken pains to teach how a discussion group should be formed and how it should work. Usually, such a discussion group consists of ten committee-men and the secretary or the assistant secretary. As study material, the letters of the correspondence course for the primary societies are used; e.g. Letter Two—"The Society's Money", or Letter Four—"The Committee."

Member Education

After having carried out various experiments in 1966, the Centre embarked upon a series of weekly radio programmes from 6th January, 1967. These 15-minute-long programmes are broadcast every Friday at 4.45 p.m. and repeated on Saturdays at 1.45 p.m. The chairman of each and every society is urged to ask the members and other interested persons to come to the society to listen to the radio programme. In case the operating area of the society is very extensive, several listening places should be organised. It is suggested that after listening to the broadcast, discussion groups be formed, with ten participants in each group. A discussion group should consist of not less than 6 and not more than 15 participants.

To support the work of the groups, a short discussion-manual of four pages is published every week. The distribution of these manuals is now 8,000 copies per week. Each manual contains two main questions, the answers to which are sent to the Co-operative Education Centre for correction. When returning the answers to the groups, we also enclose ten copies of the discussion-manual for a future radio programme. We now estimate that some 300 discussion groups are meeting weekly, and most of them are sending their answers to the Centre, as do

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a number of occasional groups. Since the middle of January, the Centre has received, corrected and returned 3,062 answers to radio programmes. One of the results of the radio programmes may be that permanent discussion groups are formed in each society. This should be considered as very important, not only for co-operative democracy as such, but also for the future strengthening of rural adult education.

One of the great problems with this educational plan is caused by the crop season. This is normally referred to as July-October, and it is a common concept-studies. There is thus a slight reduction that members, committee-men and staff alike are very busy during this period. Consequently, this is not a good time for in the number of radio answers sent to the C.E.C. for the moment.

One of the experiences we have had so far is that the discussion group constitutes an opportunity for the illiterate farmers to participate in adult education. So far, it seems justifiable to say that the discussion-manuals are read whenever they reach the farmer, whether he is literate or not. It seems to be the task of a young family member to read out the discussion-manuals to the illiterate elder member. The problem is rather to have the manuals distributed to the farmers and not filed in the society's offices or hidden on the shelves or in drawers.

The weekly production of the radio programme and discussion-manual is a great strain upon the Centre, but it of course, leads to the production of material which may have various uses in rural adult education for the future. So far, duplicate tapes of certain programmes have been played on the tape-recorder in certain C.E.C. courses. We have also tried to split meetings into small groups, each with the task of discussing certain manuals. Other ideas are still to be tested.

The formation of permanent discussion groups calls for a new type of conference or week-long course to be arranged by C.E.C., viz. for leaders and secretaries of the groups. The continuation of radio education is another question. It may not be wise to continue for two or more years with the present type of programmes and follow-up. In Tanzania, there is great interest, among various groups, in radio education; and it may be possible to include member education in a series of radio programmes using the discussion group method; to show how a radio school could be organised with alternating programmes in co-operation, community development, agricultural extensions and civics. The discussion-manuals for the present radio programmes are intended for one meeting only of a discussion group. If we should find that a sufficient number of discussion groups are permanent, it will be necessary to produce more substantial discussion-manuals, intended to be used for five to ten meetings of the same group. This type of manual should be used by committee-men and interested members.

Some of the radio-manuals are now re-written and edited into two or three books to be included

Pre-Requisites for the Use of Films in Education

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essence of the film. With the problem of colour resolved, television has become the most natural and therefore the most sophisticated medium of communication. The dangers inherent in its use are many and these could quite easily destroy its social usefulness if the two aspects—the aural content and the visual image—of its technical power are not successfully assimilated by the users.

The non-theatre audience in India has not yet been properly organised and co-ordinated. Efforts have to be made to build up this distribution circuit by providing large numbers of projectors—to all educational institutions, industrial organisations, village organisations and panchayats, development blocks, welfare centres, public libraries, hospitals etc. Most of these organisations would have the resources to invest initially in the purchase of equipment provided they could be assured of easy access to the kind of films they want. Clearing house activities must go hand in hand with the development of film libraries—at the moment there is not a single journal dedicated to the promotion of the documentary or short film in India. The establishment of film societies must be fostered, again by providing freely the films most suited for their work, so that greater interest can be generated in the appreciation of film as a powerful medium of communication and as an art form.

The training of instructional film personnel should include film use with different kinds of audiences. In particular, the proper use of film with large audiences in informal situations has not received attention. Training is needed in the organisation, maintenance and operation of film libraries, in handling projection equipment, in its repair and maintenance. Attention has also to be given to the physical requirements for projection—space, proper light and sound conditions—and these requirements should be reflected in the new designs for our educational institutions.

—Communicator
November 1968

in the community development library for literacy primers.

Co-operative education in a developing country is a huge task. In the beginning, it is an all-consuming job leaving little time for detailed future planning. This is particularly true in a country like Tanzania, where there is a great desire for more knowledge among the rural adult population. Still, the more the co-operative-member education is developed, the more it touches upon problems, subjects and methods that are common to all institutions interested in rural adult education, e.g., community development, agriculture, university extension, etc., and a closer collaboration with these institutions becomes increasingly necessary.

Universities and Adult Education

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Australia where for various local reasons, the University's Board of Adult Education after the War combined the traditional role of a university in adult education with some of the roles developed by these new bodies.

The determinants in this situation varied widely from State to State, and from university to university, in terms of local circumstance and the attitudes and views of members of the various committees which during and immediately after the War considered these problems. In Queensland the break with the university—W.E.A. tradition had been precipitated for quite other reasons than those given above, but these views were influential in 1939 between the premier of the State and the W.E.A. Despite a strong favourable Report by a Commission of Enquiry appointed by the Premier, the Government grant to the University and to the W.E.A. had been withdrawn in 1940. In 1941 an Act passed to provide for setting up a multi-purpose Board of Adult Education. War delayed its promulgation until 1943, and the Board was constituted in 1944, the University being represented on it. In subsequent years the University has developed a successful programme of post-graduate and refresher courses and extension lectures in city and country. In the latter case the Board acts at times as agent for it. Distance is a crippling factor and extension lectures in the North are usually arranged on a circuit basis.

The setting up of a Council of Adult Education in Victoria in 1945, and of a similar Board of Adult Education in Tasmania in 1947, proceeded from the arguments and aims of the second school of thought noted above, though in each State there were

different circumstances and emphasis leading to the change. In each instance the universities, though represented on the new bodies, abandoned any provision by themselves of extension or tutorial classes. In all these three States the Government grants were very substantially increased over pre-war pittances. The programmes developed by the new bodies were far more comprehensive and popular than those provided, pre-war, in these or other States by universities and W.E.A., including not only courses and popular lectures in a wider variety of subjects, but library and film provision, travelling theatre, opera, balled and art shows, and varying programmes in the arts and crafts. The public response to these provisions was very substantial, but not as great or as educationally diversified as in other states, where different policies were followed by Universities and State Governments.

In Western Australia, as has been noted, the University's Board of Adult Education, under the vigorous direction of Professor F. Alexander, developed in the post-war period a range of functions in the arts, theatre, music and film, additional to extension lectures and courses in liberal studies, that were novel to Australian university adult education. Out of these developments has come the Festival of Perth, in which the University plays a leading role. The Festival involves audiences of over 100,000. A parallel development was taking place at the same time in New Zealand university colleges. In both cases there was, by reason of this comprehensive provision by universities, little incentive or place for either education departments or voluntary bodies to play significant independent roles by providing a

different range of programmes. The assumption by universities in both Western Australia and New Zealand of the role of artistic entrepreneur is ascribable to the long-continued neglect of these small and isolated communities by commercial theatre enterprise, and to a strong sense on the part of the universities of the need to provide cultural leadership. In Perth and in New Zealand this leadership has been so successful that it has brought into existence strong local organizations which are beginning to take over from the universities this somewhat unusual role, leaving them freer to concentrate resources on tasks more appropriate to their usual functions, while they continue to play an important part in the artistic life of their communities.

In South Australia and New South Wales the post-war period brought no break in the adult education work of the older universities but it brought many changes within and outside their walls in the kinds and scale of the provision made; and in the latter State and in the Australian Capital Territory, the new universities vigorously entered the field of adult education. The University of Adelaide and the W.E.A. continued with only small increases in financial allocations from the State, to provide joint programmes of tutorial classes until the mid-'50's. In 1956 the University created a new Department of Adult Education, with additional staff, and a charter to develop both extension and tutorial class work and to experiment in new methods and new fields, cooperating with many other agencies besides W.E.A. This latter body no longer organised the University's tutorial classes, but provided supplementary programmes of classes and schools and various other

services to adult students while, in the same period, the State Education Department began the development of complementary adult education programmes and centres, in conjunction with its technical education work. These developments enabled the University, voluntary bodies, Education and Agricultural Extension Departments to offer, between them and sometimes in cooperation, a comprehensive range of courses at various educational levels and catering for a wide variety of interests.

The post-war situation in New South Wales was no less influenced by the lessons to be learnt from Army Education Service experience than other States. As in other States a civilian war-time Services Education Advisory Committee, comprising University, Education Department, Agricultural Extension, Public Library, and voluntary body representatives, had turned its attention to the post-war development of adult education, and to a careful study of developments taking place in other States, and overseas. In 1945 this Committee, already constituted an Advisory Committee to the Minister for Education, under the chairmanship of the Director-General of Education, became an Advisory Board of Adult Education, charged with advising the Minister on plans for the substantial expansion of adult education in the State as a whole. A Report, especially prepared for it by Dr. Duncan, recommended a diversified expansion by universities, State departments and voluntary bodies, rather than the single comprehensive authority favoured at that time in some other States. Each type of body, it was decided, should concentrate resources on the functions most appropriate to it, and substantially increased grants for the expansion of the work of these bodies were made. The Education Department's evening college system, begun in 1943, was expanded rapidly. Later the Technical Education Depart-

ment also entered this field. The Arts Council of N.S.W., a foundation member of the Advisory Board, became an early recipient of grants, while grants were made to begin adult education work at New England University College which, on securing autonomy, was represented on the Board. When, in 1960, the University of New South Wales created its Division of Post-Graduate and Extension Studies, it too joined the Board, though to date it is not grant receiving. One result in New South Wales of these post-war developments has been that apart from the Advisory Board there are eleven important instrumentalities concerned with different areas of adult education—three universities, three Government departments, three voluntary bodies, and two ancillary servicing bodies. In the Australian Capital Territory, the Australian National University, after the incorporation of Canberra University College, has carried on the adult education work in the Capital Territory begun by the College, which also, in conjunction with the University of Sydney, provides for the Southern Tablelands region. A further result of this diversity of bodies engaged in adult education has been a considerable degree of beneficial specialization, of careful and valuable experiment, and rapid development in many important areas of the work. The overall educational scope of the programmes offered in New South Wales, and their distribution in the State, are more comprehensive and reach proportionately larger numbers than in any other State. These four universities alone provided between them in 1962 some 700 courses for classes, groups, and residential or non-residential adult schools, with enrolments of over 20,000; their extension lectures, radio and television courses, and adult education publications together reached well over 100,000. These figures are approximately a quarter of the estimated total public reached by

all these New South Wales instrumentalities between them.

The changes summarized above reflected in part a conflict between different concepts of adult education as it had developed in Britain and North America in the inter-war years; in part an attempt, stimulated by conclusions drawn from Army Education experience, to find an Australian synthesis which would more nearly fit rural and urban circumstances and environment in different States. Subsequent developments have varied considerably from State to State, and in one university as compared with another, depending in part on adaptation of Australian and overseas experience and ideas to local conditions; in part on university policy and the availability of resources of finance and staff. Each of the universities remaining in and developing their work in adult education in the post-war period has a common care of work in the liberal studies field and in various levels of extension work: and each has fruitfully experimented and developed special aspects of the work in these and in additional fields. In South Australia and New South Wales, and to a more limited extent in Western Australia, these developments have been assisted by the corresponding growth of education and agricultural departments' programmes, and by the considerable undertakings of the main voluntary bodies. The universities in these States have as a result concentrated their efforts more closely and sought to integrate them more specifically with the special contribution a university can make to special needs in its community.

In three States, however, the universities ceased in the late '40's to play any major role in adult education. Has this fact, it may be asked, made any significant quantitative or qualitative differences to the adult education provision made in these States? Are these communities any worse

off? Have these universities and their staffs gained or lost by their substantial, but not complete, abstention from adult education? These questions will be returned to later.

At present six Australian universities have Departments of Adult Education or Extension or some variant of this title, with full-time teaching staffs, with boards or committees appointed by their senates, on which senate, teaching staff and various community interests are represented. Melbourne University has a vigorous Extension Committee which for several years has sought approval for the appointment of a full-time director. Monash University has not yet entered the field, but does some work with the Council of Adult Education. In Queensland and Tasmania there are committees concerned with extension work. In nearly all these universities there are Post-Graduate Medical Committees or Foundations, which work quite independently; and in some universities some professional short course post-graduate work and refresher courses may be undertaken occasionally or regularly by a department without reference to these Committees, as, for instance, with the Nuclear Research Foundation at Sydney.

In all but one case these six Departments of Adult Education are concerned with both main aspects of universities adult education work, which may be broadly described as vocationally centred and liberal studies centred fields. The division sounds more arbitrary than it is in fact, since study and widening knowledge in some aspect of a subject, rather than training or instruction, is the purpose of courses in either field.

Within these two broad fields there has been developed an agreed body of opinion among the six universities as to the major principles which should inform the policies and practices

of university adult education. These have been enunciated by many writers abroad and in Australia. The substance of these views may be consolidated and summarized as follows:

Universities should:

provide courses in the arts, social and physical science subjects, at the university level, to those adults, lay and professional, desiring to advance their knowledge in such complex fields;

undertake research and experiment in methods, problems and adult educational needs in the community, pioneering pilot studies, survey, and experimental projects;

undertake advisory services and assistance to other agencies in adult education, to voluntary organisations, and other institutions and groups concerned with community development and training of community leaders;

undertake teaching and research into adult education as a field of knowledge and assist in the training of teachers in adult education.

In all these statements the question of standards is regarded as of primary importance. Equally important is the willingness and ability of university staff to match high standards of scholarship and teaching with the special needs of many different interest groups for which courses may be devised in ways that will stimulate further learning. The teaching of philosophy or economics to business executives or doctors, or physics or biology to laymen, demands selective and imaginative teaching. High standards of scholarship are not harmed by failing to present every refinement of principle and argument, nor abrogated by moving across the boundaries of

subject disciplines to demonstrate relations. At the same time, except in relation to experimental and pilot projects, the accepted principle is that the university leaves to other adult education agencies the provision of simpler and more elementary teaching, and seeks to avoid duplication of services.

Within these general principles the particular functions and methods used in Australian universities have certain elements, while each has developed some special fields closely geared to local circumstance and needs. The common elements in every case are the provision of vocationally and liberal studies centred programmes of short and long lecture courses; residential and non-residential schools, seminars and conferences; discussion courses; extension lectures and special courses on radio and television—in arts, the social and physical sciences, medicine and law. The diversity of these courses does not as yet achieve the range attained by English or American universities. But it has widened steadily each year in the past decade and it may confidently be expected to continue to do so. Apart from extension lectures, radio and television courses, seven universities (i.e. including Melbourne) in 1962 provided over 800 courses in such fields, ranging from short 5-10 weeks to three-years courses, with a total of over 24,000 enrolments, and some 120 residential and non-residential schools and seminars with enrolments of over 9,000. The estimated attendances at extension lectures, and the listening or viewing audiences for radio and television courses, were of the order of 60,000 *intoto*. This is a substantial, if very unevenly spread, contribution by universities. All the evidence points to increasing demands from the professions, business and industry, the rural areas and the lay public for more advanced-level work of this kind, which only universities can mount.

This rising demand is reflected not only in the traditional forms of university extension lectures and courses and tutorial classes, but in the response to some of the experimental forms and methods developed by various universities.

The University of New South Wales, for instance, which brought its Division for Post-Graduate and Extension Studies into existence only in 1960, has specialized in the development of radio courses—in post-graduate medicine, in electronic computers, feed-back systems, and operational research, as well as in other courses in science and the humanities and 'bridging' courses in physics and mathematics for school leavers. This work, which began in 1961, is only at its beginnings. The care that has gone into the preparation of notes to accompany the radio lectures, and the follow-up system of seminars, has evoked an immediate and significant response. The Division is also engaged in research into the problems of television teaching at post-graduate level. A paper on the subject, presented by Professor D. Broadbent, head of the Division, at the Third Annual Conference of the Australian Association of Adult Education, was a valuable contribution to both the intra—and extra-mural aspects of this field. Two other experiments in radio have been made, one by Adelaide, the other by New England University, in conjunction with the Australian Broadcasting Commission, in advanced-level teaching in the fields of rural science. While the University of Sydney, in conjunction with the W.E.A. and TCN Channel 9, has for the past three years provided one-hour and half-hour courses of 11 to 33 weeks duration, four days per week for 44 weeks each year, in a wide variety of subjects in art, social and physical sciences. All the universities have contributed programmes to the Australian Broadcasting Commission's

'University of the Air' series since its inception in 1961.

Mention has been made of the significant contribution made by the university of Western Australia's Board of Adult Education to creating and supporting the broad cultural development of the community through what has now become the 'Festival of Perth.' Its other work in post-graduate and sub-professional courses has been steadily developing in recent years through schools and seminars; and its links with many city and country organizations have actively stimulated many of these into undertaking programmes of their own. Similar developments have been fostered by the Department of Adult Education at the University of Adelaide, while intensive programmes of work have been developed with such varied groups as police officers, business executives and various rural organisations.

The Department of University Extension at the University of New England has made very successful experiments in reaching the rural community through rural science schools and conferences, and by applying American university community development techniques to helping rural townfolk, graziers and farmers to study their problems 'in the round'. More favourably placed in this respect than other universities, it has also developed a wide variety of subjects, attracting both highly specialized professional and sub-professional audiences as well as lay members of different publics. It is also on the point of introducing the first intra-mural courses in Australia in adult education, leading to a post-graduate diploma.

At Sydney University two projects, developed by Mr. P.E. Rossell, Senior Staff Tutor at Newcastle, have demonstrated that similar needs in the liberal studies field to those of other highly developed indus-

trial societies, met by their universities, have emerged in Australia. With a large group of doctors in the one case, of senior business executives in the other, intensive courses straddling professional and liberal studies fields have been developed in the past three years. The courses in each case have been different, since each group's needs have been different. The courses have involved many senior academics from several universities. They have clearly demonstrated the value to highly specialized cadres of carefully planned and taught liberalizing courses of this kind. The second experiment, now also in its third year, has been the provision of liberal studies courses, at a less advanced level, for young workers in the steel industry, on a 'day release' basis. Some 22 groups are currently engaged in these courses, some of one year, others of three years' duration. The experience gained so far in these three fields indicates, as similar experience has demonstrated in England, that the long-term contribution a university can make in such a field may be of considerable importance to both industry and to the community as well as benefiting the individual. They have attracted almost embarrassing interest and inquiries from other professional groups and industries. Two other experimental undertakings at Sydney, still in their early stages, are a project of research and experiment in adult education for the aboriginal communities; and some experimental work on the problems of 'Education for Retirement.'

This summary description of the main fields of work and of some of the fruitful experiments developed by these universities, has necessarily avoided any detailed description of their programmes. Nor, except in very generalized totals, has an attempt been made to present statistical 'breakdowns' of enrolments and length of courses, or subjects offered. As a broad generaliza-

tion it can be asserted that, mainly for historical reasons, the major fields of studies up to recent years have been in the liberal studies centred courses, rather than in those centred on professional and technological vocationally centred courses. The major growing points in the next decade seem certain to be in this latter field, especially if those universities which had substantially withdrawn, re-enter the field of adult education. But any significant growth in this field will promote growth in the other.

The increasing specialization of education and training is creating gaps in men's education which, greater numbers are coming to realize ever more sharply, must be filled if their work and their personal welfare are not to suffer. If university provided vocationally centred courses are not presented in ways that stimulate curiosity and a desire to learn more, are taught in ways that do not liberalize men's outlook, then it may be asked whether they have not failed educationally. For the basic purpose of all university adult education must be to cultivate an attitude of mind which regards education as intrinsically worth while, as a civilized way of life to be valued not because of what it will do *for* a man but of what it may do *to* him.

At this point it seems desirable to return to the questions raised earlier, relating to the gains or losses to their communities and to universities, in engaging or not engaging in adult education. There is, as has been stressed earlier, no educational substitute for the contribution a university can make to its adult community, for there is no comparable institution with similar traditions and purposes in relation to freedom of inquiry and the transmission of knowledge, nor any with similar teaching resources. The creation of other adult education authorities will valuably serve many essential adult education needs in their community. But

if, in that community, the university has withdrawn from the field, or contributes in only a minor way, a vital element will be missing from the adult educational scene. Objective qualitative evaluation of a university's contribution is impossible, since not even the imperfect measure provided by examination results can be applied. If an effort is made to weigh what is done in one community as against that done in another, there are so many variables, in terms of subjects taught, length of courses, their distribution within a State, that even simple quantitative comparisons between the annual report of one university and another may be misleading. If, however, such comparisons are aggregated over a five—or a ten-year period, some clearer index of the qualitative contribution to a community may be afforded.

As an instance may be cited the fact that in one State a single university has averaged annually over the past ten years upwards of 350 courses and schools in professional, technological and liberal studies fields; in another State of comparable sized population, for the same period the reported annual average of similar courses and schools provided by its university has been under 30, and few effective substitutes have been available from other adult education authorities. Unless it be advanced that university subjects and teaching in the adult education field have little of educational worth to offer, the cumulative effects, over a decade, of the first university's educational contribution to its community will be quantitatively and qualitatively substantially superior to that of the second, even though one per cent, or less, of the population may be directly reached. In large measure many will be, or will become, important 'influentials' in their community. In a period of rapid change, affecting many aspects, vocational and economic, social and political, cultural and personal, of the lives of members of

these communities, the difference in educational scope of the two universities' contributions may not be without significant effects in later years, apart from such direct and immediate benefits they may bring. And these effects will be reflected inside, as well as outside, the universities.

Apart from the wider and more sustained contacts with many different sections of the public which the first university in this instance will have secured—and these in themselves are often productive in many different ways—the extensive teaching experience gained by many more members of its staff is a net gain to the university's intra-mural work. There has long been general acknowledgement by many leading university men all over the world that a thorough experience of extra-mural teaching contributes significantly to lifting the quality of intra-mural teaching; that for younger members of staff particularly it is a salutary and enriching experience to learn how to plan and conduct a course, to teach and to hold a class of critically minded mature adults, whether in post-graduate professional and technological fields or in those of liberal studies. The task has certain demands, including those of scholarship, imagination and common sense, different and far more exacting in many ways than teaching immature undergraduates. In these days of rapidly narrowing specialization within subjects, the importance of such wider experiences for members of universities increases rather than diminishes.

It may be objected that given the imprecision of such subjective assessments and assertions, given the teaching pressures deriving from swollen undergraduate enrolments, given the demands of intra-mural post-graduate teaching and research, and the competition for scarce funds—can universities afford to divert resources of staff and

finance to such work? May not both university and its community suffer more, in the long run, if they undertake adult education work than if the university confines itself to intra-mural work and leaves adult education to other authorities? The uniqueness of the university's contribution to adult education has already been stressed. It may be further observed that the kinds of intra-mural pressures mentioned have been no less great in universities in Britain, the United States and Canada—yet the scale and scope of their contribution in adult education has grown very rapidly in the past sixteen years, far more rapidly than in any university in Australia. This has happened because these universities, and their communities, have felt strongly that they could not afford to do otherwise. It is difficult to believe that the

Australian community, facing complex problems of change and development in rural and secondary industry, and the many consequential change these processes have brought and will bring in the future to the community's life; facing also external challenges of a singularly complicated and diverse nature—can afford to dispense with the unique contributions universities can make in adult education. Difficult too, to believe that universities can afford to ignore the dual challenge the Technological Age presents to them in this field—that of constantly refreshing men's specialist knowledge and sedulously cultivating outside their walls those essential liberal values upon which their own and the community's freedom depend.

More than fifty per cent of

the adult population left school or university twenty or more years ago. The education they received then, at any level up to a post-graduate degree, is, in terms of the challenge these times present, almost certainly inadequate, in some respects and may be, at Sir Eric Ashby has harshly observed, obsolescent. More than a hundred years ago Sewell and other university dons advanced the novel idea that universities owed a duty to the adult community to remedy some of its grave educational deficiencies. Ideas, as J.M. Keynes remarked, are the most dangerous forces abroad in society for they encroach, relentlessly. The tasks of university adult education have expanded and developed in this long interval. But it seems possible that its original remedial function remains, wearing different garb.

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1969 Literacy Year

The National Christian Council of India, Nagpur, has decided to observe 1969 as Literacy Year.

The Secretary of the Adult Education Committee of the Council has made an appeal to all people and specially the Christians to make a determined effort to eradicate illiteracy during the year.

The NCC will supply posters, brochures, films etc. to organisations for implementation of the literacy programmes.

Adult Education Teachers Conference

A conference on the role of the teachers in adult education was held in Chicago, USA, in May this year. Approximately 150 adult education teachers, counsellors and administrators attended.

Discussions were held on the following themes: What new teachers of adults want to know, how to motivate a learner, helping older students learn, how teachers recruit and hold students, how to avoid drop-outs, using group discussion techniques in adult education, testing and evaluating adult students.

Adult Education Growing Fast in United States

Higher adult education will be the biggest business in the United States by the year 2000, if current growth patterns continue. Current estimates indicate a national total of nearly 22 million registrants in higher adult education programmes by the end of the century.

These predictions and others are contained in a six-year study "Higher Adult Education: Its Present and Future," released in May by the Association of University Evening Colleges and the National University Extension Association. The study indicated that the growth of higher adult education is proceeding at a faster rate than that of undergraduate study at American Colleges and Universities. The six-year report is a compilation and analysis of programme and registration data provided annually since 1960 by 233 of the United States major colleges and universities.

New Director of AEA/USA

Robert E. Sharer has succeeded E.I. Johnson as a Executive Director of the Adult Education Association of the U.S.A., Washington. Bob Sharer was the President of the Association in 1962-63.

Robert Sharer is the fourth person to fill the top administrative post in AEA/USA. The first was Malcolm Knowles, now a professor of Adult Educa-

tion at Boston University, Glenn Jensen, now a professor of adult education at the University of Wyoming, was the Second Executive and Eugene Johnson was the third.

Before joining this post, Robert Sharer was the Director of the Michigan State University Evening College with the rank of Professor of Continuing Education.

Selman Elected President of CAAE and CADESS

Gordon R. Selman, Director of the University of British Columbia Extension Department was elected President of two of Canada's major adult education organisations—The Canadian Association for Adult Education and the Canadian Association of Departments of Extension and Summer Schools—during June this year.

At the CAAE annual meeting in Toronto, June 6-8 Selman was elected to a second one-year term as president of that organisation.

Selman was named president of CADESS at its annual meeting in Calgary, June 10-13

CADESS is a national association concerned with university level adult education.

Roby Kidd Visits India

Dr. Roby Kidd, Chairman, Department of Adult Education, Ontario Institute for Studies in Education, Toronto, Canada was in India from November 19 to December 1. He participated in a Seminar organised by the University Adult Education Association on 'Adult Education and Indian Universities' at Vallabh Vidya Nagar, Gujarat from November 25 to 29.

Dr. Kidd also had discussions with the General Secretary of the Association, Shri S.C. Dutta.

Programmed Learning for Tobacco Planters

Nigerian tobacco planters will be the first to benefit from a new method of literacy training evolved by the University of Ibadan. The programme covers one school year. Its originality lies in the use of programmed instruction for vocational training, which follows each reading session. Programming makes it possible to give individual teaching and encourages self-training.

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