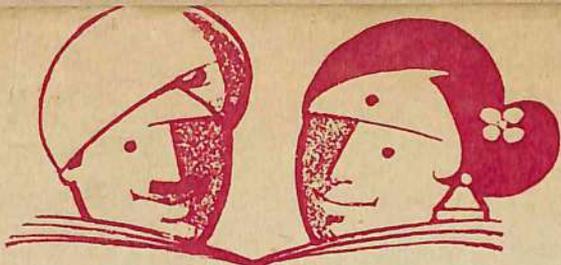


INDIAN JOURNAL OF ADULT EDUCATION VOL. 31 NO. 1

1970
I J A E

1970
I J A E



INDIAN JOURNAL OF

ADULT EDUCATION

January 1970

Volume XXXI Number 1

CONTENTS

The Prospect for Literacy— Our Too Quick Despairers	<i>V.V. John</i> ...	3
Trade Unions and Adult Education	<i>P.D. Shukla</i> ...	5
Social Welfare Organisations and Adult Education	<i>M.C. Nanavatty</i> ...	9
Functional Literacy for Family Planning in Tribal Areas	<i>B.B. Chatterjee</i> ...	12
Family Planning Attitudes and Practices in Women	<i>D. Deulkar</i> ...	14
Sarju—A Functional Literate	<i>T.R. Singh</i> ...	15

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

*Rs. 8.00 : Foreign \$3.50.
Single Copy Rs. 1.00*

ASPBAE JOURNAL

The Quarterly Journal that deals
with Adult Education in
Asian and South Pacific Countries

Annual Subscription

INLAND
FOREIGN

Rs. 7.50
U.S. \$2.00 or 16 shillings

Published by :

Asian South Pacific Bureau of Adult Education
c/o
Indian Adult Education Association
17-B, Indraprastha Marg,
New Delhi-1.

“EVEN A SINGLE LAMP DISPELS
THE DEEPEST DARKNE-S”

—Mahatma Gandhi

What did Mahatmaji mean by the Lamp and the Darkness?
Of course, he meant Knowledge and Illiteracy.

We, as the pioneer Indian manufacturers of Quality Slated Roll-up Black Boards, meaning ‘Lamps of Knowledge’ have been dispelling darkness in our country for the last 45 years by means of our useful products.

Let each of us pledge to light one Lamp in order to dispel darkness of Illiteracy, on the occasion of the Gandhi Centenary Year.



For details please write to :—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA.

Indian Journal of

ADULT EDUCATION

Vol. XXXI

January, 1970

No. 1

PRODUCTION OF EFFECTIVE FOLLOW-UP MATERIAL STRESSED

Adiseshiah's Address to Adult Educators in Madras

IN his presidential address at the Madras State Conference and Seminar on Adult Education organised by the State Council of Adult Education, Madras, Dr. Malcolm S. Adiseshiah, Deputy Director-General of UNESCO, stressed the need for effective follow-up literature for post-literacy work. He said that the material produced was not slanted to the socio-economic realities of the learners situation and the alignment towards vocationalization was altogether absent.

Dr Adiseshiah said that the accent in reading materials should be on *avocative adult education*, and it should be planned and produced in concert with the experts of the participating sectors, services and agencies as a specialised but multi-disciplinary exercise.

Continuing he said that after-work activities, participation in civic and cultural life should be conceived as an integrated aspect of continuing education. Workers of both sexes and above all youth, should feel that the programme, be it literacy or brimming over into the ampler area of adult education is theirs; there should be a sense of per-

sonal involvement for recreation or relaxation, he added.

Referring to youth, the Deputy Director-General of UNESCO said that youth must become partners in adult education. The older generation and youth must find a common meeting ground and agree upon an intellectual and spiritual rendezvous. One such rendezvous is adult education.

The Indian Adult Education Association was represented in the Conference by Shri N.R. Gupta, Organising Secretary. Shri Gupta presented a paper on "Role of Voluntary Organisations in Adult Education."

Literacy Corps Takes Education to Villages in Iran

How does a nation channel the idealism and bursting energy of youth to promote community progress? In particular, how does a country make a substantial break through in rural illiteracy?

Iran's response has been to provide young men and women with the opportunity to serve this cause and they are doing so with a sense of pride as full-time participants in the drama of national development.

Launched in 1964 as the first of Iran's four Corps—Literacy, Health, Development, and more recently the Women's Corps—the Literacy Corps men have achieved an enviable record in raising educational standards of learning in remote villages.

In six years, some 50,000 Corpsmen school teachers have increased enrolments almost three-fold. They have also helped build schools in 20,000 villages. Add to these results the teaching of literacy to some 40,000 adults, and one realizes what these young men can do when the challenge presents itself.

After a period of military training, the Corpsmen serve for eighteen months in rural areas. Although teaching duties keep them well occupied, their work extends to the broad field of community development. Their practical leadership is reflected in local development projects—the construction of nearly 90,000 kilometers of rural roads, digging hundreds of water wells and planting several million trees.

When the Iranian government established its programme in family planning, the value of the literacy Corps for its promotion was at once recognized. The Family Planning Unit of the Health Ministry promptly drew up a programme of training; up to the end of 1968, some 170,000 Literacy Corpsmen had received eight hours' instruction in family planning. In 1969 a further 10,000 attended such family planning courses.

The national programme was given a boost when in 1968, young women volunteered to join the rural literacy campaign. An intensive course in family planning was included in the training of the initial 2,000 Literacy Corpswomen. A further 2,000 women joined the Corps in 1969. Another 1,000 young women of the Health Corps serve on the staff of the family planning clinics throughout the country.

The aim and the content of Iran's adult literacy programme is to arouse the interest and motivate the learner by dealing with everyday interests of rural folk. To their previous concerns of farming,

International Competition

The quadrilingual International Journal of Adult Education, *Convergence* in cooperation with the Encyclopaedia Britannica, invites international participation in a world-wide competition for original articles on Adult Education. Entries may be in any area of theory, research or practice suitable for an international audience. Four themes—Ten years after the Montreal World Conference; Comparative Studies in Adult Education; Continuing Education of Professional Personnel; and Youth and Adult Education—have been specially urged by the organisers.

Four winners will be selected and each winning author will receive a set of the *Encyclopaedia Britannica*. Manuscripts may be submitted in any of the four languages of *Convergence*, English, French, Spanish and Russian. Articles may be of any length. Entries of merit may be selected for publication in *Convergence*.

The awards will be made by five Judges appointed from the Editorial Associates of *Convergence*. Last date for entries is August 5, 1970. Information from *Convergence* P.O. Box 250, Station F, Toronto-5, Canada.

US Campaign to Wipe Out Illiteracy

A crash programme to eliminate illiteracy in the United States by 1980, described by the US Commissioner of Education as "far more difficult than landing a man on the moon," is to be launched shortly.

There are at present more than 3 million adult illiterates in the United States, and about half the unemployed youths between 16 and 21 are functionally illiterate; for many, this means a life marked by poverty, alienation and sometimes crime.

Co-ordinated by the Department of Education, the drive will involve educators, legislators, business, industry and civic groups throughout the country.

(Unesco Features)

irrigation, income, road-making and home improvement the literacy programme has now added a major interest—achieving family health and welfare, an objective in which family planning must play a key role. In discussing this subject with village leaders, with parents in adult classes, and in referring women to nearby clinics and mobile services, the youth of Iran are helping family planning in the regions that can benefit most from it.

THE PROSPECT FOR LITERACY

Our Too Quick Despairers

By V.V. John

DELHI has given up on literacy. That, at any rate, is the inference to be drawn from the gloomy forecast that at the end of the 20-year projection made by the Kothari Commission, there would be more illiterates in the country than there are today. Let alone adult literacy, not even the constitutional directive to put every child below 14 to school will have been implemented

The educators have gone into a huddle with our demographers and decided that if we continue to breed at the present rate, we shall have to learn to live with illiteracy until kingdom come. The condom is therefore being recommended as an answer to educational problems. And very soon, educational planning may be expected to merge with family planning.

Beyond what birth control can do to help out the educator, all that he can think of is set forth in the national policy statement on education: "the liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the social and national service programmes."

Rhetoric

It will be noticed that the pompous rhetoric of the first

sentence is followed by proposals that do not amount to any comprehensive, ambitious or urgent programme of action. How is it that the brave spirits who suggested an impatient time schedule for the changeover to the regional languages as the medium of instruction in the universities, have not thought of fixing a time schedule for the eradication of illiteracy? We do talk of campaigns and drives. The idiom used is so aggressive that the poor illiterate is made to feel as though he is a hunted animal. But the need have no fear. For our resolves in the matter do not go beyond brave speeches. The national service by students, through which literacy campaign is to be organised, has not yet got off the ground, though we have been planning it for some years now. It will predictably go the way of compulsory NCC, and may prove to be another way of formalising delinquency and indolence. The illiterate, like the poor, may always be with us.

Nationally, the problem of illiteracy has been solved many times by our speech-makers. I remember attending a conference on adult education some years ago when both the dignitary who inaugurated the conference and the one who gave the valedictory address had simple cures for illiteracy. One said, let each one teach one, and by geometrical progression, there will soon be no illiterates left. The other said that he would oblige every new graduate to impart literacy to 10 people before he was awarded the university degree. I remember thinking at the time that, if I had my way, I would make a law that no one may speak on the subject of literacy unless he was actually teaching someone else to read and write, or was himself learning a new script.

The cause of literacy is not advanced by anyone taking lightly of the labours involved in imparting literacy.

Bold Scheme

What we need is an imaginative and daring programme that would employ such media as television to tackle our overwhelming backlog in education. The inanities of commercial television in the more affluent countries (Frank Lloyd Wright once described television as chewing gum for the eye) have perhaps prevented our decision makers from realising the stupendous possibilities of this medium for educating people and transforming society. As Mr. Patwant Singh put it some time ago in his book, *India and the Future of Asia* "in order to leapfrog over other means of education and deal directly through TV with the momentous problems of the day in a moving and dramatic manner, Indian television would have to mobilise the country's creative minds for making the necessary impact on the minds of the people."

The mediocrity of All India Radio's programmes and the insignificance of its achievement so far may discourage any high hopes being built on the possibilities that television will open up. It is however conceivable that a freer and more venturesome organisation could be devised, and the best talent enlisted for this service of national importance. As Mr. Patwant Singh puts it, "the possibilities TV presents are breathtaking. Communalism, casteism and linguism; the marvels of modern technology; the calamitous cost in human as well as material terms of violence born of ignorance and intolerance; the excitement, adventure and rewards a developing economy can offer to those with aspirations and initiative; the true

cost in human terms of unplanned families and an uncontrollable birth-rate, these and a hundred other burning issues could be projected with ingenuity before India's millions. The allure of this new medium combined with excellence in programming could bring about an almost incalculable change in the outlook of the people."

The cost of covering the whole of India with a network of television stations served by a communications satellite or otherwise, has been calculated, and we shall be able to afford the money if some of our current wastefulness and extravagance in other areas could be cured. It is however not a job for the men of little faith who sit in some of our seats of authority. **If we perish, it will be through absence of vision, rather than shortage of cash.**

Now that the pre-independence fervour about literacy has cooled off through the good offices of our planners and demographers, wise men will want to tell us what an error it is to equate education with literacy, and ignorance with illiteracy. The illiterate Indian voter has perhaps behaved with a higher sense of responsibility and shown better judgment at election time than the educated electorate that votes in university elections. And come to think of it, mere literacy is not an unmixed blessing. The man who reads rubbish has no advantage over the man who cannot read.

Literacy is obviously not enough. This however cannot be used as an excuse for not making an all-out effort to eradicate illiteracy. On a last count, Delhi alone had 250,000 illiterates. In the country as a whole, their number is more than 350 million. This is what makes our language controversies a droll exercise, for most of the time, we are only trying to decide which language we should be illiterate in.

While the literates may not have put their language skills to worthwhile uses, it is difficult in the foreseeable future to devise an educational system on any basis other than that of literacy. Talking books may in the distant future replace printed books. And if the science fiction writers are to be taken seriously, hypodermic injections may yield us all the learning that we now derive through reading. But our educational planning cannot count currently on these amenities.

Not Enough

That the mere ability to read and write is not enough is recognised by the experts who devised social education programmes, and have latterly been talking about functional literacy. The jargon need not daunt anyone. It is enough that we recognise that literacy is for use. It should provide access to what will improve one's skills and enrich one's life.

And no person should be considered literate unless he has acquired the capacity to learn on

his own. By this test, even some university products may not qualify. Nothing less will however be meaningful. We should not make the mistake that the first Congress Governments in the thirties made, of reckoning literacy by the ability to sign one's name in the mother tongue. This swelled the statistics of literacy for a while. Fortunately, that particular piece of history is not likely to repeat itself in any new programmes for the spread of literacy.

What is needed, at the moment is a sense of urgency. Jefferson's warning to the American people is a warning to all people who would be free. He said that if a people hoped to be ignorant and free, they were hoping for something that has never been known on earth. Our freedom has survived 22 years of illiteracy and ignorance. Let us not tempt fate by behaving as though the luck of the republic would hold indefinitely.

—Courtesy *The Times of India*

Still Available

Seekhna aur Seekhana

**Hindi Translation of the famous book
'How Adults Learn' by Dr. J.R. Kidd**

'.....the first basic and comprehensive textbook in the field of adult learning and programming available in Hindi Language'. *Seeds of Promise—A Four Year Report of University Adult Education in Rajasthan.*

Price Rs. 7.50

Can be had from :

**Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.**

TRADE UNIONS AND ADULT EDUCATION

Dr. P.D. Shukla

Joint Educational Adviser, Government of India

Adult Education & Democracy

EVERY democratic State is dependent on its citizens' willingness to cooperation. Freedom, as expected by the individual from the State and guaranteed to him by the State, can be fruitful and lasting only if its citizens feel responsible for it and wedded for the State. The parents, community, organised sectors of society and educational institutions can contribute to a great deal to stimulate and cultivate this sense of responsibility. This, however, is not enough. In view of the extent of changes of economic, sociological, scientific and social conditions in many parts of the world including India, adult education has continuously gained in significance. Even though dimensions and pre-conditions may be different, a modern State is unthinkable without adult education in the widest sense of the word. This is true not only with regard to the developing countries, which have to catch up in a few years with what was developed in the other regions within centuries, it is also of vital importance for the highly

industrialised States on the surface of the earth.

Adult Education in India

In India, the programmes of literacy and social education have been a living activity for more than 20 years now. We have launched all-India programmes for the removal of illiteracy involving both the governmental and voluntary organizations. We have developed newer techniques of teaching the adults. We have experimented with and produced literature, specially suitable to the neo-literate and the new-reading public. We have attempted to establish special institutions like Janta colleges, community centres, adult schools, Vidya-piths, and rural libraries for the benefit of the neo-literate adults. We have also launched campaigns like "Each one-teach-one" and organized the use of students in teaching the adults during their vacations. Our success in these efforts has, however, been of a mixed character. While we have acquired very rich and rewarding experiences relating to different

aspects of the problem of adult education, the impact of our work in increasing the literacy has not been very significant. Even today, the literacy among the adult population of the country is not more than 35%. While the literacy percentage has shown some increase, it is unfortunate that the number of illiterates in the total population has also increased, because increase in population has outstripped increase in literacy.

New Dimensions

The educational workers in general, and the adult educators in particular, have to take note of a number of very important and major developments which are influencing the pattern of their work. The growth of modern science has introduced in our lives the use of gadgets requiring continuous acquisition of more information and knowledge about them, their upkeep and simple repairs. 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. Advances in technological and specialised skills have brought in new techniques of production and management and have created new types of jobs; and what is more important, these have changed the nature of old jobs necessitating continuous need for training and re-training. The breakdown of traditions and customs has resulted in lack of understanding and clash between the outlooks of the old and the new generations. Acceptance of parliamentary democracy and democratization of cultural life have involved the common man in the deliberative and decision-making processes as well as the cultured life. 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 available facilities for their training and education. The fast changing social, economic and political situations will make grown-up men and women happier and more successful only if they have the desire of acquiring new knowledge and applying it to face the new situations which are being continuously created before them.

The above considerations have added new dimensions to the work of Adult Education. It becomes more and more a life-long process. It has to look after not only the illiterate population, the neo-literates and the neo-reading public, but also the so-called educated and the elite. Further, Adult Education has not only to provide general education but also technical and professional training of various levels as well as of different kinds of courses covering all aspects of life to suit the interests and requirements of different categories of the adult population.

Agencies for Adult Education

The work of Adult Education has, therefore, become so varied and complex that it can no more be attended to by a single agency, even the government. Unless all organizations, institutions and agencies, which have contact with the adult population and some responsibility with respect to them, join hands, the work of adult education cannot be organized comprehensively and successfully. Thus, the farmers' associations, the universities and other educational institutions, the employers—singly and in groups, the trade unions, and the different clubs and other organizations of the employees, the residents of an area and similar other agencies have all to make a contribution in this direction. In this work the trade unions can play a very significant part, because they cover increasingly bigger sectors of population,

Trade Unions in India

As far as India is concerned, the trade union movement is no longer in a state of infancy, although the movement does not appear to be as strong as it should be. As a student of education, I consider the strength of a trade union in terms of the strength of its organization and the constructive and comprehensive programmes in its field of operation.

There appear to be many hindrances and obstacles in the way of satisfactory progress of trade unionism in India. Multiplicity of trade unions, political rivalries, lack of resources, disunity in the rank of the workers, emphasis on the external machinery for solving the disputes and the limited sympathy of the employers appear to be some of the major factors against a fruitful trade union movement in India. Above all, the lack of education among the labour force is perhaps one single factor which is responsible for stifling the growth of trade unionism in this country.

Lack of education, which is a state of affairs unknown in other countries of industrial importance, prevents workers from taking a long-range view. Because of lack of education, the worker is not trained to think critically, to analyse the situation, and to make a successful choice among available alternatives. Lack of understanding and appreciation about the contribution which each single worker can make for the larger growth of the nation and, therefore, his sincere devotion to and efforts towards improving production both quantitatively and qualitatively create an attitude of indifference in the mind of the employer. The existing attitude on the part of the worker has, therefore, been responsible, to a large extent, for most of the trade unions serving merely as strike committees emerging during periods of strain and

stress and then fading away gradually. Because of the same factor, most of the unions attach much greater importance to the function of securing redress of the workers' grievances by putting up a fight with the employers, and there is little educational activity which prepares the trade union members for active participation in trade union affairs or which provides an opportunity of general and vocational education for its members.

Workers' Education

Workers' education deals primarily with the educational needs of workers as they arise out of their participation in the labour movement. It is thought of as education carried on either under direct Trade Union auspices or education carried on by non-labour agencies jointly with the Union groups. Its objective is the improvement of the workers' individual and group competence, and the advancement of his social, economic and cultural interests, so that he can become a mature, wise and responsible citizen, able to play his part in the Union and in a free society, and to assure for himself a status of dignity and respect equal to those of other groups and individuals. To reach these objectives, workers and Trade Union leaders must have knowledge and skills, courage and resources and ability to think independently, so as to make free and intelligent choices.

10. I think workers' education should recognise two important concepts:—

- (a) That education is a life-long process, and
- (b) That education is a necessary part of democratic processes.

Relation to adult education

Conceptually, workers' education may be considered to be an integral—but separate—branch of adult education. But looked

at from the larger and national point of view, I would say that any programme for workers' education cannot succeed unless it has a very major and significant element of adult education as generally understood. This appears to be the best arrangement on practical consideration as well, particularly in the present situation in India. Adult education for workers must also meet their functional and specialised educational needs.

In this connection it has to be noted that not only do the workers have specialised needs, but efforts to reach them through general adult education groups and programmes have—apart from a few exceptions—not met with much success. I think, therefore, that the best way to reach workers as potential consumers of education is through their Trade Unions. This approach could be justified on more than one consideration:—

(i) Educational needs of workers, arising out of their participation in the Union affairs, are, as a rule, not met by other educational organizations. Thus, the Union often offers the only agency for bringing such education to workers.

(ii) In Unions, the workers meet as a homogeneous group, bound together by common problems, common educational levels, and common experience and training.

(iii) Workers' education, like adult education in general, lacks any coercive element. It must operate in an atmosphere of acceptability which can be achieved through close consultation and planning with the Union leaders on course, content, and time and place of meeting, selection of teachers and teaching materials.

(iv) The workers often have little formal education. Although the programme in such classes may be excellent, the presenta-

tion may be above the head of many workers. The worker may therefore, lose confidence, feel inferior, and most frequently he may drop out, and nothing is accomplished.

(v) Using the Union as the centre of activities results in maximum efficiency in the use of educational techniques, materials, and methods, all of which can be closely adjusted to the needs of the group. All teaching, in order to be effective, must be geared to the group to be taught, i.e. it must be related to the experience of the group. This principle applies as much to general education as to vocational training.

(vi) Workers' education aims at social action. Such action is more likely to result if the educational process takes place within the setting of the Union rather than within some amorphous group joined together merely for educational purposes.

Adult education of the workers is an ever-present challenge. It is an investment in people. It rests on the assumption that people have the inherent power to guide their own destiny, to move intelligently and courageously towards wider horizons and towards the fullest and best use of all natural and human resources. In a dictatorship, education is not vital because people are not consulted but told what to do. In a democracy, decisions depend on the active—or at least passive—support of the people. It is no longer enough that some know. Others must know too.

Adult Education for Indian Workers

In India the need for Adult Education for the workers has vast and multiple dimensions. Some of the significant factors impinging upon the development of Adult Education for workers are:

- (ii) General poverty and low level of wages;
- (iii) Predominantly migratory nature of the industrial workers; and
- (iv) Lack of dependable leadership in trade unions.

The groups which are interested in doing something for the cause of education of workers are the State, the employer, and the trade unions. The trade unions in India have been mainly engaged in creating agitational consciousness for organising and building up the labour movement. These unions seem to have developed more on the lines of political parties, and they are not based on the occupational patterns of their membership. Leadership in these unions seem to be generally supplied from outside, mostly by the political parties having ideological affiliations with the particular unions. All trade unions in India seem to have an interest in the education of workers, but in practice non of them appear to have any systematic programme or provision for the education of its members. As for the employers, a few of the enlightened among them have created some educational facilities for their employees by way of welfare work. They have done this either because of legislative pressures or on their own initiative.

In so far as the State is concerned the Government of India in the Ministry of Labour and Employment sponsored a country-wide scheme for workers' education mainly oriented to trade union education of rank and file of workers and leadership development. The work has been entrusted to an autonomous organization known as the Central Board of Workers' Education which consists of representatives of workers and employees, educational institutions and government. The scheme comprises three stages of training on three different levels, namely, for

- (i) Low-level of literacy.

Education Officers, for workers' teachers, and for workers.

The other aspect of work being done in the field of Adult Education for workers is through the State Governments and the Local Body Administrations. This is in the form of setting up centres, variously known as Social Education Centres, Adult Education Centres, Community Centres or Labour Welfare Centres located in the urban industrial complexes. The main focus of the programme in such centres is on general education and cultural and recreational activities.

The Union Ministry of Education set up, on an experimental basis, a Workers' Social Education Institute at Indore, to provide adult education facilities to the industrial workers there. Similarly, a new experiment in the form of Polyvalent Centres or Shramik Vidyapeeth has been designed and undertaken by the Department of Adult Education of the National Council of Educational Research & Training with the assistance of UNESCO. The assumption in this approach is to recognise the worker not by class apart, but as an individual adult citizen having a right to education according to his interest, needs, inclination and potentiality. Thus the Polyvalent Centres are to provide many-sided courses in basic literacy, vocational skills, education in arts and culture, family life, citizenship, health and education for participation in organizations. More specifically, the objectives of the Polyvalent Centres are as under:

(i) To impart general education to workers so as to enrich their lives through knowledge and better understanding of their environment and to prepare them more adequately for vocational and technical training;

(ii) To impart vocational skills and technical knowledge to

workers for raising the efficiency and increasing productive ability; and

(iii) To develop right perspective towards work.

Conclusion

All such experiments and ideas can be initiated, but the expansion of such programmes and full returns from them are possible only through the initiative and willing participation of the workers themselves.

In recent years some important empirical studies on adult education have appeared. In an extensive study on education and social consciousness, it has been clearly brought out that people who receive only a minimal education, experience a high degree of frustration. The same study shows that a fairly high level of education is necessary before a desire for further education can even begin to develop. In practical terms, this means that the social need for continuing adult education can only be realised through an expanding programme of general education in the schools. It is necessary, therefore, that every worker should have an opportunity of receiving school education for a reasonable number of years before he become conscious of the need for adult or further education for himself.

Such a situation exists, to a large extent, in developing countries like India. All of them, including India, are, however, making strenuous efforts to expand their school systems and to bring in more and more of the school-age children to the educational institutions. Here also the Trade Unions have an important role to play by opening schools for the education of children of the workers and by encouraging and supporting them to keep their children for a reasonable number of years in schools.

Let us hope that with increasing consciousness towards self-help, with expansion in the school enrolment, and with the emulation of successful results obtained in other countries, the trade union movement in India will also get oriented towards constructive participation in the national building activities relevant to their own life, the basis for which is adult education of the workers themselves. This would necessitate that the trade unions in India do not confine their energies and resources to agitation and strikes along for the purpose of collective bargaining, but that they should attend also to the improvement of the general and vocational competence of their members. Since all improvement in the level of general education and vocational training of the worker should be directed to improve production—both quantitatively and qualitatively—let us also hope that all employers, who are better educated persons, will offer necessary cooperation and facilities to the workers to avail themselves of the available educational opportunities.

New Publication

EDUCATION FOR PERSPECTIVE

by J.R. Kidd

Foreword by M.S. Mehta
Rs. 24.00

Available from :

**Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-1.**

Social Welfare Organisations and Adult Education

Meher C. Nanavatty

THE field of Adult Education has passed through many stages of change and development since its inception in the country. Beginning with adult education classes and night schools through the efforts of enlightened individuals, it acquired a place in the constructive work programme during the struggle for freedom. Since independence it has been included in the developmental plans of Education and Community Development. The organisational pattern involved voluntary effort, Local Bodies and State and Central Ministries of Education and Community Development. The programme contained literacy classes for adults, libraries and reading rooms, condensed courses, continuation education, citizenship education and correspondence courses for furthering literacy and education. Extensive use of audio-visual aids and mass-media interpressed the promotion of adult education among people.

An analysis of the experience of the last 50 years brings out a few telling conclusions. Voluntary efforts played an important role in experimenting with activities and organisation of adult education. The contribution of the Jamia Millia Islamia under the leadership of late Shri Saffiquehman Kidwai laid the foundation of relating adult education to the requirements of local communities. Under his influence the Delhi Municipal Committee initiated programme of social education as a part of the responsibility of Local Bodies, which spread later to other cities. The Bombay City Social Education Committee still keeps the flag flying. The Community Development Administration provided an universal set up for the promotion of social education activities in rural areas. The experience of Gram Shiksha Mohim in Maharashtra provided the possibility of involving the total village community in wiping out illiteracy among its adult population. The Rajasthan University initiated measures to provide leadership training to workers and promote research through the University Department of Adult Education. The Indian Adult Education Association played the invisible role of a pressure-group in focussing interest of administration and public on Adult Education programme in the country.

In spite of all these valuable efforts, the programme of literacy and adult education has not acquired an universal coverage of services throughout the country as an integral part of the national development plans. During the last eighteen years of planned development the country barely can claim 33 percent of literacy. The only effective programme of universal literacy that continues today belongs to school-education. With nearly 80 percent of coverage of primary education in the country, it is hoped that majority of the next generation of adults will be literate. Unfortunately even this hope is not likely to be fulfilled as there continues to prevail stagnation and dropouts to the extent of 30

percent among primary school students. They will add to the ever-growing population of illiterate citizens. The illiterate population has increased from 298 million in 1951 to 334 million in 1961 and to 349 million in 1968-69. Out of 230 million in the age-group 25 to 44 who constitute the nation's working force 150 million are illiterate.

The main reason for such an impasse is lack of social climate for change through adult education. Of course the overall climate of indifference or lack of interest in the basic aspects of development and change is a contributing factor. Earlier the struggle for independence provided the required climate for action. The leadership of socially conscious citizens in every community also helped. With independence, development became a Government responsibility, and the attitude of dependency rather than of self and social development engulfed the country. Universal programme of adult education would have helped in bringing about a change in attitude of adult citizens to development; but lack of conviction for adult education in public statesmen, limited allocation of resources for adult education and absence of social climate for change and development came in way of propagation of adult education among people. The question is how to break away from this situation? Is it possible to group together the like minded people and their organisations in re-creating the climate of change? It is in this context that the role of social welfare organisations in promoting adult education programme needs to be considered.

Before examining the role of Social Welfare Organisations in promoting adult education activities in the country, it is necessary to review the role of voluntary organisations in the field of adult education. At the conceptual level the role of voluntary organisations in promoting adult education programme is accepted by all, but in practice there seems to prevail ambivalence. In the past, voluntary organisations like the Jamia Millia, the Mysore State Adult Education Council, the Kasturba Memorial Trust and the Bombay City Social Education Committee have rendered women's service in experimenting and promoting adult education activities in the field. But as the programme begins to be promoted under the auspices of Local Bodies or Block Administration or State Governments, the voluntary organisations to a considerable degree acquire a secondary position. Even those voluntary organisations which continued to promote adult education activities, become dependent on government grants. Although no detail analysis of the funds provided by Government and voluntary organisations during the last three Development Plans is available, the over-all coverage indicates the provision of Rs. 5 crores under Education and Rs. 10 crores under Community Development in the First, Rs 5 crores under Education and Rs. 10 crores under C.D. in the Second, Rs. 5.8 crores under

Education and Rs. 19 crores under C.D. in the Third and Rs. 10 crores in the Fourth Five Year Plan. Out of this not more than ten percent of the provision appeared to have been allotted to voluntary sector. No systematic record seems to be available of the funds spent by voluntary organisations for adult education. Possibly it is much more than what is usually assumed. But the attitude of administration to voluntary organisations and vice-versa continues to be one of doubt, distrust, indifference or apathy. It still remains to be realised by both the sides that all programmes of social development including that of Adult Education, require joint effort and cooperation of government and voluntary organisations. A joint cooperative endeavour alone can provide adequate coverage of services in the country. Human as well as financial resources are limited and therefore they cannot be partitioned in water-tight compartments of government and non-governmental activities. They have to be, by the very force of requirements of the fields, complementary and supplementary.

Once the total social development of the nation is concerned as a whole, the field of Adult Education has to extend itself to other fields of services, such as Social Welfare and vice-versa. At present there seems to prevail some reservation in extending the cooperation to other fields of services. Of course the nature of cooperation and the machinery for coordination have to be conceived on realistic basis according to the capacity of each field and the availability of resources.

The field of Social Welfare is as vast as of Adult Education if not more. The emphasis, as conceived in the early stage of its development, rest on ameliorative services for the needy. Charity for the poor, the disabled, the aged, the infirm was its early foundation. Gradually with the gathering of experiences as well with the widening of knowledge, the services of curative, preventive and promotive nature were added to those of ameliorative. It has been increasingly realised that social disorganisation which has been caused by the prevailing social system as well as by the neglect of the required social services in family and the community require to be cured and prevented by the society itself. Social disorganisation requires to be socially cured. Thus the field of Social Welfare, acquiring the wider area of services, becomes a vital sector of the social development programme in each society. This should be more so in a developing country like ours, as not only the prevailing social disorganization is to be prevented and cured, but some of the disorganisation that results out of rapid economic and technological development require to be minimised.

The field of Social Welfare has succeeded in establishing a very wide net work of organisation and services. There are more than 6,000 voluntary agencies which have, either came into existence or

stabilised their activities, as a result of the valuable work done by the Central Social Welfare Board through the programme of grants-in-aid. In addition each State has established Directorates of Social Welfare with supervisory services extending in most of the cases to the District level and in some case to Block level.

In States which have extensive Tribal population, there are in addition Directorates of Tribal Welfare. The programme covers a wide field of Child and Family Welfare, Women's Welfare, Welfare of the Handicapped, Social Defence, Harijan Welfare, Tribal Welfare and Rehabilitation. Interesting enough fifty per cent of the total provision made in the development plans at the Central level is earmarked for developing services with the help of voluntary organisations. There are more than twenty schools of social work, besides a number of ad-hoc programmes offering training to the field workers.

The primary focus of all these services relate to the individuals and groups in need of services. These services provide food, shelter, recreation, educational and rehabilitative services, for the inmates of the residential institutions or services for specific groups of individuals according to their needs. Interesting enough the programme of Condensed Courses for Women, initiated by the Central Social Welfare Board, has received acceptance by State Directorates of Education. This programme offers adult education facilities to needy women, who due to circumstances beyond their control, could not avail of the services of education during young age and who are eager to improve their economic and social standing in the community by pursuing adult education activities. No less than 30,000 women have taken advantage of this programme since its inception. Many of them have not only completed the middle and high school stage of their education but also taken to occupational training of teachers, mid-wives, gram sevikas, bal-sevikas, craft teachers etc.

The question that remains to be answered relates to the capacity of the Social Welfare Organisations, specially those operating under voluntary auspices, to undertake adult education activities and the machinery required to enable them to fulfill the professional requirements of adult education. It is true that the primary focus of all social welfare organisations have to be social welfare services. They can promote the activities of adult education as a supportive service only. Even then it would become a measurable contribution.

The effectiveness in utilising the services of Social

Welfare Organisations requires ensuring a few conditions. **The concept of Social Development, where in Adult Education and Social Welfare are the twin fields of service, needs to be acknowledged.** Unless a feeling of trust and a brotherhood of partnership is ensured the cooperation cannot prove effective. Community contact, which is basis to Social Welfare, and facilities of institutional set-up of organisation such as building, furniture, besides participation of people need to be recognised. What is, however, necessary to provide is technical know-how in Adult Education besides supportive services of text books, supplementary reading materials, visual aids etc. This could be given by the State Directorates of Education and Voluntary agencies like Literacy House, State and Central Adult Education Associations. **The activities of adult literacy, including functional literacy, reading rooms, libraries, continuing education courses, besides condensed courses can be effectively taken up by Social Welfare Organisations.** Effective supervision and guidance both by the State level organisations of adult education and social welfare can help in stabilising these activities, besides improving quality of work. A system of grants-in-aid will have to be evolved by the State and Central Departments of Education to facilitate Social Welfare Organisations taking to adult education activities as supportive services. Similarly a suitable system of evaluation of their work will have to be evolved.

As referred to earlier, the field of Adult Education will have to acquire a wider vision of social development. Its activities and programmes should be conceived as an integral part of social aspects of national development. The present practice of field-wise consideration, which to an extent tends to be parochial, needs to be replaced by efforts to promote integrated services for social development. That will also help in creating the much required social climate for change and development in the country.

NEW LIFE MEMBERS

Life Membership have recently been received from Shri D. Sarma, State Social Education Officer, Assam, Gauhati, Shri K.M. Jaisani, Director, Lok Shikshan Vibhag, Rajasthan Vidyapeth, Udaipur, Shri L.R. Vaidya, State Social Education Officer, Himachal Pradesh, Simla and Smt. K S. Bhandarkar, Asstt. Social Education Officer, Bombay City Social Education Committee. Life membership fee is Rs. 100/-.

FUNCTIONAL LITERACY FOR FAMILY PLANNING IN TRIBAL AREAS

B.B. Chatterjee

Introduction

THE Gramdan Shikshan Yojana is an interesting project, being carried out in collaboration by three organizations: Literacy House, Lucknow, Sarva Seva Sangh, Varanasi and Gandhian Institute of Studies, Varanasi. While training, supply of reading and other instructional material etc. are the responsibilities of the Literacy House, actual implementation of the programme, such as running the night schools for adults, is being done by the Sarva Seva Sangh, through its two ancillary organizations. Gandhian Institute of Studies, had been doing concurrent evaluation of the working of the project, under which at one time 100 night schools in three Blocks in Darbhanga and the same number in three Blocks in Mirzapur, were being run. The majority of these schools were situated in gramdani villages. Teachers were all locally recruited, and were allowed to start schools only on completion of a fortnight's intensive training, in practice and theory of functional literacy.

The southern part of Mirzapur, in three blocks of which the 100 night schools were being run, is inhabited by people, nearly 80% of whom are tribal.

The significant thing to be noted is that comparatively a fair proportion of tribal people took advantage of these training courses, than non-tribal backward caste, or harijan people. Some figures given in Table 1 bring out this point rather nicely.

* The author is Professor of Psychology and Education, Gandhian Institute of Studies, Varanasi.

Table 1

Caste-wise distribution of trainees in the 4 training courses held at Mirzapur

Caste	Course-wise frequency of Teacher-candidates				Total
	Course I (Govind- pur)	Course II (Babhni- pur)	Course III (Babhni)	Course IV (Dudhi)	
1. Higher Castes	4	1	4	2	11
2. Backward „	13	9	7	26	55
3. Scheduled „	4	1	—	1	6
4. „ Tribes	3	11	24	7	45
5. Muslims, Christians, Others.	2	3	5	2	12
Total	26	25	40	38	129

The fuller implication of this pattern of participation is best brought about if we consider the data summarized in Table 2.

Table 2

Blockwise partial demographic data along with data on volunteers for running night schools

Item	Muirpur block	Babhni block	Dudhi block	Total
1. Proportion of Adivasi, Harijan and Backward class people in population.	72%	90%	70%	76%
2. Proportion of Adivasi teacher candidates.	27.5%	60%	18.4%	35.7%
3. Proportion of Scheduled caste teacher candidates	9.8%	00%	2.6%	4.7%
4. Proportion of Backward caste teacher candidates	43.1%	17.5%	68.4%	42.6%
5. Proportion of Adivasi, Harijan and Backward class teacher candidates	80.4%	77.5%	89.4%	82.1%

Babhni is the most backward and inaccessible block among the three. Only here, the proportion of teacher candidates belonging to the disadvantaged sections is less than their proportion in the population—77.5% among teacher candidates against 90% in population. But in the other two blocks, slightly higher proportion of teacher candidates of the disadvantaged sections than warranted by their proportion among the parent population has come forward to volunteer to run the adult literacy schools.

There was another interesting feature of these night adult literacy schools. In each village having such a school, a Village Literacy Council was formed, which guided the day-to-day functioning of these schools. By and large, these Village Literacy Councils evinced an abiding interest and involvement in the smooth functioning of the schools. For example, cases have been reported when members of Village Literacy Councils, after granting leave to the regular teacher of the night schools, have volunteered their own services to run the classes, during the absence of the former. Not only they have encouraged others to join night classes, but they themselves have joined the same, to set an example before the villagers. In case of negligence of duties, they have not hesitated to take firm disciplinary action, to the extent of closing down a couple of schools where the teachers came to the class under the influence of liquor.

These three positive features have to be taken into account while we try to formulate a programme for gearing functional literacy with the needs of spreading the message of family planning in predominantly tribal belts.

Tribal Peculiarities and Family Planning

Attempts to include topics of family planning within the

functional literacy programme usually face certain difficulties, some of which are universal, irrespective of the nature of the adult learners, and some are specific for predominantly tribal people. Following are some of the difficulties:

(1) Matters pertaining to biological functioning are intimate subjects, dealing with which has to cross the barrier of natural shyness on the part of teachers as well as taught.

(2) Possibility of resistance towards the idea of limiting size, on economic, moral, religious or medical ground.

(3) Problems of communication, with limited resources, like equipment of the teacher, appropriate teaching aids, emotional blockade resulting from the sensitive nature of the topic, etc.

(4) The older people of the village community exercising a greater authoritarian control on the freedom of decision-making by the younger generation, even in matters of sexual practices. Acquiescence, rather than freedom is the traditionally approved mode of behaviour for young couples.

(5) Add to these, the fact that the traditional tribal communities show lesser differentiation, and greater homogeneity in values, behaviour pattern, attitudes, opinions and beliefs including those related to reproduction, and family size.

Keeping these special features in view, some ground rules may perhaps to be formulated, while enunciating the strategies for encouraging family planning through functional literacy programmes.

(1) The target for persuasion and education has to be small homogenous tribal groups, rather than individuals. Therefore, a fool-proof programme of

education of the traditional village leaders and elders, and specially of the members of the village literacy council, has to be developed. Let the members of the Village Literacy Council be convinced first, and convinced totally, about the importance of family planning. Their tacit approval is a *sine qua non* for the ultimate acceptance by the entire tribal group of any new idea, innovations or modes of behaviour.

(2) The motivations that urge the tribal people (so also the backward caste members) to come forward to run night schools, have to be capitalised for showing them the way of a more prosperous socio-economic condition of life, through having small families. Tribal people in such areas as Mirzapur do not seem to favour large families. This can be the starting point for the built-in feature in the educational programme for adult learners.

(3) Tribal people tend to exhibit a certain fatalistic trend with regard to their belief system pertaining to birth and death. "Birth and death are matters in the hand of God, and man should not interfere with it." Educational planners have to proceed very cautiously while trying to replace such deep-rooted traditional belief system with more modern and scientific ones. A small family norm can follow, but not precede, a belief that God also approves small families, or that God also approves deliberate prevention of birth of babies through contraceptive means. This material has to be developed on the basis of carefully devised experiments.

(4) Many of the tribal women take recourse to an indigenous herbal preparation, which appears to be a sure preventive of child birth. It will be a bad strategy to ridicule or condemn such indigenous (and
(Continued on page 16)

Family Planning Attitudes and Practices in Women

Durga Deulkar

THE Rural Community Extension Department of Lady Irwin College, New Delhi has conducted some studies in the areas of family planning programmes. These studies are mainly concerned with assessing the awareness of the rural people especially the women on (a) attitude towards the concept of small family size; (b) their opinions and confidence towards the use of I.U.D. and vasectomy etc; (c) the impact of publicity tools used by the Government and the role of communication media i.e. radio, television, posters, in educating people towards family planning.

The salient features, of the findings of these studies indicate that:

1. There is a general awareness among the villagers about the Family Planning programmes as organized by the Government.
2. The comparatively younger women and men, with some educational background, are more responsive to the idea of planning small families, as well as to the use of birth control measures.

However, the factors which hinder the practising of these

Dr. Durga Deulkar is Director, Lady Irwin College, New Delhi.

measures by women are generally, lack of enthusiasm for anything which does not have immediate economic benefit and fear of conflict with the husband and other family members, particularly with the mother-in-law.

With regard to the attitude of village women, both to smaller families and to the use of contraceptives, the trends observed were that the younger women, under 26 years, were more favourable than the older women, and where both husband and wife were educated there was greater response to practising family planning methods. These trends again emphasise the need for programmes for the younger and the older members of the community.

Regarding the use of contraceptives, the findings indicated that the majority of the users of the IUD belonged to the lower socio-economic status. Another finding was that the husband played an important role in making decision in this regard. The factors operating against the practice of family planning methods were (i) fear of conflict with the mother-in-law and conflict in other family relationships (ii) lack of confidence in the effectiveness of the contraceptive, or fear in the use of it, particularly in the use of IUD.

With regard to the use of media for disseminating infor-

mation, a study "The comparative effectiveness of radio, television and pamphlets in the dissemination of agricultural and family planning information," was conducted. The findings indicate the television was most effective in agricultural programmes. However, with regard to the family planning programmes, a comparison could not be drawn because television had few programmes on family planning. It may be said here, that television, which is a powerful medium, should include more programmes on family planning.

The students of Rural Community Extension, conducting these studies found that informal techniques of approach were more effective in establishing rapport. The informal techniques used were home visits, participation in kitchen activities, and joining the women in their daily tasks. These informal contacts were possible through camp living in the villages. The identification with village life appeared more effective than enacting the role of a teacher. Another aspect which has been found effective is the interdisciplinary approach the students adopt in their work with the villagers. Home Science students are concerned with child care, nutrition, the expenditure pattern of the families, and home improvements using available resources etc.

From our experiences, collected through informal contact as well as through research studies, it may be said that educational programmes should be organized for preparing local leadership. The older generation should be approached for their cooperation and participation and this could be achieved only through local leadership.

It is therefore suggested that programmes of educational importance should also be integrated with, or accompanied by, programmes of economic benefit such as kitchen gardening and tailoring.

SARJU— A FUNCTIONAL LITERATE

T.R. Singh

THIS case study is concerned with a 35-year old adult of a village in Lucknow district who was one of the 59 adults declared functionally literate in 1963-65. This adult was almost illiterate before he joined the adult literacy class organised by Literacy House. After completing the functional literacy course, while some of his class fellows used their literacy skills in copying songs, in reading books and in their daily work of maintaining registers and accounts, this adult used his literacy skills in preparing estimates and layouts for different types of houses.

This study describes (i) what factors motivated him to become literate (ii) what use he made of literacy skills he acquired in the adult literacy classes and (iii) what made him specialise in the arithmetic side of functional literacy when most of the adults used their literacy skills in reading and writing.

Functional literacy as claimed by some people is achievable in three stages. In stage one, that is, learning to read and write stage, the adult acquires the essential skills in reading, writing and arithmetic. To put it in other words, he can read and write all Hindi alphabets and their conjuncts, and also simple words and sentences from the primer. He can remember Hindi numerals upto 100 and can do simple addition and subtraction. In stage two, that is,

reading and writing for understanding or functional literacy skills stage, his reading speed increases to 40-50 words per minute so that he could read simple reading materials with comprehension. He could write with a speed of 7-10 words per minute. Besides, he can write a letter or an application and fill in certain forms. The third stage is the functional education or reading for better life stage. At this stage the adult acquires knowledge about institutions at the block, district and state level, about the world around him.

The adult under discussion is Sarju of Baghiamau, a village in the Sarojinagar block of Lucknow district.

Sarju is a Raidas by caste. Traditionally the Raidas are leather workers. Because they were associated with leather-work, they occupied a lower position on the caste scale. But recently most of the Raidas have abandoned their traditional occupation and have taken to less degrading occupations. Most of them are occasional and agricultural labourers. The illiterate Raidas work as manual labourers, while literate ones are masons, mates and office attendants.

Sarju started his life as a *mazdoor* or ordinary labourer. He never went to a school, nor did his father. Like his castemen, they became earning members at an early age. Sarju was agricultural labourer most of time, though he worked on his father's four bigha farm. He started working outside the village as a manual labourer. Fortunately he had the opportunity of working under a higher caste mason.

One day Sarju and the mason were working in Dolliganj, a place in Lucknow city. The walls of the house were raised and pegs were to be fixed in the walls. Sarju fixed the pegs as he was instructed. He was not supposed to make any alterations because his duty was to take orders, however wrong they might be. Except for one, all pegs were fixed. When the last one was to be fixed, Sarju could not keep silent. He said to the mason, "I have fixed all these pegs as you instructed me to fix them. But I feel they are in wrong places. They do not seem to go according to the sketch design." The mason was surprised at Sarju's observation. He asked him to do things as he was instructed to do. But Sarju insisted that he had some good reasons to think that the pegs were in wrong places.

The mason got down the ladder and looked at the pegs from different angles, consulting the sketch design. He then took out his tape and measured the distance from the base. Sarju was right. But for the last peg which Sarju had fixed, all others were not in their places. The mason said to Sarju, "Sarju, you have much commonsense. I am very much impressed by your sense of judgment. But

Dr. T.R. Singh, is Head of Evaluation and Research Unit at Literacy House, Lucknow.

you know where the world is going. You will remain a *mazdoor* even after twenty years if you continue to be illiterate. You must learn to read and write. You can be a good mason. I promise to make you a good mason if you learn to read and write." Sarju felt encouraged and made up his mind to become literate.

Sarju continued to work under the same mason. He bought a Hindi primer and started learning from it. He could not give much time to reading and writing as he was too tired. In spite of his hard work he could not learn more than writing Hindi numerals.

In the meanwhile adult literacy classes were organised in Baghiamau. Ram Murat, the adult literacy teacher, went house to house asking people to join his classes. Sarju was undecided because different people had different attitudes towards him. Some said, it was too late for him to learn to read and write, while others thought, for a person of his ability, literacy was a must. However, he joined the class when the village elders persuaded him.

Sarju, like other students in the class, completed

the primer in three months. This gave him the essential skills of reading, writing and arithmetic. He started applying these skills to his daily work. He would write down on paper what he had to memorize formerly. After completing the Functional Literacy Course Sarju was entitled to work as a mason and then as a mate. These two jobs require certain skills in literacy. Most of his work required him to write the details of construction materials, the names of labourers working under him and wages due to them, etc. He was required to read sketch designs of houses. Thus Sarju rose from an illiterate labourer to the position of a literate mate.

Sarju devoted some of his time to reading when he was free from his work. He was a member of the bell bicycle from where he borrowed books and read them. He was not interested in singing bhajans or keertans. Probably this was one of the reasons that he could not improve his writing skills. Sarju claims to have read several books including mythological stories and dramas, *Alha* and *Ramayan*. Many people praise him and think that he is one of the few one who could read *Ramayan* with some reasonable understanding.

Functional Literacy.

(Continued from page 13)

carefully guarded secret) medicines, instead these should be the starting points for building a case for alternative methods of contraception.

(5) When approached properly, the tribal people have not shown much resistance to acceptance of family planning measures. For example, in Dudhi Block, in 1968, upto September, 208 Vasectomy and 8 tubectomy operations took place. At contiguous Muirpur Block, 69 males got vasectomised, and 37 women got loops. The psychological preparation, of a group atmosphere favourable to family planning, may as well start in the night schools for adults. (Care has to be taken that while dealing with such topics, there are no young boys or girls in the class). Village elders, and members of the Village Literacy Councils, have to be roped in, to address the classes, and function as motivators and catalysers for the entire

class of adult learners. On this ground prepared by the high-credibility source of communication and persuasion, the village elders—the regular teacher will like to build up further. When a certain amount of work has been done for producing group consensus in favour of adoption of family planning as an approved, normal, desirable mode of behaviour, that the time will arrive for the family planning extension personnel to step in, to carry the process to its natural culmination. The success of the programme thus becomes a matter of precise timing—precipitate, unplanned campaign without prior preparation of the group mind is as disastrous as non-availability of right type of assistance—when the group is ready for receiving it.

(6) A proper follow-up programme in these tribal areas must be ensured. I have known instances when much good work has been completely nullified due to strong cases of bad, negligent care and inadequate follow-up work.

It is quite clear that much

experimental study is needed to develop a programme of adult education tailor made for the tribal people, which will at the same time, attempt to bestow the benefits of family planning among these people.

To summarize: Family planning has to be made an integral part of the "family education" programme, carefully fashioned to suit particular communities. The traditional methods of communication, such as puppetry, theatre and yatra, story telling, group discussions, kavi sammelan, etc all can be pressed into service with profit, because we are dealing with communities which still value such modes of communication. The focus or target of change will be the homogeneous family unit or a small community, instead of the individual. Let us recall that a hundred years back such well articulated procedures for family education were known and practised. Revival of these may be paying because the traditional family values, especially in tribal communities still linger, and may be made the starting point.

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

	मूल्य
१. जनता कालिज की व्यवस्था और कार्य	०.५०
२. प्रौढ़-शिक्षा की आधुनिक विचारधाराएं व प्रयोग	२.००
३. आधारभूत-शिक्षा—निरूपण और कार्यक्रम	१.६५
४. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५
५. सामुदायिक विकास में प्रौढ़-शिक्षा	०.५०
६. सहकारी समितियां और आधारभूत शिक्षा	२.५०
७. प्रौढ़-शिक्षा में सामाजिक और राजनैतिक उत्तरदायित्व	२.५०
८. प्रौढ़-शिक्षा और आधारभूत शिक्षा के लिये पुस्तकालय	२.५०
९. ग्रामीण महिलाएं और विकास कार्य	०.५०
१०. स्त्रियों की नागरिक शिक्षा	२.००
११. कार्यकर्त्ता सेमिनार की रिपोर्ट	१.००
१२. नव साक्षरों के लिए—पत्रिकाएं, सम्पादकीय प्रणालियां	२.००
१३. मजदूर शिक्षा की प्रणालियां और तकनीकें	०.७५
१४. लोकप्रिय साहित्य सामग्री की व्यवस्था	५.००
१५. सीखना और सिखाना	७.५०
१६. लोक नाटक	३.००
१७. नव शिक्षितों के लिये साहित्य का निर्माण	१.५०
१८. प्रौढ़-शिक्षा के सिद्धान्त और पद्धतियां—वरकत अली फिराक	३.५०
१९. प्रौढ़ों के लिये सरल पाठ्य-सामग्री : इसका उत्पादन और उपयोग	१.७५
२०. साक्षरता की पहली सीढ़ी	१.००
२१. सदाचार ज्ञान—नेकीराम गुप्त	१.५०
२२. परिवार नियोजन—नेकीराम गुप्त	०.८०
२३. संसार के विभिन्न देशों में प्रौढ़ शिक्षा कार्यक्रम का संक्षिप्त विवरण	०.५०

मिलने का पता :—

व्यवस्थापक

भारतीय प्रौढ़ शिक्षा संघ,

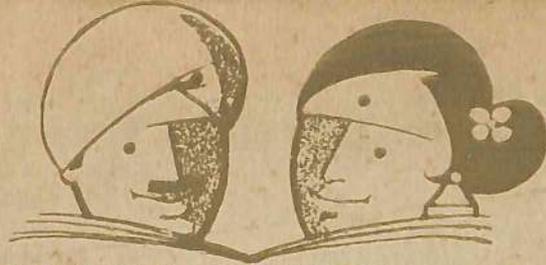
१७-बी, इन्द्रप्रस्थ मार्ग, नई दिल्ली-१

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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. Bhole	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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

February 1970

Volume XXXI Number 2

CONTENTS

Voluntary Organisations and Programmes of Adult Education	<i>T.A. Koshy</i> ...	3
School Outside the School System	<i>H.E. Petersen</i> ...	7
Adult Literacy—Need for a New Approach	<i>Jagdish Singh</i> ...	9
Adult Education Booms in the United States	...	12
1970 International Education Year—Message	...	14

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

*Rs. 8.00 : Foreign \$3.00.
Single Copy Rs. 1.00*

N. C. E. R. T. PUBLICATIONS

SOCIAL AND ADULT EDUCATION

	Rs. P.
Working With Village People	1.25
Organising a Village Library	0.40
Tyohar Aur Shiksha (Hindi)	2.60
Sahayak Pustak for Adult Teacher Education	1.45
Learning Process (NIE Series for Teachers)	0.60
Educational Testing Service	0.50

RESEARCH STUDIES & MONOGRAPHS

Second National Survey of Sec. Teachers in India	8.90
Child Development—A Symposium	15.00
Teaching Reading—A Challenge	4.00
Achievement Motive in High School Boys	11.00
Second All India Educational Survey	24.00
Papers in the Sociology of Education in India	8.75
The Mirror—Tracing Test as a Measure of Social Maladaptation	2.40
(CIE Publication No. 66)	

YEAR BOOKS

First Year Book (1961): A Review of Education in India (1947-61)	17.00
Revised Edition Part I	
First Year Book: A Review of Education in India (1947-61)	22.00
Revised Edition State Programme Part II	
Second Year Book (1964) Elementary Education	25.00
Third Year Book (1967) Educational Research	14.50

INSTRUCTIONAL MATERIAL

General Science: A Handbook of Activities for Classes VI—VIII	9.50
General Science for Primary Schools: A Teacher's Handbook of Activities	
Vol. I	4.00
Vol. II (Limp cover)	3.35
Vol. II (Bound cover)	5.00
Vol. III (Limp cover)	4.55
Vol. III (Bound cover)	7.00
Units on Electricity	2.40

JOURNALS

School Science: A Quarterly Journal	2.00
(March, June, Sept. & Dec.)	8.00
Indian Educational Review—Half Yearly	6.00
Annual	10.00
NIE Journal: A Bi-monthly Journal	1.50
Annual subscription for Teachers	6.00
For others	8.00

COMPLETE CATALOGUE IS SENT ON REQUEST

For Orders and Enquiries please write to:

Business Manager,

PUBLICATION UNIT, NCERT

71/1, Najafgarh Road,
NEW DELHI-15

Or

Contact Local Booksellers

ADULT EDUCATION

Vol. XXXI

February, 1970

No. 2

Hans Raj Gupta Inaugurates Delhi Adult Education Conference

V.K. Malhotra Stresses Need For Continuing Education Of Working Youths

The one-day Delhi Adult Education Conference was inaugurated by the Mayor of Delhi Municipal Corporation, Shri Hans Raj Gupta on January 11, 1970. He stressed the need for voluntary organisations to carry out the work of adult education among the backward and poor classes. The Government alone cannot do this work, he added. He emphasised the need for cultural and vocational programmes in the adult education classes.

Presidential Address

SHRI Vijay Kumar Malhotra, Chief Executive Councillor, Delhi Metropolitan Council, in his presidential address emphasised the need to provide opportunities of continuing education for the working youths. He said text books would be provided free to adults studying in the six schools run for them by the Delhi Administration.

Shri Malhotra stressed the need for follow-up work in the post literacy phase to avoid relapse into illiteracy. Money spent on literacy work would be a waste, if proper follow-up work is not undertaken, he added. He also called upon the Delhi Association to formulate concrete plan for education in Delhi.

Earlier, Shri V.S. Mathur, Asian Regional Secretary of the ICFTU and Chairman of the Reception Committee, in his welcome address, traced out the history of adult literacy in Delhi and the pioneering efforts made in this direction by Delhi

Students Literacy League and the then Delhi Municipal Committee.

Introductory Remarks

Dr. M.S. Mehta, President, Indian Adult Education Association, in his introductory remarks referred to the apathy of the leaders towards adult education. He said parents education would automatically lead to the education of their children and would check up the dropout and stagnation rate which cause a substantial rise in the illiteracy growth.

Dr. Mehta said that continuing education was the need of the hour and without it no progress could ever take place.

Resolutions

The Conference in a resolution urged upon the newly formed Delhi Adult Education Association to organise following action programmes for the revival of Adult Education movement in the Union Territory of Delhi. Firstly it should encourage through study

groups and special meetings etc., a discussion of the educational needs of adults in the region and of the measures to meet these needs. It should also strive to secure public and official cooperation for adult education programmes and to stimulate corporate actions in the field of adult education. Secondly it should undertake pilot projects to demonstrate the effective organisation of various aspects of comprehensive adult education programme. Thirdly the Association should launch an effective campaign of making local groups and local organisations interested in initiating activities for the education of adult population. Fourthly, it should provide feeding services to the local centres, the lack of which has been the main factor responsible for the dissatisfaction with the working of the community centres in the past, among the authorities, the field workers and the people.

In another resolution the conference urged upon the Delhi Administration to involve voluntary organisations in the running of adult schools under usual grant-in-aid scheme as applicable to the aided schools for children. Free use of school buildings, furniture and lights etc., should be permitted to promote this activity.

The Conference recommended to the correspondence course authorities of the Delhi University and of Delhi Administration to get the cooperation of voluntary agencies and local community centres in organising contact programmes at least twice a week for the students enrolled in the correspondence courses.

The Conference welcomed the introduction of National Service Scheme for Delhi Students. It recommended to the newly formed Delhi Adult Education Association to organise effective programmes of adult education at different levels in which the services of the students who volunteer themselves for the National Service Corps programme can be profitably utilised.

The Conference also recommended to the Delhi Adult Education Association to appoint a committee for a quick survey of adult education activities and specially of social education centres in the Union Territory of Delhi. In the light of the findings of the survey, the committee may organise a one day seminar to consider ways and means to vitalise the centres and prepare concrete programmes of adult education for Delhi for consideration of the concerned official and non-official agencies.

Office-Bearers

It concluded after unanimously electing Shri Hans Raj Gupta, Mayor of Delhi Municipal Corporation as President, Shri Satya Prakash Milind, Chief Labour Welfare Officer, Birla Mills as General Secretary and Dr. Vimal Kumar Jain, as Treasurer for a two-year term. Other office-bearers were also elected.

President Giri to present Nehru Literacy Award

Shri V.V. Giri, President of India, will present the 1969 Nehru Literacy Award to Shrimati Kulsum Sayani, Vice-President of Bombay City Social Education Committee at the Rashtrapati Bhavan on March 10, 1970. The Award instituted by the Indian Adult Education Association has been awarded to Shrimati Sayani for her outstanding contribution to the promotion of literacy in India.

The Award was announced on September 8 last year at an official function held in New Delhi on the occasion of the International Literacy Day.

Muniswamy Appointed General Secretary of Mysore State Adult Education Council

Shri K.S. Muniswamy, Associate Secretary of the Indian Adult Education Association, who was holding the post of the Chief Executive Officer of the Mysore State Adult Education Council, has been appointed General Secretary of the Council by the State Government and the Council. The appointment has been made in recognition of his long service and good work done for the promotion of Adult Education.

He took charge of the new post from January 2, 1970.

Varsities Asked to take up Adult Education

Dr. V.K.R.V. Rao, Union Minister for Education and Youth Services, called upon the universities to develop programmes of adult education through which the university system could reach out to not only its alumni but also to those who had never entered university portals.

Inaugurating the Commonwealth Inter-University Conference in New Delhi on January 13, 1970, Dr. Rao said the universities could no longer remain content by serving the needs of their student population which formed only a small portion of the total adult population.

He said, "they must assume responsibilities for refreshing, reviewing and continuing education of their own alumni to help them to keep abreast with the latest developments in their own field, to participate in an ever-widening cultural movement or to learn the skills and techniques needed in a changing society.

Dr. Rao also underlined the importance of development of intimate links between a university and its local community.

Voluntary Organizations and Programmes of Adult Education

T.A. Koshy*

IN our efforts to achieve rapid social and economic development high illiteracy among the population has been and still is one of the major handicaps. Today, two out of every three Indians are illiterate. This is not only a serious hindrance to modernisation and industrial development but also a stumbling block in the proper working of democratic institutions. In a democracy the citizen has to exercise his rights intelligently and perform his duties efficiently for which a minimum of education is essential and literacy is, therefore, indispensable. In spite of the efforts made since Independence, both by the Government and the voluntary organisations in the field of adult literacy, the actual number of adult illiterates has been increasing by about 4 million every year.

The significant contribution of the human factor to rapid economic development needs not only to be recognised more widely in India but also to be sufficiently stressed. This should have received greater attention and emphasis as efficiency and productivity of the workers, whether on the farm or in

the factories, are influenced by their ability to acquire knowledge and skills through further education, training and re-training. If the worker is to adjust himself to the changing pattern of society and if he is to have a better understanding of his role in the emerging social order, he is in need of further education.

Expansion of knowledge takes place at such a fast rate that every educated person needs continuing education to be able to keep up with the current developments in his own field as well as in other fields in which he is interested. Thus, the major task of Adult Education in India today relates to:

- (i) speedy reduction of illiteracy and linking literacy to production;
- (ii) provision of reading materials to new literates and the public at large for self study;
- (iii) providing opportunities for further education and training to workers of all categories;
- (iv) organising programmes for continuing education for the professional people.

Although the need for these programmes will be accepted by one and all, it will at once be pointed out that the country does not have the resources for such Adult Education programmes and therefore these programmes will naturally have to wait. Is there any alternative? One alternative which is obvious is that the resources and facilities available with the voluntary organisations in the country which have played a significant role in the development of education in India should be used. Their main assets are the capacity (a) to enlist the service of devoted educationists, (b) to tap private financial resources for the development of education, and (c) to work out educational experiments, due partly to the personnel they can command and partly to the greater academic and administrative freedom they ordinarily enjoy. Their main handicap is the inadequacy of financial resources available and this inadequacy is increasing continually because private charity is being spread thinly over an ever increasing number of voluntary organisations. Voluntary educational organisations can play a very vital part in the reconstruction of education if their three principal assets are developed to the full and their principal handicap is removed through special financial assistance.

Types of Activities and Programmes which may be taken up by Voluntary Organisations

Voluntary organisations may take up projects of experimental nature or which are educationally significant in the field of Adult Education. These may be of the following types:

* Dr. T.A. Koshy is Head of the Department of Adult Education, National Council of Educational Research & Training.

(i) Adult Literacy Projects:

The Education Commission has recommended the two-fold strategy for combating illiteracy in the country. These are: (a) mass approach, and (b) selective approach.

(a) Mass approach

The essence of mass approach lies in determined mobilization of all available educated men and women in the country to constitute a force to combat illiteracy and effective organisation and utilisation of this course in well planned literacy campaign. This approach has been tried in other countries and on a smaller scale was attempted in Maharashtra through the *Gram Shikshan Mohim*. Voluntary organisation may try this approach in a cluster of 50 to 100 villages in their locality. Some modifications of the *Gram Shikshan Mohim* pattern may have to be made to suit the local conditions. It may also be possible to utilise the schools in this campaign.

The mass approach may also be tried as a controlled experiment by selecting 10 to 20 villages for mass approach with general improvement and development through adult literacy as the aim. An equal number of villages may be taken up for general development without literacy and a third set of villages to be used as control villages in which there will be no organised programme. Such an experiment could give worthwhile results in about a year's time which may demonstrate not only the usefulness of literacy in overall development but the method by which literacy could be linked to development.

Another area in which mass approach need to be tried is in the case of literacy of women. Groups of villages may be taken up by a voluntary organisation for concentrated efforts on women's literacy.

(b) Selective approach

The selective approach is specially suited to groups which can be easily identified, controlled and modified for intensive literacy work. The specific needs of these groups can be ascertained and purposeful literacy programmes prepared to meet them. It is easier to handle such groups, and investment on literacy for them can yield comparatively quick and gainful results. A further advantage of the selective approach is that the literacy programmes can include training which will advance the occupational and vocational interests.

A project based on this approach known as "Farmers Education and Functional Literacy" is already in operation in ten districts in the country in which assistance of voluntary organisations have been sought. The voluntary organisations with necessary experience could undertake similar

functional literacy programmes for farmers in groups of villages around their institution. Functional literacy projects may also be organised for different occupational groups, such as dairy men, fruit growers, fishermen and others.

Adult Literacy Among Industrial Workers

In the report on literacy among Industrial Workers, the Panel which made a thorough study of the problem has recommended that pilot projects may be launched in selected industrial towns where adequate support is available and conditions are favourable. The objective of this programme should be not only to make the illiterate workers literate but to provide the general education necessary to take advantage of 'vocational and technical training which might be available in their locality. These are ideal programmes for voluntary organisations to take up.

(ii) Adult Literacy follow-up:

No adult literacy project is complete without an adequate follow-up programme. In this regard the Education Commission very significantly stated: "The very purpose of the literacy campaign will be defeated if it did not continue in some form to keep the process of learning alive. Retention of literacy acquired depends upon continued use of it for achieving some life purpose. The essential elements of the 'follow-up' work should be in-built in the literacy programme itself." The follow-up programmes would include :

(a) Production and distribution of books:

For effective follow-up, the first requirement is the production of graded follow-up books. Although there are some agencies engaged in this task, the present position is not satisfactory. These graded books should be linked to the primer and the method of literacy as far as possible, and new literates should be provided opportunity for supervised reading for sometime immediately following the literacy classes. There is great need to produce a large quantity of such books on different topics.

Voluntary organizations could render a valuable service in this area of Social Education. Programmes would include holding of Writers' Workshops, Commissioning of good writers, setting up of Production Teams consisting of Subject Matter Specialist, Writer, Adult Education Specialist and Illustrator. Experiments in producing low-cost but attractive books for new literates also need to be undertaken. The distribution of such books is another important aspect in which voluntary organisations could play a vital role. New channels of distribution have to be tried out and developed so that books would be as easily obtainable as "pan" even in the rural areas.

(b) Establishment of libraries and reading rooms:

Provision of reading facilities both to the new literates and the public at large is an important area of Adult Education in which voluntary organisations have played a commendable part in the past. New methods of library service such as "Bell Bicycle Library," "Market Library" and "Mobile Library" need to be tried out in different parts of the country along with innovation of new types of library services.

(iii) Further Education Programmes:

A study of the pattern of literacy in India would show that in 1961 92.2 percent of literate population in the country had education only upto Class VIII or below. This education is very inadequate to meet the needs of modern times. In conditions of rapid change and advancement of knowledge one must continue to learn in order to lead a full life. For this, further education of different types are necessary.

A few experiments in further education have been conducted in India, such as, the establishment of Adult Schools, Evening and Night Schools, Vidyapeeths, Discussion Groups and Community Centres. Based on the experience of these, further trials need to be made regarding programmes of further education in accordance with the changing needs of youth and adult population in the country.

One of the new experiments in this area is the establishment of Poly-valent Centre at Bombay with the specific objective of providing integrated adult education to workers, particularly industrial workers so as to enable them to increase production and to lead a fuller life. It would be worthwhile for the voluntary organisations to run such institutions with suitable modifications in different places such as newly developing industrial complexes, and large established industrial townships. In this integrated approach, general education would be combined with occupational education and on-the-job training.

Another project in this area of adult education is the Workers' Social Education Institute sponsored by the Ministry of Education and established at Indore. This institution caters to a large number of industrial workers and their families in respect of Social Education and Cultural activities. It would be worthwhile establishing similar institutions under the auspices of voluntary organisations in industrial housing colonies.

(iv) Training of Personnel in Adult Education:

For any kind of adult education programme training of personnel is of great importance. Such personnel include Literacy Campaign Organisers,

Literacy Teachers, Supervisors, Block, District and State Level Officers. While the Government has made provision for the training of some of the higher level categories of Social Education Workers, there is considerable need for training the personnel for the field programmes which could very well be undertaken by the voluntary organizations. Such organizations could get the necessary cooperation and technical help from the training and research institutions in Adult Education established by the Central and State Governments. The Teachers Training Colleges which offer Social Education as a subject, may also take up training of personnel at different levels. As a number of training colleges are run under the auspices of the voluntary organizations, they have the necessary facilities and experience for undertaking training programmes in adult education.

Along with training, production of training manuals, audio-visual and other teaching materials, etc. is also important. There are very few organizations in this field mainly because of lack of technical know-how for producing such material. However, this is an area in which the voluntary organizations could make a beginning.

(v) Research on Problems of Adult Education and Evaluation of Programmes:

Improvement of education as also of adult education depends to a large extent on the results of research, experimentation, field trials, and evaluative studies. In order to develop suitable programmes for adult education a good deal of research needs to be done. The output of research in adult education in the country is very meagre while the problems are many. Institutions with suitable staff and research experience could be given assistance on a long-term basis for research into problems of adult education. Some of these problems relate to methods of teaching, methods of communication, motivation of adults, group dynamics, changing of attitude and behaviour of adults, etc.

A Seminar on "Research and Publication in Education" organized by the National Fundamental Education Centre in 1963 listed the following problems for research:

- a. Determination of the levels of motivation of adult illiterates for literacy and preparation of tests to determine levels of motivation.
- b. Study of the sources of information other than printed word for illiterate adults in the rural areas.
- c. Study of factors which contribute to the success of adult literacy in rural areas and urban areas.

- d. Evaluation of primers and methods of literacy teaching.
- e. Reading habits and interests of new reading public.
- f. Preparation of basic and graded vocabulary lists for different occupational groups.
- g. Incidence of relapse into illiteracy, extent and causes.
- h. Co-relation between literacy level and economic development.
- i. Research on training methods and materials.
- j. Research on the use of different media of communication for adult education.
- k. Surveys to determine educational needs of youth and various occupational groups.

(vi) Professional Development of Adult Education:

Programmes for professional development of

adult education operate in the country in a limited way. As the number of professional workers in the field of adult education increases, it will be necessary to increase the scope and content of such programmes. These include Refresher Courses, Seminars, Workshops, Regional and National Conferences. Correspondence Courses could also be developed on a Regional or on All India basis. A few of the Universities in India have instituted programmes for professional adult education.

(vii) Promotional Activities to Create Greater Interest in Adult Education:

Although the importance of adult education has been recognised, information regarding the kind of service which adult education provides needs to be further disseminated in the public at large. Such promotional activities are necessary not only to motivate adults to take advantage of adult education programmes but to make them identify themselves with these programmes through participation. Some of these activities are setting up of educational exhibitions connected with adult education and its impact on the public, observance of International Literacy Day, organising public meetings and celebration of Social Education Week and such other activities.

VARIETY IN UNITY

MEGH marked Quality Slated Black Boards possess a manifold variety in their unity in as much as they are available in Plain, Graph, Copy-Line, Music, Dotted Roll-up Black Boards and Out Line Maps of all the Countries.

With this variety at their back they can serve almost all the Schools, Colleges, Educational Institutions as well as Technical Units, Community Projects and Military Subjects with the same ease.



For your New Year's requirements please contact :—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,

BARAMATI (Poona) INDIA.



School Outside the School System

By H. E. Petersen

DENMARK'S outstanding contribution to educational history is the folk high school. This is not, however, a Danish monopoly. Similar schools developed in Finland, Norway and Sweden, partly inspired by Danish example and partly independently, a like response to parallel situations.

To understand the folk high school one has to see it grow. The fortunate occurrence took place in the first half of the nineteenth century, when the Danish farmer's movement developed. People with centuries of tradition as uneducated peasants, and with no power and very few rights, resolved to take their destiny and their country's future into their own hands. Such 'folk movements' are no doubt socially motivated, inspired by a demand for a better life with greater riches and more freedom for oneself and one's children but when an entire social group mobilizes its forces, then there is room for a broad aim containing religion, culture and education.

Grundtvig Denmark's Lenin

A vital event in the farmer's movement was its confrontation at the movement of birth with N.F.S. Grundtvig. Historian, poet, clergyman, the son of a clergyman, he belonged to a group of talents that created the 'golden age' of Danish culture in the first decade of the nineteenth century. But whereas the others lived costly in an exclusive literary culture, Grundtvig embraced the nation, even all mankind, in his vision. He was firmly convinced that his wordy prose and his obscure poetry were vital to the fate of the Danish people, and posterity has had to agree with him. To the Danish farmers, who were then in the majority, he came to be a father as Homer

was to the Greeks and Lenin to the Soviet Union.

His most immediate demand was for the establishment of folk high schools: residential schools for young adults. The idea was in the air during the years around 1840, but it was Grundtvig's tremendous authority that put heart into the doubting. His disciples poured from university and training college in order to devote their lives to adult education. The first folk high school was opened at Rodding in South Jutland in 1844. It is still in operation.

Plainly Worded Objective

The educational pattern of ordinary people then was elementary school from seven to fourteen, followed by practical training in farming, artisan trades or domestic service. Grundtvig was fairly well satisfied with the pattern and had little faith in the value of continuing education into youth. But on the threshold of adult life, he said, a new demand for education awakens. The folk high school should supply this. In 1847 he wrote. What the (folk) high school at any rate must work towards is that every one can return to his work with increased zest, with a clarified eye for human and civic affairs, especially in his own country, and with stimulated pleasurable feeling for popular fellowship....

This is what educationists today call a definition of aims. It excels in consistencies and keeps to essentials. On the other hand, it will be criticized for employing terms that are difficult to define and incapable of forming a basis for subsequent control and measurement. How does one decide whether the pupil leaves with increased zest, with a clarified eye and with stimulated pleasurable feeling?

In spite of criticism, it is a reflection of Grundtvig's greatness that he chose the strongly worded objective and spoke a language people could understand. Even now he can challenge students of education by his demand that they should find out methods which make pupil zestful, clear-eyed and glad.

Youth must find identity

The first folk high schools were not exactly as Grundtvig had envisaged them. Practical people took in hand and started them off on a more humble level. When we analyze the folk high school movement of the nineteenth century we find four main principles:

1. Refreshment of skills acquired in the elementary school;
2. Vocational training in farming, artisan crafts or domestic duties;
3. Introduction to democracy;
4. Education for adult life in contemporary society.

The first two items in the programme met immediate, practical requirements. Introduction to democracy corresponded to what Grundtvig called the need of the fatherland.' The latter interested him most. Every nation, he believed, must want its rising generation to enter into the age of responsibility ready to take over assets and liabilities and eager to lead their country into a happy future. But this, says, Grundtvig, presupposes popular education. It is best given by means of history and poetry, for it is in history and poetry that people express their most intimate thought and their deepest aspirations. Thus the main subjects of the folk high school were settled.

In modern terminology it could be said that the folk high

school tackled the problem of identity and had its answer ready: a person finds his identity in meeting his nation in its history, its poetry and its present.

The practical demonstration of the effectiveness of folk high schools which educationists still shrink from, has been given by historians. Men who had attended the schools went out into the country and built up a cooperative movement which permitted Danish farming from top to bottom. Democracy found an anchorage in the village: culture became something ordinary people could share in.

What is it costs

That is how modern Denmark was created, and the folk high schools are still with us. The movement is as live as ever, but it settled many years ago at an attendance level of about 70 per cent of each generation, spending 3-8 months at a school round about the age of 20. There are about 70 of these residential schools spread over the country, the annual number of students being between 8,000 and 9,000. All are privately owned, generally run as non-profit institutions and highly subsidized by the state, which in turn carries out a moderate degree of inspection. Attendance at a folk high school is rather expensive. It costs a student about 700 kroner a month in fees and board and lodging, plus usual incidental expenses. But more than half of the students receive a government grant, which reduces the costs fairly considerably. Many of the schools are housed in fine old country manors; others erect modern buildings designed by the best architects. The folk high schools impress one as a well-adjusted educational form in modern Danish society.

Personal Preference Subjects

Yet it is a source of surprise—even to many Danes—that schools which were developed to assist the farming

population to rise from the penury should continue to find scope today. The mass movements have long since achieved their aims and become institutionalized: political parties, trade organizations. Farmers are now only 12 percent of the population and industrialization is advancing all over the country. Of the four principles of the folk high schools in the nineteenth century, it is obvious that refreshment of skills acquired in the elementary schools cannot be a prime object today when most people continue their education into adolescence. Trade and technical education has been mostly taken over by specialized schools, some of them off-shoots of the old folk high schools. There remain the introduction to democracy and general education for adult citizenship. It seems as if the very trend of events has kept the folk high schools firmly attached to the principles Grundtvig cherished most.

For all the outward signs of good adjustment—government grants, fine buildings, a respectful press—it would still be true to describe the folk high schools as an—in a double sense—unadjusted educational type in modern Denmark. They have never been integrated to the general education system, and there is broad agreement that they never shall be. This is remarkable in a time when all nations, including the Danish, are striving to achieve cohesion and union of educational opportunity. It is true that there are still practical men at folk high schools who make sure that more tangible educational features are included in the syllabuses. Modern society has many needs: preparation for entry to many types of schools, the training of leaders for youth and adult education, etc.

Yet these features are not greatly in evidence. Most of those who attended folk high schools get their schooling as such elsewhere. They come to folk high schools to meet contemporaries from many different environments and to study sub-

jects of their personal preference.

Task in a changed society

It would seem as if the high schools are an unadjusted element of society in one further respect. The question of identity was for Grundtvig a universal one, which could be dealt with through education about national life and history. That was the real object of folk high schools. Karl Marx called the problem disengagement, and saw it as a social one that could only be resolved by revolution. Whether one holds with Grundtvig or with Marx, the task of education today is harder than it was in the early years of folk high schools. We are no longer surrounded by mass movements pointing the way to happier times. Nowadays we move—faster than ever before—along paths we have not chosen, governed by forces we scarcely know, serving as spectators as subjects for treatment, but not the masters of our own lives. So today the acknowledgement of assets and liabilities begins with critical analysis and perhaps goes on to demands for fundamental reform. It is the old primary purpose of the folk high schools that has now to be promoted in contemporary terms.

Not all folk high schools, of course, would take such a black view of things. There are many shades of opinion, ranging from satisfaction at progress made to emphatic denunciation of late capitalist society with all its waves and works. But if schools express satisfaction, students rarely do. National history and poetry tend to recede as teaching subjects. Modern world problems are becoming the major concern. In the years to come Denmark will have to decide whether to continue to support and encourage a type of school which perhaps turns out students that are militant critics of the country's own institutions. There is every reason to think the Denmark will do so.

ADULT LITERACY

Need for a New Approach

Jagdish Singh

INDIA was more illiterate in 1961 than in 1951. We had added 3.6 crores more illiterates during the decade. In 1966 we had an additional 2 crores illiterates than in 1961. Today we have about 34 crores of illiterates in the country out of whom nearly 13 crores are in the age group 15-44. This is quite a depressing picture!

Another discouraging aspect of the problem is that in spite of the overall literacy percentage of 24 in 1961, a wide disparity exists between literacy percentages among men and women. During the decade 1951-1961 the percentage of literacy among women increased from 7.9 to 12.8 and among men it increased from 24.9 to 34.4.

A similar disparity exists between the literacy rates in the rural and urban areas. In urban areas, literacy percentage increased from 34.6 in 1951 to 47 in 1961, but during the same period it increased only from 12.1 to 19 in rural areas.

A further analysis of the Census figures in 1961 indicates that the higher the age-group, the larger is the extent of illiteracy. The percentage of illiteracy in the age-group 10-14 was 57.5, in the age-group 15-19 it was 61.6, in the age-group 20-24 it was 66.4, in the age-group 25-44 it was 72.8, in the age-group 45-59 it was 78.2 and in the age-group 60 and above it was 83.3.

State-wise figures of literacy also show a considerable variation in the percentages of literacy in different States and Union Territories. The growth of literacy in different States shows that out of the 7 States and 4 Union Territories, which were below the national average of 16.6 percent in 1951, 6 States and 3 Union Territories have remained far below the national average of 24 percent in 1961. The two exceptions are the State of Punjab and the Union Territory of Manipur.

The progress of adult literacy in the country has been quite slow even after India embarked on the Five Year Plans. In the first decade of planning from 1951 to 1961, only 56.6 lakhs of persons were reported to have been made literate through adult literacy classes. At the present rate of progress, the estimates show that the percentage of literacy in the

country may rise from 24 in 1961 to about 29 in 1966, to about 35 in 1971 and to approximately 49 in 1981. With the natural increase in population the number of illiterates in the age-group 15-44 will go on increasing from 13.1 crores in 1961 to 14.5 crores in 1966, 15.7 crores in 1971 and 19.0 crores in 1981. Thus at this rate of increase in literacy, it would not be possible to achieve cent percent literacy in the foreseeable future unless a massive effort is made in this direction.

Efforts made during the last three Plans have not produced any significant results for the eradication of adult illiteracy. Whereas there has been a tremendous progress in school education, university education and technical education, we are still faced with the problem of a vast majority of illiterate adults who form the backbone of democracy. A large majority of them is in the rural area though the urban area also has pockets of such population in the cities and small townships as also in the slum areas. An illiterate farmer may be quite a good farmer but he cannot be an enlightened and well-informed farmer. All the leaflets, pamphlets, booklets and journals being published for the farmers in various languages do not reach this class of people. Even if they reach their hands they are not intelligible to them. We have failed in convincing an average farmer of the utility of his becoming literate. He seems to have no use for literacy in his daily life. During a visit to a progressive village in Punjab I was witness to a discussion between the farmers and some Government officials. A farmer was being persuaded to attend the literacy classes so that he can fill in the application forms for supply of improved varieties of seeds, fertilizers, etc., and also keep his accounts. The farmer answered by saying that in his own home he had an educated son and an educated daughter so that they can very well assist him in these tasks. He had no time for attending the literacy classes.

This is the attitude of an average farmer. Even when he desires to acquire new skills in agricultural methods and may like to gather the required information about the improved varieties of seeds, the use of fertilizers and pesticides, he thinks he can get all the information without being educated. There is no motivating factor strong enough for him to become literate.

The author is former Assistant Educational Adviser, Government of India.

Perhaps we have not succeeded in providing effective facilities for an average illiterate adult to

acquire the skills of reading and writing. Even when adult literacy classes have been organised in the rural area they have been done with the help of school teachers or some other voluntary workers. Sometimes these classes start with a good deal of fanfare but, for various reasons, they languish and gradually close down. The teacher may not be able to spare the time regularly. The attendance of the adults is irregular and unsatisfactory. Their progress is very slow and haphazard. The organisers lose their initial enthusiasm. The administrators may not be able to devote as much attention to this aspect of the educational programme in view of their pre-occupations with other pressing problems and administrative matters. All these factors contribute to making the adult literacy programmes haphazard and slipshod. An enthusiastic worker loses heart and dare not repeat an experiment which had a dismal past.

The lack of financial resources, particularly for education, is another important factor which has always resulted in giving adult literacy the lowest priority. We cannot blame the educational planners for this lapse. If the public demands more schools and colleges, even technical institutions and universities, those who are at the helm of affairs in the field of education have to be responsive to public opinion.

Another sad aspect of the problem is that there seems to be no consciousness at the highest political level of the need for the eradication of adult literacy. If there were this realisation and conviction, surely some concrete steps would have been taken during the last 20 years. Let us not overlook the fact, however, that there was some provision for adult education programmes in the last three Plans. But the financial provisions were insignificant and the results not commensurate even with the small provisions made for such programmes.

We do hear whispers in certain quarters that the illiterate electorate is perhaps more 'convenient' for certain political parties. In case there is any basis for this belief, which seems to be unfounded, the results of the last general election should have convinced us that even though a large percentage of the adult population is illiterate, it is quite well-informed and enlightened. The radio, particularly the transistor set, is now a common feature in the rural area. Even the newspapers reach the villages though in small numbers. The political workers of various parties carry the news from one corner to the other. National and international news reach the villages quickly through all these media. Even the commentaries and views are transmitted through various channels.

How to overcome the inertia of the illiterate adults? They are not willing to learn to read and write. One of the basic drawbacks is that we have not produced for them the reading material that

interests them. We still follow the age old methods of teaching. The school teacher, who is usually employed for running adult literacy classes is so used to teaching children in a class-room that he cannot adopt any other technique. The enthusiastic social worker would naturally start teaching the way he was taught in school. No new techniques have been developed in the various Indian languages for teaching the adults. The few experiments adopted here and there have remained at preliminary stage. No sustained efforts have been made to continue these experiments on a long-term basis, evaluate and modify them in the light of experience.

Adult literacy programmes should be taken up on a long-term basis and in a sustained manner. Short-term programmes taken up in a fit of enthusiasm and allowed to die out for want of financial resources or for other administrative reasons have produced a sense of frustration. Let us avoid the pitfalls which have been the common feature of some of the programmes taken up in various States in the past.

If adult literacy programmes are to succeed they must be linked with the professional and social lives of the groups for which they are designed. The techniques for educating the illiterate farmers will, therefore, have to be different to the techniques to be adopted for industrial workers, tea plantation workers and other categories. Similarly, the programmes for illiterate women in the rural area and in the urban area will have to be formulated keeping in view their daily needs. This requires careful planning.

The farmer, the craftsman, the factory worker or any worker for that matter, will avail of the knowledge that augments his family income and raises his economic and social status. The experience of the urban workers is enough proof. Drawn from the same rural background and in search of better opportunities for livelihood, quite a few of them have been motivated to study upto primary and middle to add to their professional competence. Such incentives, however, are not there in the case of farmers, craftsmen and other sectors of population in the rural area. In their case we have to discover other uses of literacy. The new approach of 'functional literacy' is the answer. Let us see how the skill to read and write can be related to the professional functions of an average villager. An average farmer is conversant with the use of fertilisers, the improved varieties of seeds, etc. He makes use of these if he is convinced of their utility. Similarly the factory worker, even if he is illiterate can handle machines and other gadgets in the workshop fairly satisfactorily. But he has always to look for guidance from a more well-informed and educated person. The technique of functional literacy links the use of fertilizers, seeds, machines, ect., to the daily professional needs of these workers by means of various audio-visual media including

simple charts, forms, etc. These media are meant to motivate the adults to acquiring the rudimentary knowledge of reading and writing to enable them to make use of these charts on their own in their professional lives.

Such an approach would, therefore, require taking up adult literacy programmes with organised professional groups whose lessons would be closely linked up with their daily professions, e.g. the factory workers engaged in various industries like textiles, steels, chemicals, coal mining, etc. Tea plantation workers are another important group. The farmers are in a class by themselves. Women workers are similarly distributed among various professions.

If we accept this approach, the logical conclusion is that adult literacy programmes cannot be taken up in isolation. They have to form an inseparable part of the economic development programmes. The responsibility for the eradication of illiteracy thus falls on the department which is responsible for providing the technical know-how. The agriculture department will thus be responsible for the farmers, industrial sector for its workers and so on. The education department can provide technical guidance and train the field and supervisory personnel. The financial resources of no single department can ever permit of a large scale 'offensive' against the menace of illiteracy which is hampering progress in every

sector. No State Education Department nor the Union Ministry of Education can ever undertake complete responsibility for educating the vast illiterate population. It has to be shared by each one of us. The example of the Defence Ministry needs to be followed. They educate their soldiers in a systematic way and have been doing so consistently. Let other Ministries and departments start doing so. Let each department and each industry take up sector within a specified period of say 10-15 years. Let us work out targets, formulate detailed proposals and do our humble bit in this task of nation building.

We must realise that the problem of illiteracy, however vast it may be, cannot brook any further delay. The Education Commission have made concrete proposals in this behalf and, as stressed by them, "Time is an essential factor in combating illiteracy and a delay of more than 10 or 15 years in liquidating the problem on a massive scale will defeat its very purpose." The Commission have expressed the view that "with well-planned efforts it should be possible to raise the national percentage of literacy to 60 percent by 1971 and to 80 percent in 1976." It is not merely the lack of financial resources that hampers progress. We need the will to do things and an army of devoted workers who are prepared to undertake this arduous task with a missionary zeal.

ASPBAE JOURNAL

The Quarterly Journal that deals
with Adult Education in
Asian and South Pacific Countries

Annual Subscription

INLAND
FOREIGN

Rs. 7.50
U.S. \$2.00 or 16 shillings

Published by :

Asian South Pacific Bureau of Adult Education
c/o
Indian Adult Education Association
17-B, Indraprastha Marg,
New Delhi-1.

ADULT EDUCATION BOOMS

MORE than 25 million adults—nearly 22 percent of the U.S. population over the age of 21—have resumed their education after years, sometimes decades, of intervening occupations and preoccupations.

While many go back to the books to learn new job skills, others merely seek advanced degrees in their current speciality. Some want to “improve” their minds, develop new interests, read faster, learn a new hobby, cook better, or just know more.

But many, and perhaps most, need more education because they are entering on new careers. The pace of technological change is dooming many of today’s jobs to obsolescence. For the people whose careers are so threatened, adult education is indispensable.

Home study is an important segment of adult education. It is estimated that about six million persons study at home, taking courses by mail from “correspondence” schools. Some two million, half of whom are in the military, study under the auspices of the Federal Government.

More than 7,000 business and industrial companies rely on correspondence courses for training

their personnel.

Many professional and engineering organizations encourage correspondence study among their members. William Torpey, a manpower specialist in President’s Executive Office, said correspondence education helps improve and maintain the quality of scientific and technical manpower.

About four million adults study at university “extension” centres set up in cities and towns far from the main campuses. Most major universities run extension divisions. The University of California has the biggest in the United States. It offers 6,000 courses to 200,000 adults in 276 centres. Half of California’s 55,000 doctors and lawyers were engaged in extension work in 1967 to keep abreast of new developments in their fields.

Related to the extension idea is a three-year-old programme for retired people at the University of Kentucky. All its 67 students are over 65, and all are taught free of charge. Mrs. Mary Bunch, 79, a former teacher and the oldest student, said, “I just love being back in the classroom. Nothing better has happened to me since I retired.” She is studying philosophy and physical education.



Students of All Ages attend an adult education class at the University of Kentucky. Scenes like this one are increasingly common in the United States as adult education continues to expand.

IN THE UNITED STATES

Another student at the University is Margaret Ingels, 75, who has been in the programme since it began. "I think most retired people are bored," she said. "We all need something to do." She takes courses in tailoring and dress-designing because "I love to work with my hands."

Other students at the university are probing everything from art to income tax laws. A former editor of a magazine about thorough-bred horses is learning Japanese "to see what the results of the Japanese horseraces are."

One of the latest techniques to flower in adult education is the community school method. In a typical community programme, primary and secondary schools are opened at night and on weekends for courses related directly to local manpower needs. The Mott programme in Flint, Michigan, begun in 1935, is the oldest of some 155 similar enterprises in this field.

More than 70,000 people over 21 who live in Flint have at one time or another enrolled in the programme. Courses range from blue-print reading to arc-welding and automobile body repairs. (Flint's main industry is automobile manufacturing.) Other communities may emphasize different vocations: teaching, basic education, or the humanities, for example.

A nationwide basic education programme is funded by the Federal Government but carried out by the local schools. Under this programme, older students go back to school for the rudiments of an education they failed to get as youngsters, learning reading, writing, arithmetic, history and geography.

About one-half million people have enrolled in the programme since it was launched as a part of the War on Poverty in 1964. Students have included prison inmates in Pennsylvania, a 70-year-old lady in Delaware who took her seven-year-old great-grandson to class with her, Puerto Ricans in Connecticut learning to speak English, and 250 jobless

people in New Jersey who could neither read nor write.

In another nationwide antipoverty effort, the Government supplies the funds for private industries and public vocational schools to upgrade workers' job skills. Initially most students were secondary-school dropouts. Now the Government is concentrating on the so-called hard-core unemployed. By the end of 1967, some 250,000 unemployed had been retrained for new jobs. This programme has been under way since 1962.

Despite its vast expenditures, the U.S. Government is not involved with most of the adult education programmes in the country today. Private industrial training programmes, estimated to cost about \$12,000 million a year, have been growing at an annual rate of 10 percent and are expected to accelerate rapidly in the 1970's. More and more learning is being done outside the formal institutional education system.

Educational television reaches an estimated 13 million people in their homes—and most of them are adults. Countless others take private tutorial lessons in which they learn to play the guitar, dance the tango, arrange flowers, decorate homes, ride horses, perform karate or earn more money as florists, beauticians, or in other careers.

Experts anticipate that as income, leisure time and longevity increase, so will the already booming demand for adult education. Harold C. Hunt, professor at the Harvard University Graduate School of Education, predicts:

"By the year 2000, and probably years before that, the idea of 'completing' one's education with a diploma from secondary school or college will have disappeared altogether. Learning will be recognized as a lifelong process with formal classroom instruction the introductory phase and home study providing the continuing contact that our ever-changing modern world requires."

1970

INTERNATIONAL EDUCATION YEAR

Message from

Rene Maheu, Director-General of Unesco

ON this first day of the New Year, I should like to remind all the countries of the world that, at the suggestion of Unesco, the General Assembly of the United Nations has designated 1970 as International Education Year; and I would ask them to do everything in their power from now on to make this a year of significant achievement, both qualitative, and quantitative in the field of education.

In many countries, at the present time, both the forms and the content of education are being seriously challenged. Instead of indulging the illusion that controversies and passions will eventually die down of their own accord, we shall do better to make a bold attempt to understand and grapple with the crisis—in which we should, moreover, discern not so much the threat of some unimaginable collapse as the promise of a necessary renaissance.

We live in a world that is changing before our very eyes—a world in which the population explosion, decolonization and the profound economic and social transformations resulting from technological development are so many forces making for the democratization of education. At the same time the acceleration of scientific progress is resulting in the more and more rapid obsolescence of knowledge, and the development of mass communication techniques and audio-visual methods is revolutionizing the traditional bases of communication. With all this it is out of the question for education to be confined, as in the past, to training the leaders of tomorrow's society in accordance with some pre-determined scheme of structures, needs and ideas, or to preparing the young, once and for all, for a given type of existence. Education is no longer the privilege of an elite or the concomitant of a particular age; to an increasing extent, it is reaching out to embrace the whole of society and the entire life-span of the individual. This means that it must be continuous and omnipresent. It must no longer be thought of as preparation for life, but as a dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination of ideas.

*

But how is education to broaden its bounds in this way if it remains compartmentalized in its internal organization and isolated as a whole from life and society? Not only are the various elements

involved in the educational process often poorly integrated, but education as such is still all too often cut off from the rest of human activity. In too many cases, the school, the college and the university, far from living at one with the community, constitute tiny worlds of their own.

For example, that an electronics engineer should have no properly organized means of sharing his knowledge with those of his colleagues, friends and neighbours who would like to bring their information up to date; that an educational establishment should be used for a maximum of only two hundred days in the year, and then for eight hours a day at the very most; that young people who have studied for several years at school or university should be unable to turn the skills they have acquired to account on the labour market because they have failed in some competitive or other examination: all this is waste of material resources, of human potential—which must no longer be tolerated anywhere, and least of all in the developing countries.

And since I have referred to those countries, how can I pass over in silence the most monstrous, the most scandalous of all the many instances of wasted human potential: illiteracy, which still, at the present time, keeps more than one-third of the human race in a state of helplessness, below the level of modern civilization? When shall we make up our minds to eliminate this scourge from the face of the earth?

*

These are the sort of problems to which the world community is invited to address itself on the occasion of International Education Year, in order that bold and inventive solutions may be found and applied. And it is towards the universal and life-long education I have referred to that Unesco asks governments, institutions and individuals to direct the necessary effort of reflection and promotion.

No one can be blind to the immense difficulties of the structural and intellectual conversion that this idea of life-long education implies if it is not to be allowed to sink in a bog of empty verbiage. For what is needed is nothing less than the organic integration of school and university education with out-of-school education and adult education—two

(Continued on page 16)

. on Labour Welfare Programmes

The Indian Adult Education Association organised a three-day Seminar on the "Role of Labour Welfare Programmes in Industrial Establishments" in New Delhi, from Jan. 20 to 22, 1970.

The Seminar studied the concept, objectives and programmes of labour welfare and the role of employers, unions and the individual workers in welfare programmes.

Sbri N.K. Pant, Associate Director in the School of Correspondence Courses and Continuing Education, University of Delhi was the Director of the Seminar.

The First Seminar on this subject was held in October last year.

West Bengal Adult Education Association: Report for 1968-69

The West Bengal Adult Education Association Calcutta, organised 100 villages centres in different districts of the State and 1297 men and women were made literate in the year 1968-69.

The Annual Training Camp was organised from May 21 to June 6, 1969. 39 trainees passed in the examination held at the end of the Camp.

The International Literacy Day was celebrated on September 8, 1969. A public meeting presided over by Shri N.R. Roy was held at the Students' Hall. A folk drama *Tip Soi* was staged by the outgoing trainees.

Bengal Social Service League

Presentation of an Educational Van By Canadian Youth

An Educational Mobile Van fitted with audio-visual equipment has been presented to Bengal Social Service League by the youth and students of British Columbia, Canada, in commemoration of the centennial years of British Columbia and Canada. This van will enable Bengal Social Service League to develop and expand their programme of adult education.

Mr G.A.H. Pearson, Counsellor, Canadian High Commissioner's office, made a formal presentation of the van and equipment on January 17, 1970 in Calcutta.

Certificate Presentation Ceremony

About 80 trainees received certificates in Social Education Teachers Training, Literacy Teachers Training and Audio-Visual Aids Training at the closing function of the Social Education Teachers Training Course held recently in Calcutta.

In his introductory speech, Shri Satyen Maitra, Secretary, Bengal Social Service League, stated that in 1969, 816 trainees received Teachers Training in Adult Literacy and Adult Education in 32 camps in urban and rural areas conducted by B.S.S.L.

Still Available

Seekhna aur Seekhana

**Hindi Translation of the famous book
'How Adults Learn' by Dr. J.R. Kidd
'.....the first basic and comprehensive
textbook in the field of adult learning
and programming available in Hindi
Language'. Seeds of Promise—A Four
Year Report of University Adult Education
in Rajasthan.**

Price Rs. 7.50

Can be had from :

**Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.**

Design for Functional Literacy For Tamilnadu and Pondy.

Continuing Education of Toronto

The seminar on "A Design for Functional Literacy for Tamilnadu and Pondicherry" held in Madras from December 29 to 31, 1969, recommended to the Government of Tamilnadu and Pondicherry, Municipalities, Panchayat Unions, voluntary and social organisations to completely wipe out illiteracy from the two States within five years.

To make one crore adults literate in Tamilnadu and Pondicherry, 40,000 centres having two courses per year were recommended. All teachers, serving and retired, women volunteers, high school and college students after proper training should be utilised for this purpose.

A sum of Rs. 7 crores from the Government and 2 crores from the local community for 5 years was recommended by the Seminar. The Ministry of Education with the help of State Board of Adult Education should provide overall guidance and finance and Panchayat Union be made responsible for policy and implementation of the programme.

The Seminar convened by the State Council of Adult Education, Madras, was directed by Dr. Malcolm S. Adiseshiah, Deputy Director-General of UNESCO.

Literacy and Elections

In a paper presented at a Seminar in Madras on 'Literacy and Elections', by M.K. Ghazi, it was stated that during the Fourth General Elections in 1967, 1,59,18,646 ballot papers were actually issued to the voters in Tamilnadu. Out of these 152,90,225 were valid ballot papers, and 6,11,761 votes were rejected.

In a study conducted to find out the relationship between the percentage of literacy and the number of rejected votes, it was found out that in constituencies with a high percentage of literacy particularly those in the urban areas, the percentage of rejection of votes was low.

The percentage of literacy is the highest in Madras city viz. 59.47. It is lowest in Dharmapuri-Salem districts viz. 19.89%. The percentage of rejection of votes was lowest in Madras city—2.00. The percentage of rejection in Salem-Dharmapuri was 3.65.

The Metropolitan Toronto Library Board in cooperation with public libraries of Metro Toronto and the Ontario Association for Continuing Education has published a *Continuing Education Directory of Metropolitan Toronto 1969*.

The Directory lists over 5500 courses for adults sponsored by Universities, Colleges, School Boards, Libraries and other social, educational and community agencies in Metropolitan Toronto.

INTERNATIONAL EDUCATION YEAR

(Continued from page 14)

branches which, even today, are all too often regarded as peripheral when it is obvious, if we take an overall view, that they are destined to play an essential part in the continuing and many-sided moulding of the human mind. Naturally, no one supposes that all this can be achieved, anywhere, in the course of a single year. But the time has come for all of us to advance boldly together along this path, which is the path of contemporary mankind.

The great crises of education have always coincided with profound changes in society and in civilization. I believe that we are approaching one of those moments in history. The need for new human models, both for society and for the individual, is making itself felt almost everywhere. And while inventions of such complexity may be beyond the power of education alone, we all realize that without education they would be quite impossible. For, when all is said and done, no progress has reality or meaning for man except in so far as it is projected and reflected in his education. (1)

It is therefore in the name of the right of every human being to education, as a right to progress and renewal, that, on this day of hope and peace, I declare International Education Year open and appeal to peoples for that generous emulation and to States for that beneficent co-operation on which its success depends.

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

	मूल्य
१. जनता कालिज की व्यवस्था और कार्य	०.५०
२. प्रौढ़-शिक्षा की आधुनिक विचारधाराएं व प्रयोग	२.००
३. आधारभूत-शिक्षा—निरूपण और कार्यक्रम	१.६५
४. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५
५. सामुदायिक विकास में प्रौढ़-शिक्षा	०.५०
६. सहकारी समितियां और आधारभूत शिक्षा	२.५०
७. प्रौढ़-शिक्षा में सामाजिक और राजनैतिक उत्तरदायित्व	२.५०
८. प्रौढ़-शिक्षा और आधारभूत शिक्षा के लिये पुस्तकालय	२.५०
९. ग्रामीण महिलाएं और विकास कार्य	०.५०
१०. स्त्रियों की नागरिक शिक्षा	२.००
११. कार्यकर्त्ता सेमिनार की रिपोर्ट	१.००
१२. नव साक्षरों के लिए—पत्रिकाएं, सम्पादकीय प्रणालियां	२.००
१३. मजदूर शिक्षा की प्रणालियां और तकनीकें	०.७५
१४. लोकप्रिय साहित्य सामग्री की व्यवस्था	५.००
१५. सीखना और सिखाना	७.५०
१६. लोक नाटक	३.००
१७. नव शिक्षितों के लिये साहित्य का निर्माण	१.५०
१८. प्रौढ़-शिक्षा के सिद्धान्त और पद्धतियां—बरकत अली फिराक	३.५०
१९. प्रौढ़ों के लिये सरल पाठ्य-सामग्री : इसका उत्पादन और उपयोग	१.७५
२०. साक्षरता की पहली सीढ़ी	१.००
२१. सदाचार ज्ञान—नेकीराम गुप्त	१.५०
२२. परिवार नियोजन—नेकीराम गुप्त	०.८०
२३. संसार के विभिन्न देशों में प्रौढ़ शिक्षा कार्यक्रम का संक्षिप्त विवरण	०.५०

मिलने का पता :—

व्यवस्थापक

भारतीय प्रौढ़ शिक्षा संघ,

१७-बी, इन्द्रप्रस्थ मार्ग, नई दिल्ली

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective— J.R Kidd	24.00

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATIO

March 1970

Volume XXXI Number 3

Leadership
in
Adult Education



India's Slow
Progress on Road
to Full Literacy

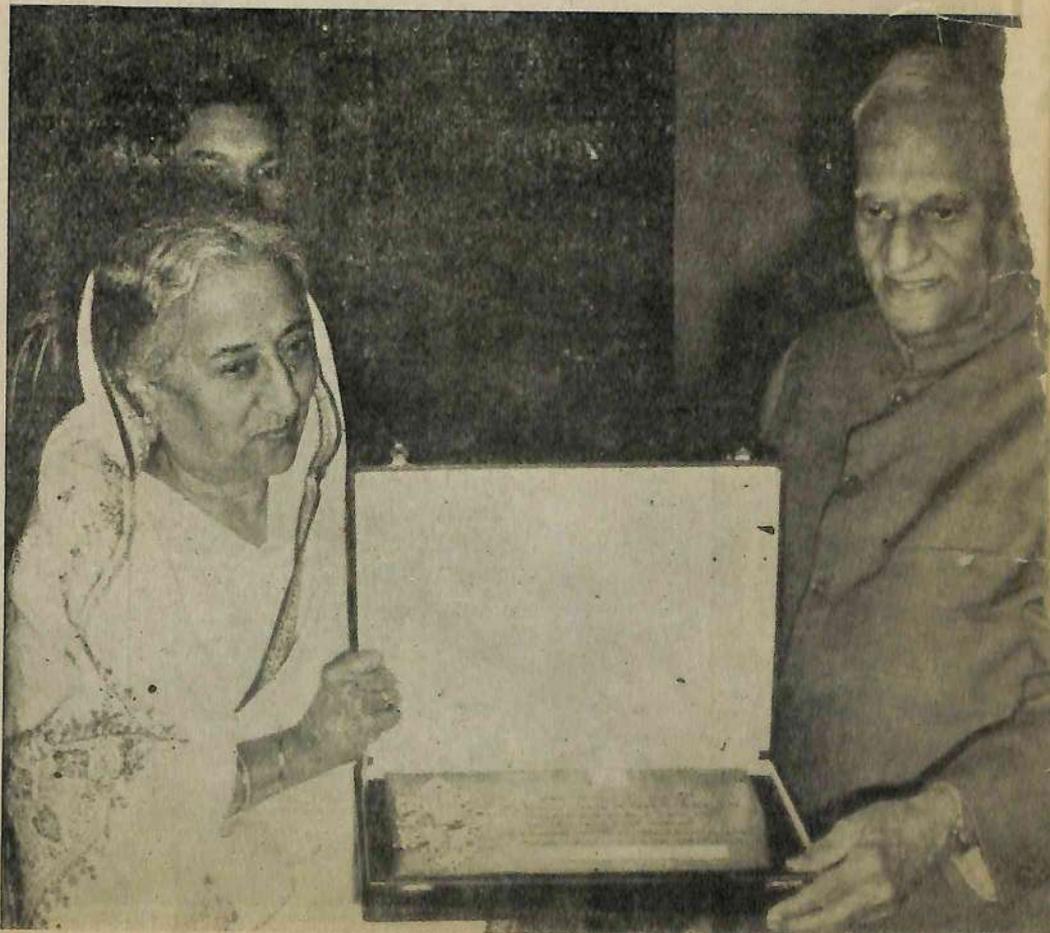


Gandhi
and
Social Work



Adult Education
in
New Zealand

Nehru Literacy Award



The President Shri V.V. Giri presenting the 1969 Nehru Literacy Award instituted by the Indian Adult Education Association to 70-year-old Smt. Kulsum Sayani at Rashtrapati Bhavan on March 10. (Report Inside)

CONTENTS

Leadership in Adult Education	<i>M.S. Mehta</i> ...	3
India's Slow Progress on Road to Full Literacy	<i>M. Ruthnaswamy</i> ...	5
Gandhi and Social Work	<i>B.N. Ganguli</i> ...	9
Better Teaching for Better Rural Living	<i>John Ardagh</i> ...	12
Adult Education in New Zealand	...	13

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

Rs. 8.00 : Foreign \$ 3.50.

Single Copy Rs. 1.00

Smt. Kulsum Sayani Presented Nehru Literacy Award

THE President, Shri V.V. Giri, presented on March 10, the 1969 Nehru Literacy Award instituted by the Indian Adult Education Association to Shrimati Kulsum Sayani, Vice-President of Bombay City Social Education Committee, for her outstanding contribution to the promotion of adult literacy in India.

The presentation ceremony was held at a colourful and impressive function at Rashtrapati Bhavan.

Presenting the award, the President called Smt. Sayani, "an outstanding leader in the field of adult education," and congratulated her and the Indian Adult Education Association for establishing this award.

Noble Task

Shri Giri said he wished and hoped that Smt. Sayani's example would be a source of inspiration to other workers in this field and many more would come forth to help in "this noble task of eradication of illiteracy in our country".

"It is a matter of deep regret", the President said, that during the last 23 years of independence, it has not been possible for us to make any substantial dent on the problem of illiteracy. It is distressing that while the literacy percentage has increased the number of illiterates has increased in absolute terms.

"I firmly believe that if we do not give attention to this problem, it will not be possible for us to release the unbounded energies of our people for national reconstruction. Literacy opens the door to a richer and more rewarding life as an individual, as a producer and as a citizen. It is tragic that four or five thousand years after the introduction of the written word, more than a third of mankind still remains illiterate," Shri Giri said.

Low Rate

In spite of the efforts made by various agencies there were 800 million illiterates, 100 million more than in 1950 in the world today. Of them, 300 million were in India. With such a low rate of literacy, the majority of population in the country

was still deprived of the benefits of science and culture, he said.

The President hoped that the National Board of Adult Education under the chairmanship of Union Education Minister, would go a long way in focusing the attention of the authorities on this problem and help in formulating, coordinated programmes and their speedy implementations in collaboration with various governmental and non-governmental agencies.

Voluntary Organisations

Shri Giri emphasized the role of voluntary organisations in the programme of adult education and said that he was glad to know that there were organisations like the Indian Adult Education Association, which had been doing pioneering work in the field.

The citation read by Dr. M.S. Mehta, President of the Association, hailed Smt. Sayani as "a Gandhian constructive worker who has devoted her entire life to the cause of education and enlightenment. She believes that through knowledge and enlightenment can the people be enabled to rise to the full stature of their personality."

"By her pioneering efforts, Smt. Sayani consistently and persistently worked for the eradication of illiteracy. For nearly 50 years she has devoted herself to this great cause under the Bombay City Social Education Committee. In 1940 she started the publication of "Rahber," a fortnightly in Urdu, Hindi and Gujarati. This enabled the readers to acquire proficiency in language and in understanding the scripts".

Smt. Sayani served on various national and international committees to promote education and the eradication of illiteracy.

Among those present at the award were Dr. V.K.R.V. Rao, Union Education Minister and Dr.

(Mrs) Welthy Fisher, winner of this award for 1968.

In her acceptance speech, Smt. Sayani said the rate of literacy had advanced only one per cent per year since Independence. "This means that it will take another seventy years for India to be fully literate," she added.

According to Smt. Sayani complete literacy might have been possible if the First Year Plan had been reserved solely for education and agriculture.

Strewn with Thorns

Referring to the recognition given to her for her work, Smt. Sayani said, a "pioneer's lot, in most cases is strewn with thorns—and mine was not different. But the feeling of having done my bit for my country and my people is a reward in itself."

The Nehru Literacy Award, she said, was an encouragement to the people who had the missionary zeal, time and energy to come forward, and help the Government and the country to tackle the enormous problem of illiteracy.

Shri R.M. Chetsingh, Vice-President of the Indian Adult Education Association, proposed a vote of thanks.

The award is in the shape of a plaque with a gold medalion of Nehru held by a floral intaglio in silver. The inscription is in Hindi and English both.

A souvenir on the occasion was published by the Association.

I. J. Patel Elected President of IUACE

The name of the University Adult Education Association has been changed to Indian University Association for Continuing Education. This decision was taken at the third annual general meeting of the Association held at Madurai on Feb. 6, 1970 under the presidentship of Dr. G. S. Mahajani.

It was decided to organise a conference of Asian and South Pacific Vice-Chancellors on Continuing Education and Universities in October/November 1970. Unesco has given a grant of \$ 4000 for the organisation of the conference.

Shri I. J. Patel, Vice-Chancellor, Sardar Patel University, Vallabh Vidyanagar was elected the President of the Association. Dr. M. S. Mehta, former Vice-Chancellor of Rajasthan University and President of IAEA and Shri T. P. Meenakshisundaran, Vice-Chancellor, Madurai University, were elected Vice-Presidents.

Among those elected to the Executive Committee were: Shri C. S. Patel, Shri D. R. Mankad, Smt. Sharda Diwan, Dr. A. G. Pawar, Shri P. L. Bhatnagar, Shri S. Misra, Shri J. P. Naik and Dr. T. A. Koshy.

Shri Anjani Kumar and Shri S. C. Dutta were elected secretaries.

Adult Education and Agricultural Development

A Seminar on "Adult Education and Agricultural Development", was held in Dabok, Udaipur, from February 8 to 10, 1970. Shri N.R. Gupta, Organising Secretary of the Indian Adult Education Association, was the Director of the Seminar.

The Seminar was inaugurated by Shri N.N. Acharya, Speaker of the Rajasthan State Assembly and presided over by Shri N.P. Jain, Director, Social Education, Department of Community Development, Ministry of Food, Agriculture, C.D. and Co-operation.

The Seminar convened by the Rajasthan Vidya-peeth, studied the role of adult education in solving the basic difficulties of land tenure and land reforms, in knowing and adopting the latest methods and techniques for increasing agricultural production, and in overcoming traditional and cultural difficulties of superstition, caste, etc.

The Seminar recommended that courses for functional literacy for farmers with suitable follow-up programmes should be taken on a large scale for enabling the farmers to take advantage of the modern tools and implements, practices and facilities and thus helping agricultural development in the country.

It also recommended that the Rajasthan Vidya-peeth in cooperation with the Government departments of education, agriculture and development and the agriculture university of Udaipur, should conduct pilot projects of functional literacy for farmers in selected areas of the State.

The valedictory address was delivered by the Chief Minister of Rajasthan, Shri Mohanlal Sukhadia.

The Seminar was followed by a one-day conference on adult education. Shri A.R. Deshpande, former adviser on Social Education, Government of India, and Vice-President of the Indian Adult Education presided.

The Conference called upon the Rajasthan Government to give adequate and liberal financial assistance to voluntary organisations working in the field.

In another resolution, the conference urged the Rajasthan Government to constitute the Rajasthan Board of Adult Education in accordance with the Rajasthan Social Education Act of 1961.

LEADERSHIP IN ADULT EDUCATION

Dr. M.S. Mehta

THE subject of Adult Education—its need and value—is one of the most significant features of our times. It is assuming a new urgency and increasing importance. And yet the fact is that it is the oldest concept and practice in the field of education. It is so well known that mental skill, information and different forms of knowledge—the essential ingredients of education—were acquired and transmitted by adults even before reading, writing or the art of printing were brought into use. Knowledge, philosophy and occupational competence were passed on from father to son, from teacher to disciple, from generation to generation through adults rather than children. This indeed was the foundation on which human civilization, tradition and culture came to be built up. Lately, however, the view has been held that the processes of education, and that all they imply, are meant and should be organized exclusively for the child and the adolescent. This is a great error. The evil influence of this blunder still stalks the human race and retards its progress. The advanced sections of society in the present-day world are now wide awake towards this mistake and are eager to make up for lost time and opportunity.

It is admitted that the expression, "Adult Education" has a comparatively recent origin. While the concept is as old as the rocks, its name is new. They say that it was coined in nineteenth century England. The connotation of the term has indeed a comprehensive scope. Its detractors often deplore it as something vague and loose. It should, however, be remembered that it embodies the very core of

human life and civilization. It covers, according to L. Bryson, all the activities with an educational purpose on the part of the people engaged in the ordinary business of life. "It represents the deliberate and organized endeavour by which men and women seek to grow in knowledge after the formal period of schooling is over." It has a wide scope indeed—as wide as life itself. Naturally therefore, it is too wide to admit of a definition with a logical precision. No single definition of Adult Education has yet gained general acceptance. At the same time there is an agreed consensus in recognising its meaning and purpose.

In this context, notice should be taken of another disadvantage under which Indian public opinion has laboured for over half a century. Even in educated circles, adult education has been freely and frequently confused with adult literacy. The two have been considered more or less as synonymous—a deplorable mistake which has remained uncorrected for a long time and even now continues in currency. This has been most unfortunate indeed. It is true that mass illiteracy in India is a problem of major importance and urgency. It should be tackled with vigour, foresight and thorough going expeditiousness. It is an area by itself of immense social and civic dimensions. **But adult education is a much more comprehensive concept and should not be, as has been hitherto done, considered to mean merely the removal of illiteracy.**

Under the huge umbrella of Adult Education are crowded not only the illiterate, the semi-educated and the inadequately educated people, whatever their age, sex or social position, but also those persons who have had the advantage of the best and highest standard of education that a most civilized community can offer. The specialist, the scientist, the most sophisticated professional, the technocrat and the bureaucrat need to be educated and re educated all the time, if they have to remain intellectually alive. In fact a person who does not continue his education ceases to grow in mental stature and tends to fall back into the category of the uneducated. "The way to stay human" according to Hutchins, "Is to keep on learning." The importance of life-long learning is now widely accepted and established throughout the civilized world. No educational movement "has offered more promise for future than does adult education." (H. Kempfer). Another eminent person has said; "Adult Education is a permanent national necessity, an inseparable aspect of citizenship and, therefore, should be both universal and life-long." One should not think that this concept of continuing education is altogether new or modern. Bhardwaj Muni, it is said, spent 75 years of his life in the pursuit of knowledge. Indra asked him "If you live for another 25 years, what would you like to do?" Bhardwaj replied "I will engage myself in the pursuit of knowledge" (from Taittiriya Brahman—1000 B.C. quoted by Dr. P. D.

Shukla at the Round Table on Life-long Integrated Education, New Delhi, 1968). "Education belongs to the whole of life," to quote the words of a British priest, F. W. Naylor who wrote this a hundred years ago in his book "Continuous Education."

There are good and sound reasons to support the view that education should be a life-long continuous process. **Knowledge is growing at a terrific rate and speed. It is literally true that every minute one is faced with the possibility of becoming out-of-date in one's own field—such is the explosion of knowledge in the contemporary world. Continuous Education is the only answer.**

Then again a comprehensive purpose of adult education involves the preparation of the individual to play an effective role as a member of the Family, in civic life, in the country and the world community. These institutions are themselves passing through change and development. The human being as their member, beneficiary and architect, is himself largely instrumental in bringing about such a change and giving it direction. Therefore, he needs to be equipped with necessary skill, attitude and moral power to take his share in the whole process. This capacity is available and can be acquired from integrated continuing education.

There is another factor of rising importance. It has a greater and more direct significance in the highly industrial society than in a country like India. But it is found to affect this country also in the near future. It is the problem of leisure in modern society. In the west it has a challenging reality about it. Adult Education programme has to anticipate this problem of society and to deal with it in an appropriate manner so that it provides creative and enlightening opportunities to the people and save them from boredom, misery and wasteful ways.

It will be perhaps conceded that a proper comprehension of the scope of adult education is necessary before entering on the discussion of the problem of leadership. The two are closely related to each other. The relevance of another factor also needs emphasis. Adult (or continuing) education which is largely informal with a very extensive area of operation has to be flexible in the matter of tools, methods and programme as also in time and place. All action has to suit and respond to the needs, demands and general circumstances of the situation and the particular individual group or community concerned. This is the general principle on which adult education programmes are conceived and should be organised.

The leadership required for conducting adult education operations is, broadly speaking, of two kinds. Both will be complementary and mutually helpful. One is on the conceptual side and the other on the educational (in the purer sense). They are

more or less similar to the categorisation familiar in the field of educational activity, namely, administrative or organisational and academic.

The first type of leaders may be (a) individuals or (b) institutions. In either case, it may be again emphasised, this leadership, in order to become effective, has to have a broad view and a clear understanding of the general purpose of Adult Education as has been indicated above. Persons of vision and social outlook, also possessing some knowledge of broad principles and methods of education would be suitable as leaders in the Adult Education movement. Mere familiarity with educational theories will not be enough for this endeavour. Similarly it will not do for the leader or organiser of adult education centres only to be a keen social worker. The combination of the two qualities is desirable, because by the very nature and large variety of adult education programmes, the theory and practice of education has to lend effective support to the learning processes concerned with different social situation and the solution of the various problems of life.

These two broad conditions should be assessed in terms of the social environment and the area for which the plan of action is conceived. A flat uniformity of norms of qualifications would not make any sense. The depth and extent of these requirements will, therefore, vary according to the scope and nature of the field of action, such as a town, village or district, whether at the state or national level, whether in an industry or in a tea estate, for a social group or a profession etc. In short the basic approach will be two-fold—social and educational. This leadership may be provided by such varied groups as intellectuals, businessmen, academicians, scientists, village headman, city elders, government officials or social workers. It is, of course, understood that the character, outlook and experience of the person concerned must inspire popular respect and confidence.

Leadership can also be, and often is, provided by institutions and organisations—such as local bodies like Municipal Councils, Panchayat Samities, Government Departments, industrial establishments and voluntary organisations. It does not matter much whether the voluntary bodies have adult education as their sole or main objective, or they have a more varied and comprehensive scope of activity with adult education included as one of their functions. **In the category of institutional leaders, the University has a distinctly valuable and important role for initiating, conducting and developing adult education schemes.** It is so regrettable that the Universities in India are lagging far behind their peers in other advanced countries in this respect. Besides organising adult education programmes for the out of school people in a large variety and number of

(Continued on page 15)

India's Slow Progress on Road to Full Literacy

By M. Ruthnaswamy M.P.

AT the rate at which literacy is advancing at present, at the rate of one per cent per year, it will take about 70 years, as it is only 30 per cent of the population that are at present literate.

Is Indian progress to wait all these years at which it is proceeding at present, at the rate of 3.9 per cent per year and per capita income rising by about 20 per cent per year. How can it be otherwise, when the very foundation of all progress, political, social and economic is literacy?

In the political field how can universal suffrage be worked to the profit of the people, to the profit of the political progress and liberty of the people without universal literacy.

Without the ability to read and write the illiterate citizen is at the mercy of the official "dressed in the brief authority," obliged to sign forms and docu-

ments he is not able to know what they are all about and to be quoted rules and regulations to his detriment because he is not able to verify them.

An illiterate citizen in a democracy is not a live citizen—he is dead wood. He may also be a danger.

Here is a true story taken from "Yojana" of November 24, 1968. Out of the 13 members of a village panchayat committee all the 12 were illiterate except the chairman who knew only how to sign his name. The secretary was all in all and manipulated the proceedings, decisions and accounts of the village according to his will and pleasure.

Progress

In the economic field, economic history has proved beyond a doubt that economic progress marches with literacy. It is so even in agriculture where one would have

thought that the peasant with the experience of centuries and his mother-wit could grow more and better crops.

Adam Smith shows how necessary literacy is to agriculture progress. "After what are called the fine arts and the liberal professions," he argues "there is perhaps no trade which requires so great a variety of knowledge and experience; innumerable volumes which have been written upon it in all languages may satisfy us that among the wisest and most learned nations it has never been regarded as a matter very easily understood."

And in modern progressive countries pamphlets and journals in profusion are issued by Government Agriculture Departments and Agriculture Societies containing information and advice that would help the progressive farmer. But how can he make use of that information and advice if he is illiterate?

The literate peasants and agricultural labourer can be saved from the curse of indebtedness by literacy. Laubach, the great expert on literacy, noticed that "Practically all the illiterate people of India are in debt and since they cannot read, they do not know what the account says and they must believe what the literate money-lender tells them".

In industry again, Adam Smith (and I quote him because he speaks of conditions in which India is for the most part) notes that "there is scarcely a common trade which does not afford some opportunities of applying to it the principles of geometry and mechanics and which would not therefore gradually exercise and improve the common people in those principles which are the necessary introduction to the most sublime as well as the most useful sciences."

Superstition

But how can the Indian skilled worker apply the principle

of geometry and mechanics if he has not learnt to read? Even a modern economist like Alfred Marshall holds that the best investment a state could make is in the education of its citizens.

And J.L. Hammond, in his history of modern industry, points out that, while the factory was taking the place of the cottage, the newspaper the place of the peageant, illiteracy was the greatest obstacle to progress. If cottage and village and small-scale industries are to be modernised towards greater efficiency our artisans and craftsmen must be made at least literate. And as for large-scale industry how can the workmen cope with the latest developments in equipment and techniques if he is not at least literate so that he can read the instructions that are issued to him and acquire the new technical knowledge that will help him towards his own efficiency and the greater productivity of his factory.

In the social sphere also how can progress be possible without the elements of education offered by literacy. How can the shackles of caste, superstition, prejudice, intolerance be removed from the shoulders of our people if they do not know how other peoples have been able to advance towards civilisation and culture—who also had suffered from the burden of these chains.

Modern mass media of communication like the cinema and the radio can do something towards this end but the written word is more permanent and its influence more lasting.

Compulsory

And that is the way especially that modern industrial peoples have followed. The parish schools of England and Europe made a small proportion of the people literate during the centuries when agriculture and small-scale cottage industry predominated. But when large-scale industry

began primary education had to be organized on a large scale to meet the needs of the new industrial era.

By the late 18th century when the Industrial Revolution of England began there was a fairly extensive network of charity schools mainly established through the Society for the promotion of Christian knowledge.

The Sunday schools (for children at work during the week, and the schools set up by the National Society for promoting the education of the poor and the non-denominational schools of the British and Foreign Schools Society with which the honoured name of Bell who had tried his prentice hand as teacher in Madras is associated had done all that the voluntary system could do for popular education.

But the education of the masses that the industrial revolution gave birth to was too great a task for the voluntary system. The State had to step in and the Education Act of 1870 made primary education free and compulsory. This set England on the road to total literacy the rate of which was accelerated by the Education Act of 1918 and 1944.

First Priority

Not only the countries whose industrial progress dated from the industrial revolution like England, the USA, France and Germany but countries that like India started late on the road to industrial progress have had to pay particular and intensive attention to the promotion of literacy.

Russia, which was as illiterate as India on the morrow of the Revolution of 1917, went all out for the promotion of literacy, as a result of which large-scale effort Russia became totally literate in the space of 30 years.

In developing countries other

than India first and foremost attention has been paid to the promotion of literacy.

In Cuba from the day after the Revolution the campaign against illiteracy was given first priority. In 1958 about 26 per cent of the people were illiterate, today illiteracy has fallen to two per cent. Primary education is universal, free and compulsory. Adult education centres (for Fidel Castro cannot wait till the youth in primary schools grows up) have been added to the basic school system and between 1962 and 1967 about 333,000 completed their education up to the 6th grade, that is roughly up to the secondary school stage.

In Bolivia there are relatively few illiterate, about 16.9 per cent.

Other developing countries in Latin America have the same pleasing account to give Peru has 60 per cent literates, Chile 83 per cent, one of the highest rates in South America, and Mexico 65.4 per cent.

Countries nearer home have a better record than India. Thailand reached a percentage of 70.8 per cent ten years ago. Burma has a literacy attainment of 57.1 per cent, thanks mainly to its Buddhist monastic schools.

Advancing towards literacy is taken in urgent earnest in other developing countries. According to a recent UNESCO report some Arab countries have placed before themselves the goal of total literacy within certain age levels in the space of ten years.

In the Philippines a Government decree issued regulations organising a systematic literacy campaign over six years—1966 to 1972. Burma has set an even shorter period to attain the same end. In Iran the fourth Five-year Development Plan—1967-72—envisages a 300 per cent reduction in illiteracy.

Compared to the record of these other developing countries India does not figure in the list of countries in which rates of new literates over 15 years of age are in excess of five per cent published in the recent UNESCO report where the Cameroons, Chile, Cambodia, Iran, Kuwait are found.

Nor does India figure in the list of countries with increased literacy budgets whereas the Dominican Republic, Malaysia, Nepal, Pakistan, Tanzania, Thailand, Zambia do.

Cannot these examples of successful achievement of literacy in countries with Governments less ambitious than that of India shame the Government's Central and State, in India into an organised and adequately financed campaign for the rapid eradication of illiteracy in India?

Fall-out

They have no doubt been shamed into statements and resolutions and announcements. Every plan report, every speech by education ministers has proclaimed the urgent need for the attainment of total literacy.

Only two years ago in a White Paper on National Education issued by the Union Ministry of Education the solemn pronouncement was made that "the liquidation of illiteracy is necessary not only for promoting participation in the working of democratic institutions and for activating programmes of production especially in agriculture but for quickening the tempo of national development in general".

We can hear the cry of the people for learning. "Our children have eyes but they are blind", cried a Sherpa in the Himalayas to Sir Edmund Hillary and he built them a school in the clouds.

At an adult education centre in New Delhi set up among the

servants of MPs in 1968, a woman worker wanted to become literate so that she could keep accounts for her husband.

What have Government done about it? Although there has been a steady increase in the enrolment of pupils in the primary schools rising from 19.15 millions in 1950-51 to 51.50 millions in 1965-66 and the percentage of age groups enrolled in primary schools has risen from 42.8 per cent in 1950-51 to 78.50 per cent in 1965-66—and the percentage may rise to 92.2 per cent—the percentage of literacy is only 30 per cent.

Expenditure

This gap between the number of pupils enrolled in primary schools and the result of 30 per cent literacy can only be explained by the large fall-out in the course of the primary stage between the I and the V class which is as high as 60 per cent. And little or nothing has been done to prevent or stem this huge fall-out.

And little or nothing has been done for the rapid promotion of literacy among adults—for Indian development cannot wait for all the children now in primary schools to grow into adult productive manhood.

According to an estimate made public at a recent seminar sponsored by UNESCO and the Union Education Ministry, about a million adults are made literate every year in India. But there are 150 million adults waiting to be made literate. At the rate of one million adults per year it would take more than 100 years for the adult population of India to become literate.

And making adults literate as rapidly as possible would take away from the mouth of Government's spokesmen the stock excuse of population explosion for this woeful lag in illiteracy.

Unless a very large-scale effort is made all over India by the Union and State Governments, the spectre of illiteracy would continue to haunt Governments and people for years. Haunt is the word, for an illiterate people is not only backward but dangerous as it is more liable to be the authors and victims of strife and anarchy.

Governments must make up their minds to put the rapid promotion of literacy high among their first priorities of action in their plans and programmes.

The expenditure on primary education from the Rs 322 crores allotted to it in the Draft Fourth Plan and for adult literacy must be at least doubled.

The amount to be spent on adult education is not specifically mentioned, although the tall promises made that in the Fourth Plan period it is proposed to launch a mass adult literacy movement. The whole paragraph on adult literacy in the Fourth Plan Draft Report is an exercise in the future tense. A more practical promise would have been to state the sum to be devoted for the rapid promotion of adult literacy.

If 150 million adults have to be made literate within the next five years, it would require at least 100 crores. And it can be done if a rapid method of making adults literate were adopted and adequately financed. The Raisam method invented by an old social worker Venkatarao Raisam succeeds in making adults literate in three months. It costs according to the estimate of the author only Rs 6 per adult.

To make 150 million adults literate in three months, would require only 900 millions or 90 crores. Spread over five years this expenditure would make the whole adult population of India literate in that period. For 1/5

the cost of one steel mill the adult population of India could be made literate within five years.

And illiteracy, if it is to be defeated must be attacked in a multifront campaign. As a report on Mass Education in the British Colonies in Africa urged about 20 years ago, not only the Education Department but all Government Departments like the Revenue Department (to give prestige to the campaign), the Agriculture Department (to show the farmers how useful literacy would be in their attempts at greater productivity), the Health Department (to show the connection between literacy and hygienic and higher standards of living) should co-operate.

Imbalances

And the mass media of communication, the cinema, the radio and now television ought to be pressed into service for converting the people.

Special efforts have to be made to make women interested

in literacy and becoming literate. Women's literacy is only half that of men's. How can any social progress be secure and swift if the women are illiterate? As the old educational maxim has it, "when a man is educated and an individual is educated, when a woman is educated a whole family is educated."

And there are the imbalances between States to be redressed. Some State Governments have to be more ashamed of their record in literacy promotion. Uttar Pradesh, Bihar, Rajasthan and Madhya Pradesh have literacy percentages that are half of the Indian percentage. And literacy is not enough if it is to become a permanent possession, the Library movement must come in to help it. In every town and village there must be libraries containing books of knowledge as well as books of power in the languages of the people.

Literacy, after all, is only the key to knowledge, and the sources of knowledge, literacy, scientific, technical should be at hand to keep the people literate and to make them educated.

Recently we have been urged by Governments and educational authorities that literacy especially adult literacy, must, if it is to succeed, be made functional. This is a new word for an old method. Every system of useful teaching must take into account the environment in which the people who are to be taught live, move and have their being.

Primary education in the villages must spring out and be related to the surroundings of the people—the land, the soil, the plants, the birds, the animals among which the people live and grow.

If the word functional will convert Governments to active and practical interest in the rapid promotion of literacy no one can object to the word. The main point is the rapid promotion of literacy. There is no time to lose if India is to progress. The only effective security against the evil of an ignorant, miserable and vicious democracy, adjured Bagehot, the economist and publicist, is to take care that the democracy shall be competent and alert.

—*Courtesy Sunday Standard*

The New Law on Leisure-Time Education in Denmark

As interpreted by Per Himmelstrup, Inspector of Youth and Adult Education, the very name of this legislation is an expression of a new, progressive approach to adult education, which is considered education that takes place when a person is not actually occupied by his job. This can be at any time during the day or night, and any time during the week.

The previous Danish act enumerated subjects which could be approved as educational subjects in evening schools. In the new act, the only criteria for approval will be that proper instruction in the subject is offered and that a sufficient number of participants for the class have been enrolled. In response to the more demanding higher evening schools the new act also includes science, a fact that acknowledges that science is an essential precondition for understanding the situation of modern man.

The act also approves courses aiming at some sort of examination or certificate and vocational courses. In Denmark, this means the opening of a completely new field of work, including follow-up, retraining, and refresher courses. It will also be possible to offer special courses to those with some type of handicap.

Acknowledging that many people participate for social reasons—the new act will support classes or courses with a hobby orientation. The only limitation on these interest-groups (for which it is necessary to show any educational plan beforehand) is that the participants must pay one-third of the teacher's salary.

It is anticipated that the costs of this programme will increase the state budget by more than 60 per cent. It will also mean increased demands on teachers and leaders who are being trained in a great number of short courses (180 hours) all over the country. To improve this training, the Ministry of Education, in conjunction with the Teachers' High School, organized a two-month course on Teaching of Adults. It is intended to form a body of instructors who will conduct the 180-hour courses for the teachers in the field.

Recognizing these new demands, the new act also awards financial support to educational associations wanting to employ full-time pedagogical or organisational experts.

—European Bureau of Adult Education, *Notes and Studies*.

GANDHI AND SOCIAL WORK*

B. N. Ganguli**

* Extracts from an address delivered at the 22nd annual day of the Delhi School of Social Work.

** Dr. B.N. Ganguli is former Vice-Chancellor of Delhi University.

I shall confine my remarks to only two aspects of social work on which Gandhi laid considerable emphasis: (i) the correct attitudes and methods of work in the villages; and (ii) the attitude of social workers to politics. You will agree that these fundamental questions are germane to social work at all times.

Work in Villages

Gandhi was very much concerned about city-dwellers who work in the villages. He thought that they tend to import urban values into the villages indiscriminately in the name of what is now called 'modernization'—often a misleading slogan. Gandhi said: "For the city-dwellers, the villages have become untouchables. He does not know them, he will not live in them, and if he finds himself in a village, he will want to reproduce the city-life there. This will be tolerable if we could bring into being cities which would accommodate thereby crores of human beings." Gandhi was aware of the danger inherent in the importation of urban values far in advance of our capacity to create appropriate conditions under which such values could establish themselves through necessary social and economic change. I am doubtful if we have sufficiently guarded ourselves against this danger. One may argue that we must achieve a 'break through' and 'destabilize' rural life and import to it a 'dynamism'. Gandhi would have recognised this necessity provided that the villages could be urbanised completely so that we did not have to face the greater menace of the migration of rural people on a large scale to the towns which are equally incapable of absorbing large masses of rural people

inadequately oriented towards the urban way of life.

What was then Gandhi's positive advice to social workers? The problem of "moving the inert mass," as he put it. What is the correct method of "moving the inert mass"? Addressing Kasturba trainees in 1946, Gandhi said that social workers must be brave, intelligent and perserving. The villagers may not readily respond. They might even prove hostile. Many vested interests would have to be disturbed before the necessary social change could be effected. But non-violent workers should choose the line of least resistance. They should suffer in their own person before they could aspire to gain the cooperation of inert and hostile villagers. They must persevere and persist without resentment and bitterness. Then only will their conduct strike the imagination of villagers; and this element of surprise will open their way into their heart. Once the inert mass has begun to yield, work will make rapid progress. I do not know whether one can think of a better strategy of social work in our villages. Gandhi's injunction of "a line of least resistance" does not mean that the social worker should behave as a neutral specialist who will merely give advice if and when it is sought and is not worried by the results. A social worker is an activist. He persists and perseveres. He is prepared to suffer in the face of the hostility of vested interests opposed to social change. And then the element of surprise contained in this kind of positive attitude will strike the imagination of the inert mass and it will begin to give way.

It is obvious that Gandhi had

in mind a resident social worker who identifies himself completely with the rural area in which he operates. Thus Gandhi derived the concept of *Samagra Gram Sevak*, the social worker who serves an entire village. He had in mind a single dedicated worker who should serve as a catalytic agent of transformation of the collective life of the village. Let me give you a picture of *Samagra Gram Sevak* in Gandhi's own simple and vivid language: "*The Samagra Gram-Sevak* should know everybody living in the village. He should render them such service as he can. That does not mean that the worker will be able to do everything single-handed. He will show them the way of helping themselves. He will procure for them such help and materials as they require. He will train his own helpers. He will so win over the villagers and they will seek and follow his advice. Supposing I go and settle down in a village with a *Ghani*. I will become a "model for the villagers to follow." Gandhi suggests that the worker will begin being a teacher himself in his spare-time till the villagers themselves feel the need for a teacher. Similarly, he will create the need for an expert weaver. And he will find a teacher or a weaving expert whom the villagers should be prepared to employ for their own benefit. Gandhi said: "I shall teach them hygiene and sanitation. If they ask for a sweeper, I will say "I will be your sweeper and train you how to do the job. This is my conception of *Samagra Gram Sevak*." Gandhi anticipated what is probably passing through your minds as you are listening to me. How can one find a multi-purpose social worker of this kind in this age?" Then I will say Gandhi said, "We cannot hope to improve our villages in this age." A *Samagra Gram Sevak* is not the poor V.L.W. (Village-level-worker) of our age. Gandhi defined him as "a man whose strength lies in knowledge. True

knowledge gives a moral standing and moral strength. Every one seeks the advice of such a man."

Gandhi did not believe that without much of capital, social work could not be done in the rural areas of the country. He said: "Whatever is being done today with money-motive should in future be based on the service motive. Why do you worry about capital when there are hundred million hands to toil? If things are done on a cooperative basis, which, in other words, is modified socialism, money would not be needed at least in large quantity." The real obstacles were lack of cooperation, ignorance of art of intelligent, labour refusal to learn anything new and untouchability. Gandhi added: "We, the middle-class are responsible for this state of affairs."

Social Worker and Politics

On the issue of the social workers' attitude to politics, Gandhi's position deserves our earnest attention today. He maintained a certain position almost till the end when his own design for social work in free India was rudely shattered by the hand of the assassin.

In 1938 Montagu asked Gandhi: Why was it that, a social reformer that Gandhi was, had strayed into politics? Gandhi gave a characteristic reply. He said that his politics was an extension of his social activity. He could not lead a religious life, unless he identified himself with the whole of mankind, and this he could not do, unless he took part in politics. "The whole gamut of man's activities today," he said, "constitutes an indivisible whole." In 1946 Gandhi said: "I felt compelled to come into the political field, because I found that I could not do even social work without touching politics." He felt that political work must be looked upon in terms of social and moral progress. In a democracy no part of life, Gandhi

thought, is untouched by politics. "You cannot escape *politics in the good sense*. It embraces the whole life (emphasis mine)". The interviewer who had asked this question commented: "Then your job will never be finished." Gandhi replied: "It will be finished only with my death. I must be watchful whether it is the foreign government in power or indigenous, if I am a social "reformer in the true sense of the term." Gandhi was asked, "What will happen when men attain power and then drift away from the people?" Gandhi gave an interesting answer. He hoped that this will not happen and that rulers will accept office as if it were "wearing a crown of thorns and pretty sharp thorns at that." But Gandhi had no illusions about the nature of power politics and the difficulties it presents to social workers. This is the reason why in the course of the remarks that I quoted just now Gandhi took care to say, "You cannot escape politics in the good sense."

I would like to deal with this interesting aspect of Gandhi's thinking a little further. Throughout his life Gandhi had exhorted social workers to keep out of politics in the vulgar sense of power politics. This was his injunction to social workers in all fields including labour and peasant organisations. In 1947 he explained his philosophy of social work in clear terms against the background of what he called power politics in the form in which it emerged soon after independence. At a meeting of constructive workers in December 1947 he said that his limited experiment with the *Gandhi Seva Sangh* had demonstrated that the moment non-violence assumed power it contradicted itself and became contaminated. The Congress had shown allegiance to the constructive programme for years while it was in wilderness. Having come into power, it showed signs of discarding it. This was Gandhi's assessment.

The question, therefore, was whether the remedy for those who had faith in the constructive programme was to enter the government and use it for building up a non-violent social order. Gandhi argued that "by abjuring power and by devoting ourselves to pure and selfless service of the voters we can guide and influence them. We can send men of our choice without going into the government ourselves. Today everybody in the Congress is running after power. This presages grave danger. It is my firm view that we should keep altogether aloof from politics and its contagion."

Many of Gandhi's colleagues in the field of social work, however, argued that they should not run away from power. They could accomplish in five years what, as a reformist group outside the Government, they would not be able to do in 50 years. They wondered why the Congress Government was pursuing a policy that ran counter to what the Congress had been pursuing as an organisation fighting for freedom.

Gandhi offered a forthright answer: "Our faith in constructive work was not deep or enlightened enough to illumine our intellect. The criticism is that social workers are lacking in imagination and intellect. To set our house in order is the first indispensable requisite if we want to influence political power. The objective of constructive work is to generate political power."

On the 27th January 1948—three days before he was assassinated—Gandhi proposed that "the Indian National Congress cannot be allowed to die." It had won political freedom. As Gandhi said, "The Congress in its present shape and form as a propaganda vehicle and a parliamentary machine has outlived its use." But India had yet to win economic freedom, social freedom and moral freedom. These freedoms were harder to achieve than the political freedom, if only because they involved harder constructive work and had to involve millions. The Congress, therefore, had to convert itself into an organisation

for social work in order to achieve these more fundamental freedoms. On the morning of the 30th January 1948, Gandhi gave final touches to the revised draft of the new Congress constitution. On the afternoon of the 30th he was no more. Gandhi's plan of social work was terminated. Is this not a story of an unfinished revolution? I have narrated this half forgotten story—may be a story unknown to many present here with the hope that the students and teachers of the Delhi School of Social Work may pause and think about the greatest social worker that modern India has produced and his unfinished revolution. Did not Gandhi refer to the criticism that the faith of the social workers was not sufficiently strong to illumine their intellect and that they lacked not only intellect, but also imagination? Let me express the hope that the students and teacher of this institution will cultivate these qualities themselves for completing Gandhi's great plan of social work—his unfinished revolution.

Still Available

Seekhna aur Seekhana

**Hindi Translation of the famous book
'How Adults Learn' by Dr. J.R. Kidd**

**'.....the first basic and comprehensive
textbook in the field of adult learning
and programming available in Hindi
Language'. Seeds of Promise—A Four
Year Report of University Adult Education
in Rajasthan.**

Price Rs. 7.50

Can be had from :

**Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.**

Better Teaching For Better Rural Living

By John Ardagh

‘AS soon as they’ve picked up some education, off they go into the towns. Maybe what we teach them doesn’t really help them to build a better life here in the villages.’ The young schoolmaster in up-country Cameroon drew patterns in the dust with his stick as we talked, and looked out at the mud-huts under the giant baobab trees where villagers were snoozing in the heat.

He was explaining to me a dilemma that is common to many parts of Africa—on a recent tour I came across it equally in countries like Ghana and Senegal. The British and French introduced education into Africa in order to train civil-servants: their academic system has effectively produced an urban elite but is ill suited to those remaining in a rural setting—and in Cameroon, for instance, more than 90% of people still live on the land. What is the use of learning algebra or French history when your pressing daily concerns are how to market your cocoa-crop or teach hygiene to your children? And so rural Africans are often convinced that education is only for those who will move to the towns.

But the rapid drift to the towns is putting a strain on the economies of some countries. In Cameroon, Douala’s population has more than doubled in the past ten years and so has Yaounde’s, while in some larger African cities such as Accra or Dakar the situation is even more serious. In countries where there is still so little industry, this could sooner or later create a disruptive urban sub-proletariat and much suffering.

Incentives

Governments are therefore trying to provide greater incentives for remaining on the land. This can be done partly through economic development, through improving agriculture, medical care and housing. But in the long term it must come also through education. The academic routine must be modified to meet rural needs; it must be made more practical and vocational. Most African States have programmes for realizing aspects of their education, helped in many cases by Unesco or bilateral aid. But not always is it easy to see what precisely needs to be done; and many African teachers are torn between their awareness of the need for change and their reverence—sometimes excessive—for the European academic standards they have inherited.

The system needs to be thought out anew. One of the most inspired moves in this direction is a new pilot training college for rural primary teachers at Yaounde, run by the Cameroon Government and staffed by Unesco with funds from Unicef and the

UN Development Programme. It is the Ecole Normale d’Instituteurs a Vocation Rurale, known as ENIR (the ‘v’ has dropped out of the initials, since ‘ENIVR’ would have inappropriate connotations in French’.)

“Self-Help” Training

At ENIR, a new rurally-oriented curriculum is being devised empirically, with the 70 young trainees (including some 15 girls) being used as guinea-pigs. The aim is to train a new type of teacher, one who can prepare both children and adults for a better integration into the social and economic life of their village and their country more than just teachers, in other words, and also what the French call ‘animators’ or ‘technical advisers’ for the village where they work, helping the peasants with farming and social matters. While the reform avoids the temptation to establish short-cut solutions—a primary schooling essentially different from that provided in the towns or geared specifically to agricultural pursuits—it does not hesitate to abandon the encyclopaedic tradition (instruction based entirely on texts and rote-learning) in favour of methods conducive to the development of initiative, judgment and the ‘self-help’ mentality. It is an imaginative scheme, and the Unesco staff—Swiss, Belgian, Czech, French, Greek and others—are eagerly working out a new primary syllabus, hoping that one day a national network of these teacher-animators will be able to improve rural life and to encourage peasants to build a better existence on the land.

“Treated as Responsible Adults”

I visited a number of other rural development projects in West Africa, some social or economic, others educational, some helped by Unesco or other UN agencies, other bilateral. I was impressed by their number and variety. In Ghana, I saw a Federal German team helping fishermen to modernise their fishing methods and sanitation. In Sierra Leone, I found Taiwan Chinese running a model farm full of luscious fruit and vegetables on a plain formerly half agid. In Ivory Coast, I studied the latest plans for developing mass rural education through television. And in Senegal, I was impressed by a Unesco-aided radio network for adult education in rural areas.

Farmers gather round specially-provided radio sets in their villages in the evenings, to listen to talk on for instance, how to improve their ground-nut yields. They are encouraged to send in their own

(Continued on page 14)

ADULT Education means different things in different countries, especially when statistics are compiled. In New Zealand it has generally been taken to mean study undertaken for its own sake (rather than for vocational purposes or to pass examinations) in classes organised by one of the recognised bodies in the adult education field.

These main organisations are the extension departments of the universities, the state secondary schools which provide evening classes for adults, and certain voluntary organisations, notably the Workers' Educational Association.

Much else which is in some other countries regarded as adult education is also carried on in New Zealand, but not under that title. For example, trade training and retraining is not thought of as adult education, and comes under a separate Vocational Training Council, and part-time university study is carried out by the universities through internal and not extension departments.

Perhaps partly because of this, and because of the demands on the economy of improving primary and secondary schooling and the universities and technical institutes in order to produce sufficient qualified manpower, the ideal of continuing education throughout life for all citizens is not yet firmly established in New Zealand, though it is taking rapid hold among professional and technical workers in vocational fields.

This has produced a marked change in the university extension departments. Ten years ago they offered mainly short courses, generally of ten lectures, and covering a very wide range of general-interest subjects from craftwork to philosophy. They now restrict themselves more closely to subjects of a kind taught within the universities,

Adult Education In New Zealand

often in longer and more demanding courses.

They have also developed a wide range of professional refresher courses. Caterbury University, for example, attracts engineers from throughout the country for brief intensive courses on 'Flood Estimation Techniques' and 'Seismic Problems in Structural Engineering', and Auckland University's 'schools' in 'Dairy Hygiene' bring specialists from as far away as Scandinavia and Australia.

Victoria University, and to some extent Auckland, has also launched the first extension courses leading to certificates. These are intensive two-year courses in Social Science, Personnel Management and Industrial Relations. Auckland offers Social Science and a professional course in Criminology. Like the extension refresher courses, these mark a

break with the older non-vocational, non-certificates tradition.

The dropping from extension programmes of such things as craftwork was encouraged by the extensive programmes of practical courses offered in the evening classes of the state secondary schools. Although the schools lack staff with experience or training in adult education, and provision is uneven, this is the largest sector of adult education, with 38,181 enrolments in 1968, compared with about 21,000 in university extension. The most popular kinds of classes here are, in descending order, hobbies, crafts and domestic arts, the fine arts, physical education (primarily 'keep-fit' classes) and languages, including New Zealand's second language, Maori.

The figure for enrolments does not include adults who are

working for the school leaving examinations, mainly for School Certificate. Their number is small by comparison with the enrolments for woodwork and dressmaking, but is growing. Those who cannot, because of distance or other reasons, attend evening classes for examination study, can enrol with the Department of Education Correspondence School. Originally opened for country children unable to reach ordinary schools, the Correspondence School's secondary department now has considerably more adults than children studying with it.

It will be seen that neither the schools nor the universities meet fully the need to provide the kind of adult education which will keep the man in the street informed in social, political, scientific and cultural matters in a changing world. Those who are attracted to the university extension non-vocational courses tend to be already educationally well-qualified, and only a minority of the schools offers a substantial liberal programme not geared to examinations.

The difficult task of popularising without distorting major issues is perhaps the main present challenge to adult education as it has been traditionally conceived. It is in line with the historical purposes of the Workers'

Educational Association, a voluntary organisation formed in New Zealand in 1915 with strong ties with the universities. The W.E.A. operates in six cities, including the four main centres, and is especially strong in Christchurch and Wellington.

In some fields its programmes are not unlike parts of those offered by the schools or the extension departments, but peculiar to the W.E.A. are such courses as 'Caring for our Community', 'Human Rights in New Zealand and Overseas', 'Mathematics for Adults', 'Writing to Some Purpose' (Caterbury courses); 'Literature and Morals', 'Why Bother about Science?' (Wellington courses). The Auckland W.E.A. is offering courses designed for the growing number of recent immigrants from Polynesia in the city.

The Association lacks professional officers and in some cases has no paid workers at all, but enrolments in its courses totalled 5747 in 1968, marking considerable growth.

The National Council of Adult Education, working under the Adult Education Act, 1963, advises the University Grants Committee and the Director of Education on adult education and conducts surveys and experiments in adult education. It

assists organisations engaged in adult education and fosters co-operation in this field between universities and other bodies.

The National Council has played a part in two significant recent developments. It initiated in 1968 a postal education scheme for trade unionists in partnership with the New Zealand Federation of Labour (which represents most of the country's unions) and the W.E.A.

The National Council has also co-operated with the New Zealand Broadcasting Corporation in initiating the use of television as a medium for planned adult education. Series used so far have been produced overseas, and it may be some time before programmes can be locally produced for this purpose. When radio and television have developed their potential for adult education, they will fill a noticeable gap in the present structure.

The past ten years have seen a considerable restructuring and development of adult education, largely in consequence of the redefinition by the universities of their role and purpose in the field. As education standards rise, it is inevitable that adult education, however its scope may alter, will become a steadily more important part of the continuing educational process.

Better Teaching For Better Rural Living

-(Continued from page 12)

queries and comments. 'The psychological effect has been fascinating,' said a young Senegalese sociologist working on the project; 'for the first time, peasants here feel they are being treated as responsible adults by the Dakar bureaucrats. We are breaking down their sense of isolation and inferiority.'

The battle to improve rural life in Africa is taking place on a wide front, and many dedicated people, both Africans and foreign experts, are engaged in it. But the difficulties are enormous, not only economic but psychological. It is not easy to bring modern benefits to the villages while preserv-

ing their own customs and social solidarity. Let me give just one example. I was told in Sierra Leone that if you give a farmer £10 for buying fertilizer, all his cousins and aunts will expect him to share the cash with them; this makes it hard for the Government to give loans for farm improvement. Family solidarity has been always a great pillar of African rural society; but under modern conditions it can also be a liability. This is just one of the many dilemmas that Africa faces as she struggles to adapt herself to the twentieth century.

(UNESCO FEATURES)

Leadership in Adult Education

(Continued from page 4)

spheres, the Universities should also prepare through regular courses adult education workers for the society. This is now a familiar feature of the leading Universities of Canada and the United States such as Wisconsin, California, Michigan, Cornell, British Columbia, Alberta and several others. Public opinion in this country should press for effective action in this direction.

This last point brings the discussion of the subject close to the second kind of leadership in adult education, that is the purely educational. The adult educator who actually conducts and directly supervises the process of adult learning, is naturally the backbone of the movement. Before looking into the question of his mental equipment and general qualification, it may be conceded that the two categories considered here need not necessarily be always separate. It is conceivable, though not common, for the two functions to be discharged by the same individual. Excellent cases of successful adult education centres may be conceivably founded by some persons who themselves may be competent and willing, indeed eager, to conduct them. In certain favourable conditions such situations are to be welcomed, appreciated and respected.

The Adult Education—the leaders of the second type—should have as large a measure of intellectual equipment about the theme as possible. The educational background of an Adult Education director has to be broad and diversified. Social Sciences, the science of human development, some basic professional education should be combined with acquaintance with a study of history and philosophy of adult education, the local and natural culture, adult psychology and community development problems. Almost all adult educators will need some measure of administrative ability. On the basis of a broad educational background there is built up increasing competence from actual experience which is of direct and immense value. The more varied the field-experience, the greater will be its usefulness in adult education work. The knowledge, competence and experience of adult educators are necessarily comparative. While the ideal should be high, may be even unattainable, this factor should not discourage action or effort. Beginnings of great projects are generally small. Steady advance towards a high standard of proficiency is the best way of insuring satisfactory performance. In any case ideal conditions for acquiring a high degree of academic equipment and rich as well as varied experience can be available only to the fortunate few who have material resources or who happen to live in large towns or University centres. Persons not as privileged or less fortunately situated do not have to give way to despair nor should they resign themselves to inactivity or

helplessness. The goal, however, distant, should be organised in keeping with local conditions and individual resources.

The task of liquidating illiteracy in this big country is a problem of enormous dimensions. However, it need not frighten bold and enthusiastic persons from taking initiative. Pilot projects should be undertaken with competent leadership and a thorough-going organisation. It is an uphill task indeed. The rural adults—women more than men—as a rule are not interested and find the drill of learning very dull and tiring. However, this important, area of national life cannot just be left in its present desolate state. It is a challenge to the social conscience of the Indian citizen. Two important factors should be the beacon lights for leaders in the literacy field. One is the problem of motivation. It will call for extra ordinary resourcefulness—tact, patience, mental alertness and organising ability—to arouse the villager's interest and to keep it up. Secondly, the operation should be, let it be repeated, broad-based. With literacy as the centre, all village problems related to the social welfare, prosperity and progress of the individual and the community should revolve around the programme and their optimum solution constantly sought. Agriculture, sanitation, health and upbringing of children, medical relief, communication, amusement, irrigation, litigation, co-operation in credit, marketing and supplies of essential goods etc. etc. should directly or indirectly be kept in view for the sake of the village. These two features should be the guidelines for literacy workers and their directors and supervisors. Above all there should not be any rigidity in handling the village people for literacy.

Then the "follow up" action is most important. The object should be not merely the knowledge of the three R's (reading, writing and arithmetic) but of "functional" literacy. **In other words the knowledge should be taken to the standard at which the villager is able to use his knowledge in his daily life — by reading simple books relating to his vocation and household matters, and keeping his accounts etc.** This is essential. The common danger of relapse into illiteracy has to be overcome. For this, the establishment of village libraries would be the remedy. Supply of reading material will have to be arranged. Literacy programmes in the future should be broadly conceived and conducted along these lines.

The world is passing through a period of revolutionary changes. The mass media of communication are functioning with shattering effectiveness. The peoples of this planet are still living in conditions of inequality of every description—affluence and poverty, good health and disease, sophisticated knowledge and abysmal ignorance, freedom and intellectual slavery. More than half the population of

the human race is denied the light of learning and thus lives a near animal existence. All this has to change and a new world build. Adult Education is the answer, the remedy and the instrument for securing this objective.

The spirit of the Constitution of India which provides for adult suffrage is being disregarded so long as the mass of the people remain ignorant, illiterate and suppressed. They cannot participate in the affairs of the nation so long as they remain illiterate, insensitive to their environment and incapable of adapting to the changing conditions in the present day society. They should become mature and self-reliant if they have to live the life of a full citizen. Adult Education should help them to reach this level of life.

Souriau Visits Association

Mr. G. Souriau, Director of Unesco Bureau of Documents and Publications visited the headquarters of the Association on Feb 21, 1970. He had discussions with the staff of the Association on the publication and adaptations of Unesco monographs in Hindi and other regional languages.

Literacy Legislation

On April 29, 1968, Libya issued its first Literacy and Adult Extension Education Act. Few such laws exist. The Ministry of Education is required to implement a plan for the compulsory eradication of illiteracy in Libya within fifteen years. Article 6 of the act stipulates: Every illiterate Libyan citizen whose age lies between twelve to forty-five shall learn reading, writing, and the principles of arithmetic and acquire knowledge up to the standard of the fourth elementary grade within a period defined by the Ordinance.

Fines are imposed on illiterates who decline to study without an acceptable excuse and on directors of private institutions and companies that fail to assist in the organization of courses. Companies are also required, when notified by the Ministry of Education and subject to penalty, to give priority in appointments and promotions to literate workers.

Exemptions relate to the eradication of illiteracy among women; it was felt that social conditions prevented enforcement in this area. However, women's organizations are called on to promote women's education and literacy activity.

—Unesco Features

Statement about ownership and other particulars about newspaper, Indian Journal of Adult Education.

FORM IV

(See Rule 8)

- | | |
|---|--|
| 1. Place of Publication | Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi |
| 2. Periodicity of its publication | Monthly |
| 3. Printers Name
Nationality
Address | Dharm Vir
Indian
17-B, Indraprastha Marg, New Delhi |
| 4. Publisher's Name
Nationality
Address | Dharm Vir
Indian
17-B, Indraprastha Marg, New Delhi |
| 5. Editor's Name: Editorial Board

Nationality
Address | M.S. Mehta, J.C. Mathur, T.A. Koshy,
G.L. Shukla, Anil Bordia
Indian
17-B, Indraprastha Marg, New Delhi |
| 6. Names and addresses of individuals who own the newspaper and partners or shareholders holding more than one per cent of the total capital. | Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi |

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

Date 27-2-70

Dharm Vir
Signature of Publisher

ASPBAE JOURNAL

The Quarterly Journal that deals
with Adult Education in
Asian and South Pacific Countries

Annual Subscription

**INLAND
FOREIGN**

**Rs. 7.50
U.S. \$2.00 or 16 shillings**

Published by :

**Asian South Pacific Bureau of Adult Education
c/o
Indian Adult Education Association
17-B, Indraprastha Marg,
New Delhi-1.**

ARE YOU QUALITY CONSCIOUS ?

If so, ask for 'MEGH' marked Quality Slated Roll-up Black Boards, before purchasing any other Roll-up Black Boards,

Because :

- * They are handy, portable and anywhere hangable.
- * They are writeable with chalk and readable from any angle of vision due to their scientific coating.
- * They are easily erasable with duster.
- * They can be had in PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC PATTERNS and in OUTLINE MAPS OF ALL THE COUNTRIES.
- * They are blessed, recommended and patronised by Eminent Educationists at Home and Abroad.



For the literature, please write to :—

MEGH SLATE FACTORY (PRIVATE) LTD.,

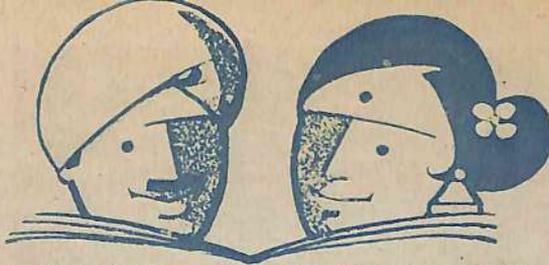
Post Box No. 24.,
BARAMATI (Poona) INDIA.

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

April 1970

Volume XXXI Number 4

CONTENTS

Second Chance Lures Adults Back to School	<i>Peter Newell</i> ...	3
Role of the Universities in a Changing World	<i>P.K. Kelkar</i> ...	5
Democratic Decentralization of Education —A Negative or Positive Force	<i>M.S. Adiseshiah</i> ...	7
Writing for Nearly Everybody	<i>Edgar Dale</i> ...	9
Preparation of a Primer for Functional Literacy Programme for Farmers in Mysore	<i>T.R. Nagappa</i> ...	11
Indian Journal of Adult Education— Index to Vol. XXX	...	13

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

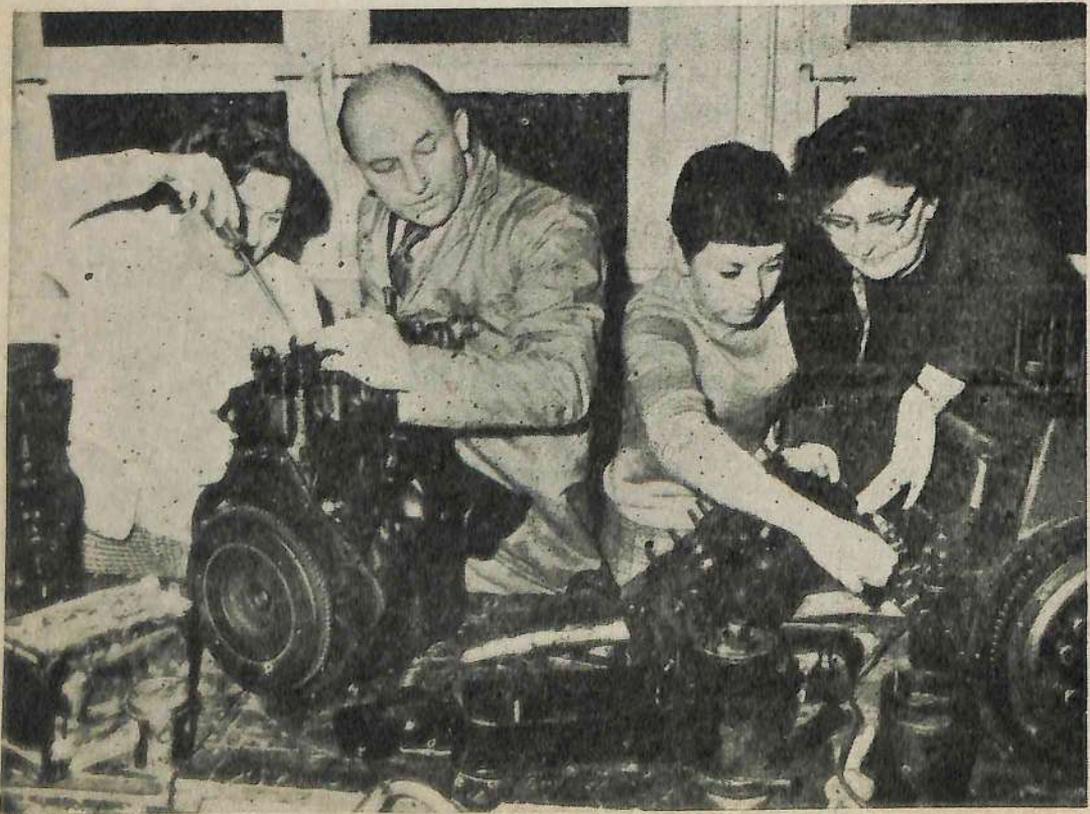
*Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi*

Annual Subscription

*Rs. 8.00 : Foreign \$3.50.
Single Copy Rs. 1.00*



The Union Education Minister, Dr. V.K.R.V. Rao, congratulating Smt. Kulsum Sayani after the presentation of Nehru Literacy Award to her by the President of India, at Rashtrapati Bhavan, on March 10, 1970. Also seen in the picture are Dr. M.S. Mehta (left) and Shri R.M. Chetsingh, President and Vice-President respectively of the Indian Adult Education Association.



Three housewives at a London adult education centre get out the tools to solve a mystery—the motor car engine. Their course covers repairs and maintenance. (Detailed information on Adult Education in Britain on page 3).

Literacy Necessary for Proper Functioning of Democracy

Solanki Stresses Priority for Adult Education

DEMOCRACY cannot function without education. Illiteracy helps disintegration and groupism. Spread of adult education should, therefore, receive top priority, said the Minister of Panchayat and Social Welfare, Shri Shivbhanu Solanki while inaugurating the three-day State level seminar on Social Education in Bhopal on March 25.

Shri Solanki said that inspite of efforts for the last twenty-two years, the problem of illiteracy had not been solved. Population explosion may be one of the reasons, said the Minister, but if we want democracy to succeed, we can not expect to achieve results with 83% of illiteracy among men and 93% among women in the State of Madhya Pradesh. Such a state of ignorance does call for an immediate state wide effort for functional literacy, Shri Solanki said.

The Seminar was convened by the Panchayat and Social Welfare Directorate of Madhya Pradesh.

Earlier, the Deputy Minister of Panchayat and Social Welfare, Shri Kanhaiyalal Kesariya said the ignorance does not enable the illiterate to understand new knowledge and thus they suffer many hardships. In this age of science and technology, superstitions and prejudices still persist, he added.

The Deputy Minister said the importance of education for successful living was never realised earlier as it is today. How long can we go on depending upon others for our daily life needs, Shri Kesariya asked.

Shri Kesariya said the responsibility of the Government does not end with child education. It stretches much beyond the field of the school to the field of the society. Social Workers have, therefore, an important role to play in developing well informed, enlightened and educated society, he said.

Welcoming the delegates to the Seminar, the Director of Panchayat and Social Welfare, Shri Ram Singh Khanna referred to the problem of drop-outs and relapse into illiteracy. To overcome this problem adult education must be linked with economic development, Shri Khanna said.

Illiteracy is always a danger to democracy and if this problem is not tackled in a reasonable period of time, we may be too late to take country forward, the Director feared.

Recommendation

The Seminar recommended the setting up of a state level Board of Social Education involving all concerned departments and agencies for a state wide programme of functional literacy. The Board should have similarly constituted branches at district and panchayat samiti levels.

The State Board should be responsible for policy, planning, finance, training, coordination, administration and literature production. The district boards should take up organisation, coordination and supervision. The Panchayat Samiti level boards should be responsible for establishment of centres, equipment, and implementation of the programme.

Shri N.R. Gupta, Organising Secretary, attended the Seminar on behalf of the Indian Adult Education Association.

Correspondence Education for Farmers New Venture of IAEA

The Indian Adult Education Association has launched a new project of Correspondence Education for Farmers who are involved in the Farmers Education and Functional Literacy project in the Rohtak District of Haryana.

The project involves about one thousand farmers who have completed the functional literacy course for farmers organised under the joint auspices of the Ministries of Education, Agriculture, and Information and Broadcasting for educating the farmers in the High Yielding Variety Programme area.

The course will communicate the required knowledge about essential crops and allied subjects to the neo-literate farmers with a view to give them the desired knowledge about their vocation and at the same time will help them to stabilise their knowledge of literacy.

The course will consist of about 12 lessons to be completed in six months. On the completion of the project, some energetic farmers will be taken to research stations and agricultural farms for demonstration.

The Agricultural Extension Division of the Indian Agricultural Research Institute, New Delhi, is assisting the Association in the preparation of the lesson plans and other allied aspects of the project.

Ph. D. in Adult Education

Shri N. A. Ansari, Reader, Department of Adult Education, NCERT and a Life Member of the Indian Adult Education Association, has been awarded a Ph. D. Degree by the University of Delhi on his dissertation "An Appraisal of the Training Programmes for Social Education Workers in India".

Our congratulations!

Literacy Information Centre

A Literacy Information Centre has been set up in New Delhi to gather, analyse and index information on world literacy. It aims to stimulate awareness and cooperation between literacy organisations in India and abroad.

The Centre has been sponsored by World Education Inc. of New York, World Literacy of Canada,

High School Equivalent Certificate

Nova Scotia in Canada has established a new testing programme by which certificates, equal to high school diplomas, will be granted to adults who have not completed high school, but who have acquired further education and training, either formally or informally.

The province is the first in Canada to use tests compiled by the American Council on Education, mainly as post-army placement tests. These certificates have been accepted by 90% of the universities in the States and a majority of employers, including the government.

Adults of at least 19 years of age who have not completed high school and have been out of school for at least one full academic year are eligible to take the tests to find their actual level of learning.

The programme, according to Education Minister, G. Doucet, is basically an attempt to combat the "establishment" principle that a person's educational ability does not exceed the paper document he holds. It is an opportunity for people in that it offers an incentive for continuing education that had not existed before.

Liveright Memorial

The "Liveright International Student and Lecture Fund at Syracuse University" has recently been started to establish a memorial to A.A. Liveright, Adult Education Explorer and innovator. Information from: Alexander Charters, Vice-President of Continuing Education, Syracuse University, Syracuse, New York, U.S.A.

Illiteracy and Poverty

The National Association For Public School Adult Education, Washington, D.C., has produced a film "I couldn't Sign My Name" which relates poverty to adult basic education. The 45-minute film has been prepared for teacher training or motivation of candidates.

Netherland Literacy International and Literacy House Society of Lucknow.

"SECOND CHANCE" LURES ADULTS BACK TO SCHOOL

Peter Newell

WELL over a million people in Britain spend part of their leisure time on adult education—and the number increases every year. Once the snowball of educational expansion has gained momentum, there seems to be no stopping it.

In Britain, the process started in 1870 when universal State education first became available.

In 1970, we are celebrating a century in which progress, at first slow and hampered by the economic effects of two world wars, has become increasingly rapid. The number who stay at school, gain examination qualifications, qualify for higher education and gain degrees and diplomas, increases at an astronomical rate.

The vision of those who started the adult education movement in Britain led to a great extent to the development of a mass education system, available to all and valued by most. One might think that the vast recent expansion of educational opportunities during the normal span of education would have begun to lessen the demand for adult education.

But it is not like that at all—the more education we get, apparently the more we want.

More Leisure Time

Certainly, there has been a change of emphasis, away from the strictly vocational and the "safety net" structure which was designed to catch those who had dropped out, for one reason or another, before their abilities had been fully developed.

Two changes in society, one well under way and the other just beginning to have real effect, are influencing the development of adult education.

The first—already effective—is the increasing amount of leisure time available. Through an increase in automation people want to fill their free time in more productive ways. Hence there has been a dramatic increase in the demand for non-vocational and recreational classes and courses. Housewives want cordon bleu cookery classes or lessons in flower arrangement; their husbands want to become better handymen or take a practical course in car maintenance. And more holidays

abroad has led to a popular demand for language courses.

The second influence is the rapidly accelerating pace of change in occupations—the effect of technology which makes it likely that men may alter their field of work completely several times during their life. This means more re-training and opportunities for adult study at high level. Teaching now depends for 20 per cent, of its entry on mature students who come from a variety of different educational backgrounds and careers.

Famous External Degree

The beginnings of adult education in Britain came in the foundation of the working men's colleges in London in 1854—and of similar colleges in other areas—16 years before the Bill which heralded a universal system of State school education. Then, the educational system was geared to elitist principles, and touched significantly only a small minority.

In 1858, the University of London introduced its now internationally famous external degree. Its aim: "To hold forth to all classes and denominations, both in the United Kingdom and elsewhere, without any distinction whatsoever, an encouragement for pursuing a regular and liberal course of education."

Because of its diverse, sporadic beginnings, the "system" of adult education now available in Britain is about as unsystematised as is possible. There are, of course, great advantages in this diversity—but also disadvantages because the opportunities for people to benefit from it differ in different parts of the country.

The 163 local education authorities responsible for the administration of education locally in England and Wales, and others in Scotland, run evening institutes and classes in their technical and further education colleges. They take the largest proportion of adult education students and many of them now have full-time officials and tutors. They use as well the "overtime" services of school and college teachers and other qualified people.

"Social Studies" Popular

The variety of courses, fees and the buildings used for them—whether schools and colleges outside normal hours or purpose-built centres—varies

The author is Deputy Editor, "The Times Educational Supplement," London.

from one local authority to another. Some areas charge the full cost of the course. Others provide a substantial subsidy, and in some grants are available for those unable to afford the fee. At a time when some limit has had to be imposed on public expenditure, and when education's share of that expenditure is still increasing, local authorities are having to look closely at their annual budgets to ensure that their limited funds are spent to the greatest advantage of the majority.

The Workers Educational Association (WEA) is the largest voluntary body to organise courses nationally. Its largest study field, social studies, is followed by history, English and fine arts.

Universities provide classes through extra-mural departments (in the modern American idiom this is known as "spin-off") using the teaching resources of the university to reach a bigger audience than the students. The many State-run enterprises—for instance, the nationalised industries, the hospital and prison services and the armed forces—run their own systems of adult education designed to appeal to their own, in one sense or another, "captive" audience. Often, they make use of the national or local organisations.

Exam Primer Courses

In cities, towns and villages, people get together in their leisure hours to pursue common interests, often under the auspices of such organisations as the National Federation of Women's Institutes and the National Union of Townwomen's Guilds (two of the largest of a welter of independent bodies).

The balance of finance for all forms of adult education is delicate—Government grants, both central and local, subsidise the voluntary organisations. The University Grants Committee finances universities' extra-mural departments.

Then there are the commercial ventures which play a very significant part in the volume of education offered to adults. Correspondence colleges (like the internationally known Wolsey Hall, Oxford) provide worldwide a range of courses in hobbies, general interests, and preparations for exams, including London's external degrees. Other companies produce records and tapes, and of course there is a growing volume of "teach yourself" books for home study. Almost all publishers recognise the need to expand their educational interests in terms of both text-books and "enrichment" material.

Open University

The development of educational radio and television continues, and large audiences are attracted even at off peak hours. Language courses, mathematics, home maintenance and so forth, have attracted a good following. Even housewives tune in to radio and television programmes beamed specially at schools.

Probably the most talked about and exciting development at the moment is the Open University. Students will be offered degree courses similar in standard to those of a traditional university, but will study through the combined media of correspondence courses, radio and television and local tutorial centres. The Open University take its first students next January, and has already received more than 40,000 applications.

It has been heralded as a social development of equal significance to the National Health Service. While this may be an exaggeration it will certainly provide valuable experience—for the first time in the world on such a scale—of combining these various teaching methods to cater effectively for a wide variety of students. And at a time when the Government is having a look at ways of providing for rapidly increasing numbers demanding higher education its relative cheapness may have some influence on developments in traditional universities.

The academics assembled to turn the Open University plans into reality, close to Milton Keynes, Buckinghamshire (Southern England), the site of Britain's largest and most imaginative new city development, compare well in qualifications with those of most universities. In questioning many of the assumptions of traditional higher education—not least the need for some basic educational qualifications—they are bound to have a wide influence.

Life-long Education

In terms of adult education, aside from providing a "second chance" on a wider scale than has previously been available, the Open University programmes are bound to have a considerable "spin-off" effect. Its potential for in-service training of teachers is enormous—in terms of both improving teachers' academic grasps of the subjects they teach and of spreading the best teaching methods and expertise.

Technological changes have persuaded most forward-looking firms and trade unions to organise works-based courses and to release workers at various levels to attend day and residential classes.

The concept of life-long education is here to stay, and the contribution of adult education can not any longer be looked at in isolation from the basic education and training available to all. With this realisation will probably come a continuing move towards State responsibility replacing voluntary provision. More and more buildings for "full-time" school or college education are being designed or adapted so that they can be used during holidays, week-ends and evenings by a community which shows an increasing hunger for education in many forms.

Role of the Universities in a Changing World*

Dr. P.K. Kelkar

Director, Indian Institute of Technology, Kanpur

THERE is no country in the world today which is not affected by science and technology in some form or other. People have become conscious for the first time in history, perhaps, that it is possible to achieve a reasonable standard of living for everyone irrespective of the country to which he belongs. This is the basic objective we have before us as a country independent of any particular political ideology. The role of the universities has to be viewed in this context.

Universities in the modern sense in this country are less than a century and a half years old. There were a very few universities for a long time and they were essentially functioning as examining bodies. Incorruptibility in the conduct of examinations was considered to be one of the primary virtues of the universities. They were affiliating universities and the actual learn-

ing process was basically confined to the affiliated colleges. The pattern of development of the universities in this country had a lot to do with what was happening in Great Britain. The universities of Oxford and Cambridge as well as the University of London had a profound influence in the development of higher education in India.

The second stage of development of the universities was the establishment of teaching departments under its own purview. Later on residential universities also came into existence where the essential emphasis was teaching and to some extent research. It may be useful to remember that in the past a university meant in essence a body of teachers and scholars who form a corporation or a society which is devoted to the search after knowledge for the sake of its intrinsic value. The 'universal' aspect of it does not denote so much that every subject under the sun should be studied at the university but that this association of teachers and scholars could be joined by anyone who

could profit by doing so. The restrictive nature of the approach to university education has its roots in the interpretation of what connotes the intrinsic value.

The philosophy which guided the universities was fundamentally based on the assumption that higher education is essentially meant for the selected few. The manner in which university education grew in this country clearly represents the basic conflict between an idealistic approach unsupported by resources either in men or material and the pressures of the situation inherent in a country of this size, having a very large population, made up of groups having different languages.

Opportunities for higher education have enormously expanded all over the world during the last twenty-five years. It is very important to note that the modern expansion in university education is not only in degree but in kind. New ideas have emerged regarding the nature and relevance of higher education in relation to the society as a whole. A modern society cannot function without utilizing a substantial amount of intellectual capital. Obvious elements associated with it are knowledge and skills along with ability to analyse and think afresh. It is not enough to have a trained mind but also one which is familiar with the framework of some type of specialization. In making such minds available to the society the universities have a special responsibility and they are best suited to generate the right kind of intellectual capital which is desperately needed in all developing countries which have to come to terms with modernity in a reasonable period of time.

Basic preoccupation of the universities is knowledge in various forms. In general the universities have to store existing knowledge, create new knowledge, disseminate new and existing knowledge and fin-

*Excerpts from the Presidential Address delivered at the 45th annual meeting of the Inter-University Board of India and Ceylon, Madurai, February, 1970.

ally to devise ways and means of making knowledge useful to the society at large. The universities have to produce scholars, teachers and professional men. A distinguishing characteristic of our times is that there is already an explosion of knowledge and the rate of increase of knowledge is fantastic.

For a long time the universities were concerned with liberal arts. Mathematics became a part of the curriculum in a number of universities. But science came much later with a good deal of initial difficulty. Medicine was recognised as a profession by the universities much earlier than engineering and technology. The image of the university till recently consisted of a community of scholars engaged in training young people to become scholars or professional men themselves. Scholarship seemed to be a lonely pursuit and the quality of scholarship was often determined by its abstruseness along with its total unconcern in terms of usefulness either present or future. Persons trained in this atmosphere developed qualities of mind which would make them intellectuals. They formed the elite of the society. In such a situation the number involved was bound to be small and the society supported the universities as places of prestige and gave them enough freedom to function as 'Ivory Towers' if they chose to do so.

The impact of the growth of science and technology on the universities has been profound. The scientific method is being adopted in disciplines other than science. The search after truth derived a new meaning in terms of the rational scientific approach. The most important single factor has been the need for narrow specialization. In addition to this it has become obvious that for meaningful research it is necessary to have teams of research workers for any worthwhile achievement. The characteristics of modern research endeavour

are that it is carried out by groups of people, interdisciplinary in character and requires expensive equipment. Hierarchical structure in the organization of research is no longer possible. The classical pattern of an individual working over a life-time with a few students at a time and developing a school of research does not have much meaning in terms of the rapid changes that are continuously taking place. One of the most significant requirements of a modern university is its ability to meet the challenge of change with success.

Looking back to the history of university development in the West since nineteenth century it seems that Cambridge and Oxford excelled in undergraduate education while in Germany the main emphasis was on research. Subsequently in the United States a serious attempt was made to incorporate usefulness to the society as an important element along with education and research. The objective of higher education was not only to encourage scholarship based on study and research but to impart training so as to develop an attitude which will enable educated individuals to use knowledge as power and as an instrument of change. At the present time most of the students look up to higher education as a means of making it possible for them to obtain gainful employment. It has been realized that learning is a continuing process and habits of study, questioning attitude and creative approach to the solution of problems is always necessary. The scholar-teacher, therefore, has to play an additional role very often as a consultant.

The attitude of mind relevant to liberal arts is very different from the related to sciences. In the same way a characteristic attitude of mind is involved when we consider either medicine, engineering or agriculture. The pattern of development of a university therefore, depends on the

kind of disciplines and areas that are involved. There are institutes of technology, of science, of medicine and of agriculture which have a similar standing as that of universities in the usual sense. These types of institutions exist all over the world. The distinction between a professional man capable of using scholarship and research techniques with a definite objective and a scholar who pursues scholarship for its own sake has become rather sharp in recent years. Technology has invaded almost all branches of study with the result that scientific analysis and synthesis become the base of most of the advanced work and research irrespective of the particular branch of study. In this context the revolution that has been brought about by the computer and the systems approach is very significant.

It would be appropriate at this stage to consider some of the problems of our universities with what has been said above as the background. Lack of resources both human and physical is a major problem almost with every university. Nevertheless, it may be possible to bring about changes within the existing framework which would make the contribution of the universities more meaningful in terms of the national goals. The heridity of existing universities, particularly the older ones is bound to have a powerful influence on the pattern of future growth.

Our traditional approach to scholarship consists in gaining mastery over existing knowledge and not so much on additions to it. In the past all knowledge was treated as though it was revealed knowledge. The spoken word had a profound influence over the entire process of transmitting or gaining knowledge. It is the Shrutis and Smritis which form the reservoir of knowledge and its preservation. It is interesting to note

(Continued on page 16)

DEMOCRATIC DECENTRALIZATION OF EDUCATION

A Negative or Positive Force*

M.S. Adiseshiah

Deputy Director-General of Unesco

DEMOCRATIC decentralization is an attractive formulation which often conceals a great deal of confusion about what is decentralized and at what level. Are we sure that decentralization is always democratic? We have national systems of education controlled by the central government to ensure equality of opportunities for all members of the society. We have the tradition of local government and the ensuing decentralized pattern of local educational administration. We have the university system, where students have to pay considerable fees, and the system based on free education, both, however, resulting in massive access to higher education. All these patterns were elite-oriented in origin but have developed a mass production of educational services, virtually accessible to all members of the society.

Past and present experience, therefore, shows that the centralized or decentralized patterns are not positive or negative in themselves. Such value judgments demand a study of the nature and purpose of decentralization.

Decentralization always means decentralizing decisions, so that the system appears as a game involving more than one centre of decision. There is no totally centralized educational management system on earth since nowhere can the consumers of educational services be completely knocked out as independent decision-makers. Even in

centrally planned economies, where market mechanisms are substituted by the decisions of planning authorities, consumption remains subject to the choice of individuals; you can lead the cow to the pasture but only it can decide to graze: this also applies to education, since guidance and direction cannot substitute the individual decision of the student who will not receive higher education if he does not want to. On the other hand, all countries have established limitations to the freedom of choice of individual consumers of educational services, since the laws of universal compulsory primary education leave no choice to the parent or pupil. Nevertheless, taking all levels of education, including adult education, it is the myriad of parents and students, disgusted parents and revolutionary students, who are the independent decision-makers, so that the educational game involves more than one decision centre.

This decentralization causes concern to the educational planner, who faces the many unrelated choices of educational consumers. But as in other sectors such as transportation, electricity, water supply, which also face a chain of independent decision-makers, one can design masterplans which both induce the desired choices and provide an effective guidance to other centres of decision.

In such masterplans, the supply side, where a number of forms of decentralization must be distinguished, the supply of educational services involves both private and public initiatives, as multiple centres of decision. Much of our educational facilities

is: (a) financed from public resources (usually from taxes through the medium of public budgets); (b) generally controlled by public authorities (which may be the central government or local authorities, or both); and (c) operated by government personnel as public facilities.

In the private sector, religious communities, charities and trusts, provide educational services. Business firms, such as textile mills and the leather industry, organise in-plant training schemes to meet their training needs.

A similar conclusion emerges from decentralization of the operation, control and financing of the system, that is, in combining the effects of the specific alternatives as to financing, control and operation.

Challenges of the Future

This analysis of decentralization, in terms of decision-making, indicates—despite all our ignorance of what education should be, what the right educational management could be—that we will have to make new decisions for implementing new strategies and management and, above all, for the instrument devised for improving the rationality of our choices.

The world crisis in education is, to a considerable extent, a function of a crisis in our knowledge of the relation between education and development. We can only confess our ignorance at a time when in India and the other less developed countries, the failure to create meaningful employment emerges as the most tragic failure of development, while in the developed countries

*Excerpts from a paper presented at a Seminar on Adult Education, Madras December, 1969.

we find unrest and discontent growing, especially among youth in the educational institutions, at a time when their national income is rising so rapidly. In our search for national and international strategies to solve these problems, we are beginning to realize that systematic planning for educational change is essential and that this planning is likely to be ineffective in its scope or inoperative in its effect unless there are several changes in educational organization and administration. I would, therefore, like to relate the positive and negative effects of educational decentralization to the various social and economic objectives which the human resources development system is required to serve, bearing in mind its dual concept as defined by Unesco's General Conference: "...While the ultimate purpose of economic and social development is man, the essential motive force in such development is the continuing improvement of the resources represented by the whole population through the supply of men and women who have been educated, trained and more or less harmoniously integrated into this movement".

The expression "the resources represented by the *whole population*", refers in particular to adult education as the area where we are gaining a more lucid recognition of the critical inability of the traditional educational industry to respond in time and with the desirable flexibility to the requirements of changing society in the developing world. At the same time, adult education appears as the area where completely new patterns of educational activities seem to emerge as a result of decentralized operation and direct gearing to the environment. Therefore, it might be the most conducive medium for looking at the future of education beyond the present crisis and perhaps attempting to evaluate the possible breakthrough that decentralization may permit. The report of the Unesco Con-

ference on Adult Education in Caracas (April 1966) of countries from Latin America and the Caribbean, contained surprising indications in this direction of decentralized management of adult training schemes, of increased emphasis on the market sector, of public finance being limited to the classic role of providing incentives where required, of decentralized and functional financing procedures according to the given purpose, of education being purpose-oriented and defined by specifications related to the environment.

Undoubtedly, decentralization here is playing a permissive role similar to that of innovative technology: it is the opening through which one can escape the formidable attraction of inherited models of education.

There is one major indication for the future thrown out by adult education. While conventional education, and particularly school education, is conceived as a "closed circuit" separated from the environment—and very often separating the learners from their environment, encouraging individuals to escape from the drudgery of farming and menial labour, whether or not there are jobs for them elsewhere—education and the environment must be conceived in the future as one system, as adult education does. The environment then becomes the supporting medium of the learning process, and the learning process in turn aims at producing specific effects in the environment.

Guidelines For Action

I conclude with some guidelines for action. Decentralization is thus at the heart of democracy. For a vast sub-continent such as ours, there is no alternative. The centres of decisions have to be pluri-dimensional. The operation, control and financing structures must be diffused over the village, taluk, the district and the State, if there is to be full and har-

monious development of man and his political, social, economic and cultural expression. For India, decentralization is a positive force. Adult education as a part of the educational system can and should be the instrument for its realization.

Launching programmes of future-oriented research on education

I suggest that this general position be tested and embodied in programming future-oriented research on education.

Such future-oriented reflections, as everybody realizes, are neither a programme of action, nor a projection, nor a kind of forecasting; they are a methodological exercise aimed at escaping the fascination with the past, which is one of our constant preoccupations and which imposes unconscious limitations on our thinking and artificially restricts our freedom of choice regarding possible configurations of the future. They are an essential step at the planning stage to generate a number of alternative images of what is desirable for the long-range future, without being confined to the representation of what may be considered probable, since it is the function of policy-making to arrange that desirable perspectives become probable prospects. Nevertheless, it is not for the sake of methodology that I put forward this suggestion for future oriented reflections. My purpose is to help prepare ourselves for the new educational tools and technologies that are foreseen in our fourth and fifth plans—television and satellite.

Against this background, exploring the future of education might well be India's moon rocket. Clearly this is a research area closely related to India's development tasks and may produce most rewarding fallouts. In particular, it is a software element which is indispensable to

(Continued on Cover III)

WRITING FOR NEARLY EVERYBODY

Edgar Dale

TODAY we can sympathise with the old lady who said in 1933 that it was too bad that the depression and all the unemployment came at the same time. It is too bad we have unrest, poverty and inflation all at the same time.

Yet they all stem from a common cause. The man on the city pavement and the man on the dusty Indian road have heard about the good things of life and they want to get in on them. And they will do so, either through the way of compulsion or through the way of freedom. A free world is one where all people everywhere can get in touch with the best ideas in the world.

We are still far from this ideal even in the United States. The best ideas in the world are usually expressed in languages that half of our adults can't read. We have not yet learned how to put important political and economic information into interesting, easy-to-read prose.

Teachers who have tried to find easy-to-read books or magazines or newspapers with important adult ideas are often disappointed. Examine the educational background of subscribers of the major magazines and you will find that most of them are high school graduates. These magazines are written for the upper third of our population.

Certainly every publisher will develop his own formula for readership. That formula will be influenced, in part, by the kind of advertising that

can be secured. Yet publishers are missing a good bet when they fail to provide more readable materials. This is the route to travel if we want to develop a nation of informed readers.

It is not unduly difficult to write clearly and simply. Indeed some writers can learn to write for nearly everybody. By nearly everybody I mean those persons with six years of schooling or above around 85 per cent of our adult population. By following a few common principles in preparing these materials we can furnish most adults with access to excellence.

I don't believe that most materials should be written for nearly everybody. We have specialized readers; we have unusually able readers. When you write for nearly everybody you must illustrate, you must expand, and increase the length of time required for reading. We have some 10 to 15 million adults in the United States who read below the sixth-grade level. They need specially written material if reading is to be a fruitful avenue of learning.

Here are some suggestions for simple, clear writing.

1. Define Your Audience and Purpose

If you are writing a pamphlet on mental health to be read by nearly all adults, you must ask two questions: What do they *want* to know? What do they *need* to know? You must start with what people want to know in order to build a background for what they need to know. You must get into the readers shoes and think and feel as he does, be as ignorant or as bright as he is.

What is your own purpose in writing the material? Do you have five or six key ideas that experts think everyone ought to *know* about mental health? What do you want the reader to *feel* and *do* about mental health?

Are you trying to change your reader, or merely remind him about something he already believes? Samuel Johnson said that men need to be reminded more than they need to be instructed.

2. Avoid a Lengthy Introduction

Catch your reader's attention quickly. Many introductions are both dull and useless. Your reader may give up before he gets to your first point. Use a short introduction, if any, to make quite clear what is coming, the questions that will be answered. This, too, will help you sharpen the logic of the material.

3. Tell a Logical Story

Study your key points and note the basic arguments and ideas being presented. Are your big ideas clearly outlined and developed, or are they hidden?

Dr Edgar Dale is Professor of Education and Research, Ohio State University, Columbus, U.S.A.

Could a reader easily remember them and tell them to someone else? Is there a logic of time, cause and effect, etc., that you can use?

4. Make Your Key Points Visible

A reader should be able to skim your article, see quickly what it says, decide whether he wants to read it. Therefore, visual guides can make the article clearer and more inviting. Sometimes you can help the reader by subheads, italics, boldface, or by numbering the points made. You can spread your material out typographically, make it less dense in appearance by more paragraphing. Aerate your material, let it breathe, let the white paper show up more.

5. Write Net. Be Concise But Clear

Maybe you have covered too much in one article. It is better to fully uncover one point than to cover ten points. However, a serious article on a serious problem for a serious reader can be long. Indeed one study of agricultural stories showed that long articles released to weekly newspapers were used. Make the article as long as it needs to be. But stop just before the reader's cup runs over. The popularity of proverbs is often due to their crisp and easily remembered wording.

6. Make It Personal

Think of writing a personal letter rather than an article. De Quincey once said: "If you want to read drama, rob the mails." You can make material personal by using conversation in it, by putting people into your story, real names, real places. Notice how personal the stories are in *Reader's Digest*. Do you nearly always read the "letters" column in *Time*, *Newsweek* or *Life*? They are personal, simple, and nearly everybody can read them.

If you are writing a story about municipal government, you might well quote what the local citizen said about the garbage problem: "It stinks." Effective writing often sounds like talk.

The dividing line between impersonal reporting and personal reporting is at about the eighth-grade level. When material deals with a named person and his problems it tends to be at this level or below. When it deals with impersonal ideas it tends to be above this level.

7. Invite Reader Participation and Involvement

All reading material explicitly or implicitly answers the questions of the reader. Note the effectiveness of questions and answers used in printed interviews. Our studies show that they are two or three grade levels easier to read than the rest of the magazine. Effective writing causes the reader to identify himself with, or to involve himself in the writing.

8. Use Pointed Examples

You can simplify and clarify an article by inserting examples. Many highly condensed articles need illustrations, "for examples." These examples may include anecdotes, a more concrete explanation, an illustration which makes an abstract idea concrete. Lazy writers often say: "The reader will think of other examples." This usually means that the writer has run out of them himself. Season writing with anecdotes. You enter the world of the abstract through the door of the concrete. Amplify by examples; in short, "examplify."

9. Simplify the Vocabulary

Avoid pedantic mumbo-jumbo. You can sometimes substitute short, simple, vivid, easily understood words for the longer Latin or Greek equivalents. Instead of confronting problems, just face them. A *sine qua non* is merely a necessity. A *multi-faceted* problem is many-sided. Don't *proceed on the assumption*. Just *assume*.

Avoid polysyllabic profundity which may dazzle but not illuminate. There is no need to dress up the obvious in the finery of the obscure. However, if important and difficult technical words are needed in an article, explain them or put them into a context which suggests their meaning without insulting the intelligence of the able reader. People do like to learn new, hard words. So don't rob them of this unexpected bonus, this enjoyable serendipity. Important hard words might well be repeated in the article. Planned duplication is important.

When Turner Catledge, Managing Editor of the *New York Times*, talked to the American Society of Newspaper Editors Grover Hall of the *Montgomery Advertiser* described his speech as "indecorous, witty, slangy, gusty, exuberant." It was colloquial unlike the *New York Times* usual writing style. However, one writer described the financial section of the *New York Times* as "peppy, punchy, understandable, even a pinch salty and slangy."

10. Watch Your Sentence Structure

Sentences may become too long and too involved by much qualification. This may be necessary when writing for fellow specialists but not for laymen. Remove unnecessary qualification. It is the complexity of the sentence and not its length that is the chief cause of its hardness.

You would not make John Dewey's *Democracy and Education* any easier to read by cutting all the sentences in two. However, some specialized writing can be changed to make necessary qualifications less cumbersome, more easily seen.

11. Use Visual Material of Various Kinds

Simple drawings, graphs, and maps may sharpen
(Continued on Cover III)

Preparation of a Primer for Functional Literacy Programme for Farmers in Mysore

T.R. Nagappa

ILLITERACY, ignorance and poverty are the three most tragic evils facing the developing countries of the world. Measures are being undertaken by the developing countries in two ways to reduce illiteracy percentage among the people. One is the introduction of compulsory education among the children and another is the eradication of illiteracy among the adults.

The programmes for the eradication of illiteracy are being conducted on a large scale in several countries for several decades. Teaching of literacy skills is generally undertaken in these countries in evening classes held for both adult men and women. Have these efforts achieved the results expected of them in respect of the adult students? Have they improved their communities and their way of living? Have they enabled the new adult literates to retain the acquired literacy skills? These are some of the questions posed frequently by people who are genuinely interested in the programmes and promises of adult education.

Of late, adult educators have

been laying stress that literacy should be wedded actively to the economic life of the people. In other words, the literacy acquired is sought to help the individual directly to produce more for his and the community's economic good. This concept of linking the learning of the skills of literacy with production gained ground among the delegates of the World Conference of Ministers of Education on the Eradication of Illiteracy held in Teheran in September 1965. The conference shifted the emphasis from traditional literacy to functional literacy. Since then, UNESCO has been promoting this idea of linking progress in literacy with advancement in vocational training in its educational programme. This new approach is termed by UNESCO as work-oriented functional literacy.

UNESCO has launched an experimental programme of World Literacy through this approach among some of its member-States. Several countries have now undertaken functional literacy programmes. The experience of these countries will, no doubt, be helpful in spreading this scheme on a world-wide scale in the near future.

India is one of the countries participating in such work-oriented functional literacy programme for farmers. This programme is three-dimensional in character, involving three Ministries, namely, the Ministries of Food and Agriculture, Education and Youth Services and Information and Broadcasting. As a beginning, the programme of functional literacy was launched under the project of Farmers Education and Functional Literacy in three provinces—Punjab, Uttar Pradesh and Mysore. Later, this scheme was introduced in seven more states in India. The special characteristic of this programme is the emphasis placed on functional literacy activities which will promote indirectly the introduction of high-yielding varieties in agriculture and to increase food production in the region. The literacy programme is concerned directly with the teaching of literacy skills but it is also imparting indirectly information and technical knowledge about new methods of improving production.

The purpose of the literacy programme is to enable the farmer to learn and use his literacy ability to adopt a planned programme for higher production. A progressive farmer has to decide the crops he will grow, prepare statement of expenditure that he will incur; and ascertain from the available sources information about hybrid varieties of seeds, chemical manure, insecticides and pesticides that he will need. This he can do if he can make full use of the resources kept at his disposal by the Agricultural Extension Departments of Government. For this, he should know how to read pamphlets and hand-outs, how to write to fill official forms such as input cards, crop production plan, expenditure and income statement and loan application form and how to make simple calculations on cost and expenditure. Besides, he must be able to identify the labels on bottles containing various insecticides and

pesticides and understand their usage. The above mechanical skills of reading, writing and computing will have to be imparted in the literacy teaching with the help of the information mentioned above on scientific farming. How is this done in the primer: *Baa Anna Odu Kali—Hechhu Bele Beli*—a primer for functional literacy among the farmers of Gangavathy area?

This new concept of functional literacy requires special materials for teaching literacy to the farmers in the HYVP areas. The first book in Hindi for *Kisan Saksharta Yojana* was prepared and published by the Department of Adult Education, NCERT. The work of preparing Kannada First Book also started in the Department of Adult Education with the first batch of Supervisors from Gangavathy, District Raichur, Mysore when they went for training in the Department. The First Book 'Come, Brother, Learn To Read and Grow More' in Kannada has been designed for the Gangavathy project on the basis of the First Book in Hindi for *Kisan Saksharta* referred to above.

Gangavathy is one of the three regions where the functional literacy programme was launched by the Government of India in 1968. It is the northern part of the Mysore State where an intensive drive for scientific farming is being conducted by the Ministry of Agriculture. The programme includes popularisation of pumpset for irrigation, use of new varieties of seeds, application of chemical manures and insecticides and organisation of co-operative credit societies and ware-houses for storage and marketing. Kannada, in one of its dialectical variations, is spoken in the area.

The Primer, *Baa Anna Odu Kali—Hechhu Bele Beli* (Come, Brother, Learn to Read and Grow More) has been designed for this purpose by the Research

Division of the Mysore State Adult Education Council, of which the writer of this article was the author of the primer. This book contains thirty lessons which are covered in an average literacy class for adult in twelve weeks of study. The literacy skills taught through this book are: (1) Reading with fair fluency and with comprehension simple passages containing all the letters of Kannada alphabet and their formations; (2) writing simple documents which are in his life functional, and (3) simple arithmetic which is functional in character and content.

The lessons from 1 to 24 introduce letters of the alphabet, vowel formations and consonant-conjuncts and numbers upto three digits. Lessons from 25 to 30 deal mainly with functional arithmetical calculations which occur in the life of the model farmer. The first 24 lessons are divided into four units of six lessons each. Every sixth is a repetitive lesson and also a practice lesson. Of these lessons, 6, 12 and 18 are both repetitive and practice lessons while the 24th is purely a practice lesson. The book is printed in $\frac{1}{2}$ Crown size, in 36, 26 and 18 point types.

On the content side, the first 12 lessons deal with the general problems faced by the modern farmers in their effort to produce more with the facilities made available to them by the Government and the community. These are lessons of general nature which can be of relevance to any agricultural area facing similar problems. The remaining lessons deal with the planning and cultivation of particular crops now being popularised in Gangavathy area. These crops are: I.R. 8 Paddy, Mexican Wheat and Hybrid Jowar.

Every lesson upto the end of the 23rd lesson, has a two-page matter. Each of these lessons is arranged on either side of the page. The left-hand part of the lesson follows the global

approach to literacy which aims to enable the adult to recognise words and groups of words through repetition and placement. Its content constitutes a motivational passage to the adult learner and draws his attention to a few selected key-words which, later in the lesson, are used for word-analysis and recognition of elementary symbols.

The motivational passage taught in the global method in whole sentences is to be a chorus reading by the students. The teacher reads this part along with the students who follow the teacher, passing their fingers on the words of the passage being read in the text. The teacher sees that the student lays his fingers on the correct words while they are being pronounced and learns to identify them.

The purpose of the motivational passage is to bring home to the mind of the student his professional problems so that he may deliberate on them and consider the solutions suggested to him therein. The key-words of the lesson are underlined to draw the attention of the student to what he learns later from them on the right-hand-side of the page. The purpose of having lessons limited to two pages is also to guide and give a plan of teaching for the teacher and indicate to him where he could begin and where he could end for the day. The repetitive lessons, i.e., 6, 12 and 18 repeat on their left-hand-side the words and sentences taught in the preceding motivational passages, continuing the global approach. It also provides a summary of the contents covered in the preceding lessons.

The thirty lessons are expected to make an adult farmer of the region literate, i.e. to develop abilities in him:

- i) to read with comprehension and fair ease a passage

(Continued on Cover III)

INDIAN JOURNAL OF ADULT EDUCATION

Index to Vol. XXX
January to December 1969

Figures in brackets indicate the page of the number of the issue

A

- Adishesiah, M.S.*, The Call of Adult Education : Living to Learn Together Learning to Live Together—1(5)
Adult Education Essential for Developing Enlightened Political Consciousness—2(3)
Adult Education and Cooperatives—Dharm Vir—3(7)
Adult Education Essential for Developing Enlightened Political Consciousness—M.S. Adishesiah—2(3)
Adult Education for Parliamentary Democracy—L.M. Singhvi—1(9)
Adult Education in Gujarat—G.P. Bhatt—9(10)
Adult Education in the Soviet Union—Nikolai Byelov—5(11)
Adult Education Must Integrate into National Life—K.G. Saiyidain—4(2)
Agricultural Extension—Need of the Day—A.K. Deva and N.K. Jaiswal—5(14)

B

- Begg, M.M.*, Zakir Husain Khan—6(3)
Best Memorial for Dr. Zakir Husain—Shriman Narayan—6(2)
Bhatt, G.P., Adult Education in Gujarat—9(10)
Bhely-Quenum, O., Literacy Boosts Production on the Farm and in the Factory at Mali—11(11)
Bhola, H.S., Some Guidelines for Planning Training Courses—9(5)
Functional Literacy—The Concept and the Programme—12(3)
Bordia, Anil, A Strategy for Adult Literacy—10(3)
Byelov, Nikolai, Adult Education in the Soviet Union—5(11)

C

- Call of Adult Education : Living to Learn Together Learning to Live Together—M.S. Adishesiah—1(5)
Chauhan Lal : A Case Study of a Functional Literate—T.R. Singh—10(13)
Culture Rooted in the Soil—Vimla Patil—10(15)
Cunningham, G.L. ; New Approach to Adult Education in Developing Countries—8(9)

D

- Dairy Babu: A Case Study of a Functional Literate—3(11)
Deshpande, A.R., Motivation for Literacy—2(13)
Deva, A.K. and Jaiswal, N.K., Agricultural Extension—Need of the Day—5(14)
Development of Adult Education—M.S. Mehta—9(2)

- Dharm Vir*, Adult Education and Cooperatives—3(7)
Dutta, S.C., Present Society and the Youth Programmes—7(5)

E

- Education for Democracy—J. Paul Leonard—10(8)
Education for Labour Leaders—Lew Golan—4(10)

F

- Family Planning and Adult Education—K.N. Kashyap—11(9)
Formal and Informal Education—B. Schwartz—7(2)
Functional Literacy—M. Mujeeb—3(2)
Functional Literacy Project in Sudan—7(13)
Functional Literacy—the Concept and the Programme—H.S. Bhola—12(3)

G

- Gandhiji on Adult Education—Sushila Mehta—3(9)
Golan Lew, Education for Labour Leaders—4(10)
Greenough, Richard, Why International Education Year—8(12)

H

- History of University Adult Education in India—J.L. Sachdeva—8(3)
Hoyt, Elizabeth E., The Newly Literate in a World Society—11(13)
Husain, Zakir, Never-Ending Pursuit of Learning—6(13)
New Trends in Adult Education—6(15)

I

- IAEA Hony. General Secretary's Report for 1968—4(5)
—1969—12(5)
Indian Journal of Adult Education : Index to Vol. XXIX—4(13)
International Education Year—2(CIII)

J

- Jaiswal, N.K., Deva, A.K.*, Agricultural Extension—Need of the Day—5(14)

K

- Kabir, Humayun*, Zakir Husain—A Profile—6(7)
Kashyap, K.N., Family Planning and Adult Education—1(9)
Khuraishi, S.A. and Sharp, D.C., Programme for Adult Farmer Vocational Education—5(3)

Kidd, J.R., Universities and Social Responsibility :
Some Recent Developments Abroad—5(7)

L

Labour-Management Relations in a Changing
World—David A. Morse—7(6)
Leonard, J. Paul, Education for Democracy—10(8)
Literacy Boosts Production on the Farm and in the
Factory in Mali—O. Bhely-Quenum—11(11)

M

Mahatma Gandhi and Adult Education—S.N.
Pareek—10(11)
Majumdar, H.B., Vitalising Literacy Drive in the
Gandhi Centenary—7(6)
Mathur, J.C., Scope and Programmes for Promotion
of Enlightened Political Consciousness—2(6)
Mathur, V.S., Trade Unions and Adult Education—
3(5)
Mehta, M.S., Development of Adult Education—9(2)
Mehta, Sushila, Gandhiji on Adult Education—3(9)
Misra, V.D., Zakir Saheb—6(6)
Mohsini, S.R., Zakir Husain and Continuing Educa-
tion—6(9)
Morse, David A., Labour-Management Relations in a
Changing World—7(6)
Motivation for Literacy—A.R. Deshpande—2(13)
Mujeeb, M., Functional Literacy—3(2)

N

Nagappa, T.R., Preparation of Reading Cards for
Adult Literacy Instruction—8(7)
Nanavatty, M.C., National Plan of Adult Education
for Parliamentary Democracy—2(9)
Narayan, Shriman, Best Memorial for Dr. Zakir
Husain—6(2)
National Plan of Adult Education for Parliamentary
Democracy—M.C. Nanavatty—2(9)
Never-Ending Pursuit of Learning—Zakir
Husain—6(13)
New Approach to Adult Education in Developing
Countries—G.L. Cunningham—8(9)
New Trends in Adult Education—Zakir Husain—
6(15)
Newly Literate in a World Society—Elizabeth Hoyt
—11(13)
Nuita, Yoko: Trends in Continuing Education of
Women in Japan—10(5)

P

Pareek, S.N., Mahatma Gandhi and Adult Educa-
tion—10(11)
Passing of an Educationist: Maganbhai P. Desai
—4(15)
Patil, Vimla, Culture Rooted in the Soil—10(15)
Pre-Testing Reading Materials for Neo-Literates—
T.R. Singh—7(7)
Preparation of Reading Cards for Adult Literacy
Instruction—T.R. Nagappa—8(7)
Present Society and the Youth Programmes—S.C.
Dutta—7(5)

S

Sachdeva, J.L., History of University Adult Educa-
tion in India—8(3)
Saiyidain, K.G., Adult Education Must Integrate
into National Life—4(2)
Tribute to Dr. Zakir Husain—6(1)
Saran, Raksha, Zakir Husain, As I Knew Him—
6(12)
Schwartz, B.: Formal and Informal Education—7(2)
Scope and Programmes for Promotion of Enlighten-
ed Political Consciousness—J.C. Mathur—2(6)
Sharp, D.C. and Khuraishi, S.A., Programme for
Adult Farmer Vocational Education—5(3)
Singhvi, L.M., Adult Education for Parliamentary
Democracy—1(9)
Singh, R.P., Village Panchayat—Then and Now—
4(9)
Singh, T.R., Dairy Babu: A Case Study of a Func-
tional Literate—3(11)
Pre-Testing Reading Material for Neo-Literates—
7(7)
Chauhan Lal: A Case Study of a Functional
Literate—10(13)
Some Guidelines for Planning Training Courses—
H.S. Bhola—9(5)
Strategy for Adult Literacy—Anil Bordia—10(3)

T

Trade Unions and Adult Education—V.S. Mathur
—3(5)
Trends in Continuing Education of Women in Japan
—Yoko Naita—10(5)
Tribute to Dr. Zakir Husain—K.G. Saiyidain—6(1)

U

Universities and Social Responsibility—Some
Recent Developments Abroad—J.R. Kidd—5(7)

V

Village Panchayat—Then and Now—R.P. Singh—
4(9)
Vitalising Literacy Drive in the Gandhi Centenary—
H.B. Majumdar—7(9)

W

Why International Education Year—Richard
Greenough—8(12)

Z

Zakir Husain—A Profile—Humayun Kabir—6(7)
Zakir Husain and Continuing Education—S.R.
Mohsini—6(9)
Zakir Husain, As I Knew Him—Raksha Saran—
6(12)
Zakir Husain Khan—M.M. Begg—6(3)
Zakir Saheb—V.D. Misra—6(6)

OTHER FEATURES

- Adult Education and National Integration—National Seminar in Gauhati—7 (1)
 Adult Education Essential for the Success of Family Planning Programmes—9 (16)
 Adult Education Movement Loses its Main Pillar—5 (1)
 Adult Education Movement Needs Reorientation—10 (1)
 All India Adult Education Conference—1 (1)
 Asian Seminar on University Adult Education—4(CIII)
 B.K. Nehru Inaugurates All India Adult Education Conference—11 (1)
 Book Review—7 (14)
 Continuing Education in the USSR—3 (13)
 Cooperation of All Agencies Needed to Eradicate Illiteracy—2 (1)
 Delhi Adult Education Conference—12 (1)
 Establishment of National Board of Adult Education Welcomed—11 (3)
 Government to Set Up National Youth Board—5 (CIII)
 International Institute for Adult Literacy Methods—10 (CIII)

- Literacy Programme During the Gandhi Centenary—8 (11)
 Liveright No More—10 (CIII)
 Madras Adult Education Association Formed—5 (15)
 Mehta Awarded Tolley Medal for Distinguished Leadership in Adult Education—3 (1)
 Mobilising the Whole Community for Adult Education—7 (12)
 More Funds for Adult Education in Fourth Plan Demanded—1 (3)
 National Authority for Adult Education Recommended—1 (14)
 1969 Nehru Literacy Award for Mrs. Kulsum Sayani—9 (1)
 Open University—8 (14)
 Revision of Text Books for Promotion of National Integration Recommended—11 (8)
 Round Table on Adult Education for Democracy—8 (1)
 Second Summer Institute in Adult (Social Education)—4 (CIII)
 10 Crores in 4th Plan for Social Education—2 (2)
 Welthy Fisher Receives Nehru Literacy Award—4 (1)
 World Conference of ICUAE in Montreal—12 (2)

ABREAST OF TIMES

'MEGH' marked Quality Slated Roll-up Black Boards have striven hard and kept themselves abreast at all times in as much as:

1. They are taking note of all the recent trends in education and adopting themselves to the needs of the NEW Generation.
2. They serve the prince and the pauper alike.
3. They can bring about the cherished National Integrity by their all embracing utility.
4. They are blessed, recommended and patronised by eminent educationists at Home and Abroad.

For particulars please write to:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24,
 BARAMATI (Poona) INDIA



Role of the Universities in a Changing World

(Continued from page 6)

in this context that there is no recorded history of India in the modern sense. With this traditional background it is not easy for the Indian mind to participate effectively in the entire process of creating, transmitting and preserving knowledge simultaneously. In the modern world there is a continuous change taking place in relation to knowledge and its utilization. In the academic programme of the university, therefore, it is necessary to incorporate a mechanism by which adjustment to change becomes feasible in a reasonable period of time.

In terms of effective contribution to the process of development, the universities have to bring about a purposeful interaction between humanities or liberal arts on the one hand and science and technology on the other. Science and scientific analysis provide the framework for rational approach. Creativity based on intuitive feel, aesthetic sense, imagination and form is a valuable asset and no university can afford to neglect it altogether. Further, the university should assist the society in the cultivation of those values which preserve the society from decay and give meaning to life.

From what has been said above it would be obvious that the goals of the university have to be redefined to some extent. There will have to be much greater emphasis in terms of appropriate academic programmes on the utilization of knowledge and skills. The present

day employment situation is such that there are a large number of jobs for which there are no suitable candidates and there are a large number of educated young men for whom there are no suitable jobs. The universities have to devise ways and means of developing courses which would lead to employment. For the country as a whole the attitude to work has to be fundamentally changed. The close link between sustained work and productivity has to be realized on a national scale. The duality is not between work and leisure but between work and sloth. The role of the universities in this context will be significant. The university should be willing to impart vocational training and professional education in addition to its function of making it possible for a sizable minority to become scholars and creators of new knowledge. Every university has therefore to choose carefully the areas in which it will offer different types of courses along with its pursuit of academic excellence in a few selected areas. Universities must have the courage to exercise impartial discrimination and recognize the fact that natural gifts are unevenly distributed. The egalitarian approach consists in giving each individual according to what talents he has and not in giving an identical programme for everyone. The recognition by the U.G.C. of Advanced Centres is based on the criteria indicated above. In fact, the report of the Education Commission of which Dr. Kothari was the Chairman deals exhaustively with the entire educational process in relation to the objectives of the country as a whole. Each university in its academic programme should strike a judicious balance between the needs of useful knowledge and the needs of new knowledge.

In the academic programmes of the present day universities there has to be a change not only in degree but in kind. The first requirement is an awareness of

new knowledge and its relationship with existing knowledge. The enormity of present day knowledge makes it impossible to incorporate it in the curriculum. The syllabus in this sense is always tentative and the faculty have to be up-to-date all the while. In relation to the enormous expansion that has taken place in university education during the last twenty-five years it must be realized that younger faculty will have greater responsibility. Besides, it will be necessary to work in groups. Expensive equipment has to be shared. The accent in the universities therefore, has to be on youth and on the sharing of authority and responsibility as much as possible. The problem of recruitment of faculty is a serious one. There is a Gresham's law which operates in this case and that is bad faculty drives away good faculty. Academic freedom and reasonable opportunity of work along with the necessary facilities will attract faculty even more than the actual salary. The future of a university depends as much on the right type of faculty as on the right type of students.

All that has been said above can be implemented if there is enough autonomy for the university. Real growth can take place in a genuinely free atmosphere. It must be remembered that restrictions to prevent bad decisions being taken also prevent even good decisions being taken as well. University is a growing organization and needs increasing support all the while. In return for the support which the society gives, the universities must show willingness to contribute significantly towards the efforts of the society to achieve better life for everyone. The functioning of the university must reflect idealism informed with pragmatism. In a changing world it is the universities that can preserve abiding values which are perennial and which make human life on this planet a worthwhile adventure.

Preparation of a Primer...

(Continued from page 12)

- printed in bold types of 18 point and more, dealing with the agricultural operations of the area.
- ii) to write short and simple letters to officers of the Block Development and fill in official forms used in modern scientific farming.
 - iii) to make simple calculations involving agricultural activities and to make a statement of income and expenditure.

It is expected that the teaching of 30 lessons would be covered in a period of about 12 weeks.

The primer is being used in the first and second courses of functional literacy project of Gangavathy area. The author of the primer and a representative of the Department of Adult Education were invited to give training to the teachers of Gangavathy area in the concept and approach of functional literacy and in the method of teaching the present literacy primer. They contacted several teachers who conducted the literacy classes during last year and also a few of the supervisors and discussed with them about the reaction of the learners to the primer. It was found that no adverse comment was forthcoming from the teachers on the primer. It may be stated that the manuscript of the primer was read before the adult night school teachers of Gangavathy and their suggestions were adopted before sending the manuscript for print. The Agricultural Extension Officer of the area was requested to verify the technical content in the primer.

However, a scientific evaluation of the primer should be made with a view to finding out the effectiveness of the primer and the possible ways of improving it further.

Democratic Decentralization of Education

(Continued from page 8)

supplement the hardware element of the space satellite project, so as to ensure that advanced technologies, which can facilitate the learning process, are adequately integrated in the system of teaching aids, and in turn form part of the education-environment system. This may also enable India to demonstrate that economies of scale, resulting from the space communications network being used on the scale of the Indian sub-continent, can be combined with the tremendous qualitative differentiation of educational services and the unprecedented diversification of educational contents—as both the condition and consequence of establishing real communication with the variegated peoples of this vast land.

This calls for a major project

integrating educational research and development in one single scheme, similar to the *Grand Programmes of Research and Development* which have a tremendous impact on economic environment and societal goals.

What is decentralization?

This programme, which calls for integrated management, will also throw light on the specific areas of centralised direction and those of decentralized decision-making and execution. I can only reiterate my belief that in a vast sub-continent such as ours decentralized planning and management are inescapable. The integrated programme on the futurology of Indian education will, I believe, remove the issue of centralization versus decentralization from the area of oratory and polemics to that of reasoned indication and rational order. That is the sign of education and the hallmark of adult education.

Writing For Nearly Everybody

(Continued from page 10)

the material, but avoid using materials just for the sake of using them. You do not usually need a picture of an apple when you write about apples. A map or diagram may do pictorially what is hard to do with words alone. However, many charts and diagrams are too complicated and may need simplification. Their meaning does not leap out at you. An engraving should not be used as a poster. Clarification, not decoration, is the aim.

12. Repeat and Summarize Thoughtfully

As you approach the end of your article you should be answering the reader's questions: So what? What is the author driving at? If it doesn't make any difference, what difference does it make? Don't leave the reader up in the air when he has finished your article. When the article is long, the reader will forget points made earlier. Carry key points along with you, don't drop them abruptly. When you reach the third or fifth points, you may wish to remind the reader what the first and second ones were. In a long article, a summary may recast the key points that have been made. But tell them in a fresh way. Mere repetition is not good enough.

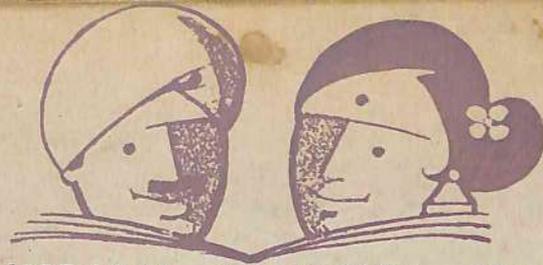
I have discussed only reading and writing. The same points could be made about motion pictures, television, radio, exhibits. No matter what medium is used, our objective is that stated by H.G. Wells in his *Outline of History*: "We have still to insure... that all that can be thought and known is kept plainly, honestly, and easily available to the ordinary men and women who are the substance of mankind."

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

May 1970

Volume XXXI Number 5

First Meeting of NBAE



Dr. V.K.R.V. Rao, Union Education Minister, delivering the presidential address at the first meeting of the National Board of Adult Education in New Delhi on May 4, 1970. (Report inside)

CONTENTS

Description and Evaluation of a Training Programme for Literacy Teachers and their Trainers	<i>H.S. Bhola</i> ...	3
A Learning and a Caring Profession	<i>G. R. Selman</i> ...	7
University Adult Education in U.K. —Pattern of the Sixties	...	9
Traditional Literacy—Work-Oriented Literacy	...	11
One-Day Camps to Spread Civic Education	...	13

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

*Rs. 8.00 : Foreign \$3.50.
Single Copy Re. 1.00*

ADULT EDUCATION

CAMPAIGN FOR ERADICATION OF ILLITERACY

DR. V.K.R.V. Rao, Union Education Minister, called for launching a national campaign for eradication of illiteracy from the country.

Presiding over the first meeting of the National Board of Adult Education in New Delhi on May 4, Dr. Rao said the campaign had to be sustained not for a few weeks or months, but at least half a decade. "Let us call it an Indian literacy quinquennium," he said.

Despite the growth in the rate of literacy, he said, the number of illiterates had gone up. There could not be progress in any field unless illiteracy was removed. There had to be an all-out national mobilization of resources to launch such a campaign.

In the Fourth Plan, Dr. Rao said, there was hardly any provision for the type of activities required to fight the evil either at the centre or in the States. The total allocations for adult education and adult literacy programmes might not exceed Rs 10 to 11 crores.

Against this, to make the age-group 15-44 alone literate, the amount needed would be over Rs 450 crores, by using conventional norms of making an adult literate. "We have no resources of this order available today nor do I imagine will we have these resources available in the near future."

Dr. Rao appealed to his counterparts in the States and Union Territories to set up adult education boards if they had not already done so. The Boards should become centres for stimulating a nation-wide programme of eradication of illiteracy.

Dr. Rao also called for joint efforts and close collaboration between the various developmental departments.

The Minister appealed to all students in colleges, universities and high schools to take up the task of removing illiteracy in their areas.

Before launching the national campaign, he suggested to the States and Voluntary Organisations to start pilot projects to try out the mass approach to deal with the problem. The centre he said, would be willing to provide assistance to State Governments and voluntary organisations to initiate such pilot projects.

Shri I.K. Gujral, Union Minister of State for Information and Broadcasting, who also addressed the meeting regretted that allocation for the mass media, especially radio and TV, was "very low". Against 14 per cent of the country's total investment needed for the mass media, only Rs 25 crores would be spent in the Fourth Plan period—Rs 18 crores in the Central sector and Rs 7 crores in the State sector.

Dr. S. Chandrasekhar, Union Minister of State for Family Planning, said the Government would have done much in the field of family planning if the percentage of illiteracy was not so high. The main problem in family planning was to motivate more than 100 million couples in the reproduction age group and educate them.

Recommendations

The following are the main recommendations of the National Board of Adult Education:

Every educated person has a moral responsibility for making his personal contribution for the eradication of illiteracy in the country and "each one teach one" should become a minimum slogan.

The Board recommended the observation throughout the country of an adult literacy week during 1970 which has been declared as the International Education Year by Unesco.

The Board appreciated the work carried out by Maharashtra in the field of adult education and suggested that the pattern of work it is following should be adopted by other States.

The Board welcomed the action taken by the Education Ministry to include eradication of illiteracy as an essential item in the national service programme for college students. It, in fact, desired the entire student population to be involved in the proposed mass campaign for literacy.

The Board also welcomed the offer of the Information Ministry to allot additional radio time for programmes of adult literacy.

It recommended the speedy enactment, where this had not been done so far, of legislation for the setting up of public libraries in cities, towns, and villages with emphasis on literature for neoliterates.

The Board recognised the need for training programmes for those who will be undertaking the work of adult literacy. It, therefore, called upon the universities and other concerned institutions to start such programmes.

It recommended the utilisation of services of the Civil Defence personnel, scouts and guides for programmes of adult literacy.

The Board welcomed the programmes of pilot projects on adult education proposed to be launched in various parts of the country, both urban and rural, and the assistance to be provided to State Governments, universities and voluntary organisations by the centre. The accent of the pilot projects would be on maximum public participation.

Zakir Husain Memorial Lecture

The Indian Adult Education Association has instituted Zakir Husain Memorial Lecture to commemorate the distinguished services of Dr. Zakir Husain to the cause of education and enlightenment and his close relationship with the Association.

The first lecture will be delivered by Shri K.G. Saiyidain, former Educational Adviser, Government of India.

New Life Members

New Life Members are:

Shri N.D. Sundravavelu, Vice Chancellor, University of Madras, Madras.

Shri B.N. Singh, Evaluation Expert, Work-Oriented Adult Literacy Project, Addis Ababa, Ethiopia.

Shri J.P. Ryckmans, Unesco Adult Education Adviser, Unesco/UNDP, P.B. 1141, Mwanza, Tanzania.

Shri N.P. Jain, Director (Social Education) Department of Community Development, Ministry of Food, Agriculture, C.D. & Cooperation, New Delhi.

Shri Matbar Misra, Lecturer in Education, Raj Degree College, Jaunpur (U.P.)

Miss Sally Swenson, Literacy Information Centre, A 9, Ring Road, Maharani Bagh, New Delhi.

Visitors

The following adult educators from India and abroad visited the headquarters of the Indian Adult Education Association for exchange of ideas and information during March-April, 1970.

- (1) Dr. James Drapper, Associate Professor, Department of Adult Education, Ontario Institute for Studies in Education, Toronto, Canada.
- (2) Mr. David James, Secretary, National Council of Adult Education, Wellington, New Zealand.
- (3) Mrs. Ruth Lazarus, Programme Specialist, Department of Out-of-School Education, Unesco, Paris.
- (4) Mrs. R.S. Valino, Mrs. R.M. Solis and Mr. T. Ballesteros, President, Secretary and Member respectively of the Adult and Community Educators National Organisation of the Philippines, (ACENOP), Manila.
- (5) Mr. R.W. Harvie, Social Worker, Kohlapur, Maharashtra.

DESCRIPTION AND EVALUATION OF A TRAINING PROGRAMME FOR LITERACY TEACHERS AND THEIR TRAINERS

by

H. S. Bhola*

NOWHERE perhaps does the formal education system prepare literacy teachers of adults as it does primary and secondary school teachers. The training of literacy teachers, as a result, has been handled most often *within* particular literacy project and programmes using whatever resources were available.

The necessity for each project or programme of having to train their own literacy teachers, theoretically at least, had one advantage. This was that the *trainer* of literacy teachers for a project (if such a man existed) was not tied up with approved syllabuses and standardized formats. He could start afresh, analyse programme objectives and needs, write job cards, and be responsive to these realities while hammering out a training design. However, this advantage seldom accrued to programmes because those who made training designs were themselves quite often not trained in education or behavioural sciences. Certainly training design problems need both sophistication and specialization. Neither was always available. (It is indeed this author's opinion—and experience—that the literacy enterprise even today is woefully short on professionalism: though there are some straws in the wind.)

The disadvantages inherent in the situation did manifest themselves: ad hocery in training plans; no building up of experiences in literacy training in persons or within institutions; no development of literacy training materials or techniques; short durations, poor budgets, generally low level of work in literacy training—and concomitantly low image of literacy work on the whole.

It is indeed only recently that a few professional workers have come to be interested in the training of literacy teachers and have written about it. Ill-

*Dr. H.S. Bhola is Literacy and Adult Education Trainer, Unesco/UNDP Work-Oriented Adult Literacy Pilot Project, Lake Regions, Tanzania. Responsibility for all the views expressed or implied, and for interpretations made is that of the author. Neither Unesco nor the Government of Tanzania are committed in any way whatsoever.

iteracy is where there is underdevelopment. Therefore, not surprisingly, the little work that has been done in designing and testing training programmes for literacy teachers has been undertaken in Asia and Africa by independent workers, voluntary institutions, and now by Unesco as part of their experimental world literacy programme.

THE FRAMEWORK OF TRAINING

The essential steps in the process of training design may be sketched as in Panel I below.

PANEL I

Steps in Training Development

-
- | | |
|------|---|
| Step | I. Programme Analysis for Definition of both General and Specific Objectives. |
|------|---|
-
- | | |
|------|---|
| Step | II. Listing Activities to be conducted for Achievement of Defined Objectives. |
|------|---|
-
- | | |
|------|---|
| Step | III. Defining and Designating Roles and Allocating Role Responsibilities for Conduct of Listed Activities |
|------|---|
-
- | | |
|------|---|
| Step | IV. Statement in Behavioural Terms of Competences Required in Various Role Incumbents |
|------|---|
-
- | | |
|------|--|
| Step | V. Developing a Training Design to Build Required Competences and Conduct of such Training Courses/Workshops |
|------|--|
-
- | | |
|------|--|
| Step | VI. Evaluation of Training and Review of Steps I-V |
|------|--|
-

The ideas included in the panel above as applied to the Tanzanian Work-Oriented Adult Literacy Pilot Project are sketched in the following paragraphs.

Programme Objectives

The general objectives of the project in Tanzania had been defined as linking literacy closely with vocational skills of improved farming. Specifically, the farmer groups (initially only cotton farmers) engaged in raising cash crops were to be given (a) basic skills in reading, writing, and arithmetic, (b) experience in using these skills in solving their economic, social, and cultural problems as well as (c) experience in participation in national life. (Indeed the specific objectives outlined here could be defined as progressively higher levels of specificity.)

Programme Activities

To begin with the programme activities were : (i) opening literacy classes to teach a work-oriented literacy primer, writing, simple arithmetic; (ii) organizing agricultural demonstrations on cotton farming integrated with work-oriented primer; and (iii) organizing intensive courses on agriculture, health, and nutrition, etc.

Definition of Instructional Roles

The realities of the field situation suggested an obvious division of labour. While it would have been desirable to have agricultural extension workers trained, additionally, as literacy teachers and to ask them to teach literacy classes, there were not enough of them to go round. Hence the teaching of the *core* of the instructional programme for groups of cotton farmers was divided between literacy teachers and agricultural extension workers—one agricultural extension worker to 8 to 10 literacy teachers, each teacher teaching a group of 20-25 farmers. Health educators, veterinarians, rural construction man, and woman worker were to help when needed.

Needed Teacher Competences

The agricultural extension worker (and other extension workers) were already trained functionaries. The literacy teacher was *not*, and had to be trained to perform his job. The job card for the teacher was analysed as follows :

(i) To establish contacts with the community and with the perspective adult learners before establishing the class, and during the class : to avoid dropouts, and to establish good influential relationships with adult learners.

(ii) To teach functional literacy classes involving use of a work-oriented literacy primer, and other teaching aids like flashcard sets, flannelgraph stories, charts, and posters.

(iii) To establish general adult education activities within and outside the classroom around reading rural newspapers, radio listening, etc. and to learn to handle discussion groups for implementing these adult education activities.

(iv) To establish contacts and working relationships with other extension workers in the field, *especially the agricultural extension worker* and to provide wherever possible the initiative for inviting participation of these extension workers in the adult education and literacy work of the class and the community.

(v) To keep records of attendance and performance to help adults about their achievement status, and the Project staff with data for evaluation and feedback.

By way of summary then the teacher was to be trained as classroom teacher (a user of primer and teaching materials) and cooperating team member of the teacher-extension-workers team : *agricultural extension worker*, that is.

Training Design

A selection of training activities that will build needed competences among the trainees must be selected at the stage of training design. Consideration must be given to Who Will be Trained ? By Whom ? For What Work and Where ? With What Instructional Resources and Available Training Time ? and With What Provision for Feedback and Follow-up ?¹

The teacher-candidates in the area of our work were to be primary school leavers who had spent most of their lives in rural areas. They were to be generally VII graders though some of them would be lower. They would be comparatively younger since primary education was not always as extensive as during the last 8 to 10 years. They were to be people from farming families but themselves rather disoriented from farming for almost all wished to have had paid jobs in the cities. We certainly did not want to treat them with contempt but we could not expect too much from them. Jobs expected from them would have to be simple in nature. Consequently training activities would have to be of a descriptive nature—mostly in terms of do's and don'ts, adding 'why' where necessary. They would be given the materials which they will use; they would be given the lesson plans which they will follow. They would not be curriculum makers.

Their trainers would be people who were not professional trainers, themselves located in training

¹ H.S. Bhola, "Some Guidelines for Planning Training Courses," *Indian Journal Of Adult Education*, Vol. XXX, No. 9 (September 1969), Pages 5-9.

institutions. They would be field officers of the Rural Development Department. Fortunately, these trainers would have comparatively better education and long experiences in rural and community development. Some of them would have had training abroad.

Instructional Resources

The instructional resources available for the conduct of training programme would not be ideal. No simulations, no films, no tapes, no programmed booklets. Not even much of graphic materials for use in the training programme. The duplicator would be the only item of technology available—in addition to the blackboard. There would not be any published literature to be given either to teachers or their trainers of relevance to their work or environments.

Training time was to be 4 weeks : that somehow has come to be a magic number. (It is quite practical too. Four weeks are enough to give the trainees the essentials of literacy teaching yet more time would not be useful until teachers have had some actual experience of teaching a literacy class.)

Follow-Up on Training

As a follow up service to teachers a monthly newsletter was planned. Each issue would deal with one major training theme—the main course—and include news and notes of interest to teachers working for the Project. Individual conferences with teachers during supervision visits would also be relied upon as one tool of on-the-job training.

It could be legitimately asked if the preceding paragraphs reporting on training development in the Tanzanian Project could be considered to have followed the procedures suggested in Panel I. Does whatever has been done above constitute programme analysis and definition of general and specific objectives? Couldn't objectives be more specific and could not they have been described in behavioural and testable form? Are task analyses and role analyses sophisticated enough?

No doubt all the various steps suggested in the Panel above could be handled with considerable sophistication : help would have been sought of specialists too. Detailed task analyses for a literacy teacher in a functional literacy project and the statement of training objectives in behavioural terms could be a big enough project in its own right. However, it is not important, to do at the various steps of Panel I, more than what is necessary. What is essential is that the conceptual content of these steps is understood; that the general principles and operations involved at each step are applied at a useful level of specificity and in sufficient detail.

Description of Training Programme for Literacy Teachers

(January-June, 1969)

The 4-week course as proposed consisted of the following :

First Week	Introduction and Orientation	1 day
	Pre-Class Preparation	2 days
	Working with Adults	3 days
Second Week	Coordinating with Extension Staff, Especially Agricultural Extension Workers	3 days
	Use of Audio Visual Aids and Media	3 days
Third Week	Methods and Materials of Functional Literacy : Teaching of Reading, Writing, and Arithmetic	6 days
Fourth Week	Class Management	2 days
	Classroom Records and Achievement Testing	3 days
	Evaluation and Passing-Out Tests	1 day

These various parts of the course are described in Panel II below in a little greater detail outlining general objectives for each of the proposed training units.

PANEL II

An Outline of the Literacy Teachers Courses

(January-June, 1969)

Introduction and Orientation (Duration : 1 Day)

The purpose of this unit was to introduce teacher-trainees to their tasks as literacy teachers. They were to be given ideas of the concept of functional literacy, literacy as a human right and as a factor in development. They were to be informed on Unesco as an organization, helped to understand the relationship of the Government of Tanzania with Unesco in general and specifically in terms of this project.

Pre-Class Preparation (Duration : 2 Days)

The purpose of this unit was to make teacher-trainees aware of the tasks that need to be performed

by them singly, or with the help of the supervisor and other project staff before literacy classes begin. Purposes of performing these tasks and the way of going about performing them were to be taught in terms of simple rules. Trainees were to be made specially aware of the role of information and understanding in adult motivations. The purposes of the programme, especially its economic purposes were thus to be specifically brought out in the formation campaign.

Working With Adults

(Duration : 3 Days)

The purpose of this unit was to emphasise that working with adults in classroom situations was, in some respects, fundamentally different from working with children. First of all adults were parents, elders, farm and home owners. They usually had had more life experience than the teacher or the adult educator himself. Also they would bring into the class their own statuses and self-images and ways of relating with others. These ideas would have to be considered while dealing with adults in and outside the classroom because all these things have implications for the teacher's own behaviour and style of work.

Teachers were to remember that unlike children adults could contribute a lot to group learning in the class. Adults could teach while they learnt. Also adults would judge others as they are judged. That is, teachers themselves would be watched by adult learners as regards their seriousness of purpose, and their individual abilities and behaviours.

Coordinating With Agriculture Extension

(Duration : 3 Days)

Teachers were to be helped to realize that agriculture is the other, better, half of functional literacy. Agricultural demonstrations and extension work must be arranged and integrated with learning of reading and writing. This job was to be performed by the agricultural extension worker who must team up with the teacher. Also the teacher must coordinate with animal husbandry man, the health educator, cooperatives man, Tanu, home economics specialist and with library services in the area, if any exist.

Audio-Visual Aids And Mass Media

(Duration : 3 Days)

Teacher-trainees were to be enabled to understand that illiterate adults are also illiterate in picture literacy (and so are some of the teachers). The use of pictures in the primer as well as the use of simple audio-visual aids was to be taught to the trainees. The use of rural newspapers specially prepared for the pilot areas and of the use of radio in adult education groups was also to be discussed.

Teaching Of Reading, Writing, And Arithmetic

(Duration : 6 Days)

The purpose of this unit was to introduce to the teacher-trainees the special materials—primer, teachers guide, drill cards, and related posters. Teaching practice was to be provided in simulated situations. The need to provide to adult learners opportunities for the use of reading, writing, and computation skills in an occupational context was to be emphasised.

Classroom Management

(Duration : 2 Days)

The purpose of this unit was to prepare teacher-trainees to keep classes together, and keep adults learning. This was to be ensured by achieving classroom involvement, catering to everyone's interests providing adults sense of achieving, and helping absentees to come up to the level of others.

Literacy Records And Achievement Testing

(Duration : 3 Days)

Teachers were to be helped to understand that records are important for all literacy projects but for an experimental literacy project from which we must learn a lot for use elsewhere records were very important indeed. Scores of adults on various achievement tests were also to be important part of these records.

Evaluation

(Duration : 1 Day)

Group evaluation of the teachers course was to be made and suggestions made for greater effectiveness. Teachers were also to be tested in a passing-out test.

In the process of developing daily time-tables and in the actual conduct of courses during January-June 1969 some shifts of emphasis between topics resulted through reallocations of timings. More time was given to orientation and to drill practices on the primer—unfortunately at the cost of the audio-visual aids unit. Teaching of arithmetic was also, regrettably, neglected.

Training Of Trainers

A training course for literacy teachers can normally enrol 25 to 30 trainees at a time which meant that the central training team in the Project working whole-time would take a year to train around 250 literacy teachers. That would not have met the needs of the Project during 1969-1970. More than 250 teachers were needed to be trained in about 3 to 4 months. Therefore, the central team decided to

(Continued on page 14)

A LEARNING AND A CARING PROFESSION

by

Gordon R. Selman

WHEN I first became involved in adult education back in the early 1950's, it was almost by accident that I did so, and like so many of us—perhaps the vast majority now working in the field—I came into it with next to no understanding of what adult education is all about. I was too young to become involved in the Second World War and the depression of the thirties was something in the history books. I was a member of the “quiet generation” of students of the fifties for whom basketball power was more of an attraction than student power, and for whom “confrontation” was a cold war term, not a fact of campus life.

So when I began to delve into the literature of adult education and to examine the historical roots of the field, I was just plain startled. The manifestos and declarations prepared by the leaders of the movement in earlier years struck me not as statements of a professional group but more as calls to political and social action. By hindsight, I would say that my reactions were a result partly of my own naivete and partly of the fact that the field was changing. What I was caught up in was the transition that was—and is—going on from an adult education movement which is manned increasingly by persons with a professional commitment to the field of adult education—in one or other of its various manifestations.

This experience of some fifteen years ago came back to me with a rush during the past year when I read David Armstrong's history of the early years of the Canadian Association for Adult Education (CAAE). There it was again—the late Ned Corbett telling his colleagues that the CAAE should “throw off its attitude of academic detachment” and use appropriate means of propaganda in order to “show people what a living, shining thing democracy can be.” (CAAE Annual Report 1941). And the well-known 1946 declaration described the primary task of adult education as being “imaginative training for citizenship”. I don't hear many adult educators talking that way today. Many of us have rejected Ned Corbett's advice and have gone the way of detachment. It's not a simple question.

We all would agree, I think, with the historians of our field who have pointed out that the adult education movement came into being and developed well into this present century largely as part of the social reform tradition. It was seen by such men as R.H. Tawney, Harold Laski, Edouard Lindeman and Ned Corbett as a means of bringing about a better world—as *The Way Out of society's dilemmas*. The commitment was based upon this concern—their *caring* about the state of our society or the welfare of individuals within it. Many of those involved in the work, although they did not as yet have a sophisticated theoretical base for what they were doing, had a very clear sense of the broad goals they were seeking.

The New Professional

In the last thirty years or so, and partly as a reaction to the social reformist position, we have seen the emergence of a new professional group. It has tended to see adult education less in social and more in purely educational terms. It has also tended to address its statements about the field more to other professionals and less to the nation as a whole. It has sought through scholarly writing and research to build up our knowledge as a basis for sound practice.

Both of these elements in adult education are still with us today. The field continues to gain important insights from both. But clearly we are moving in the direction of being a more professional movement. And what worries me is that I think we are in danger of *losing* the best of the both worlds. I agree with Webster Cotton, when he says:

We have a great tradition, but not enough of our co-workers are inspired by it. We have an exciting idea to build our lives around—the idea of “lifelong learning”—and the potential of the idea remains unfulfilled. And finally we have a vitally important social task—educating adults up to the conditions of the times, but we are unable to generate the necessary enthusiasm needed to implement the task.

Gordon R. Selman is Director, Extension Department, University of British Columbia, Vancouver, Canada and former President, Canadian Association for Adult Education.

(In “the Challenge Confronting American Adult Education,” *Adult Education*, Vol. XIV, No 2 (Winter 1964) pp. 86-87).

With these words I agree, but I do not agree with him when he speaks in somewhat slighting terms of those who do not respond to his call but are what he terms "program technicians". We could stand a few *more* programme technicians. We need both. We need, in my view, adult educators who have a sense of mission, who care deeply about the meaning of their work, and at the same time know as much as possible about the technical side of our business. We have too few people with either quality, much less both, and this is the basis for my concern.

Concerns

What does it mean to be a professional adult educator? There have been many attempts to define the essential characteristics of a professional and the attributes of professional behaviour. I want to talk about two of them, concern for technical competence and for the broader society.

All formulations of the characteristics of a profession include in one way or another the notion that its members possess a high degree of systematized knowledge related to their field. (See Bernard Barber, "Some Problems in the Sociology of the Professions," *Daedalus*, Fall, 1963, p. 672). Let's look at that as it relates to adult education. All of us here are well aware of the fact that adult education has in recent years grown in explosive proportions. Those who were committed to this field back in the thirties and forties were relatively few in number and had severely restricted resources. That picture has changed drastically. Today, adult education in its various forms has many millions of dollars at its disposal, is widely recognized as a desirable and necessary activity and has gained greatly increased power and prestige. Roby Kidd has made an interesting point about this, to the effect that in some respects we enjoyed the genteel poverty of those earlier days. We were left pretty much on our own and not too much was expected of us. (See J. R. Kidd, *The Implications of Continuous Learning*, W.J. Gage, Toronto, 1966, p. 107). Today, our resources are greater, and alone with that our responsibilities are correspondingly greater. I feel that from the point of view of our acquiring and applying the systematized knowledge to which I have referred, we aren't measuring up.

Programmes and Educators

As I look across Canada today at the programs and other services we are offering, I am impressed with their number and range, but not, in many cases, with their quality. I am afraid that too few of us take seriously enough the technical competence required of us as educators—not administrators, not organizers, but educators. I believe this to be true and that it shows in the quality of our program planning and our lack of precision about objectives. It

shows in our lack of serious concern about the results achieved. It shows in our planning for people instead of with them. It shows in curricula and teaching methods which too often are not geared to either our objectives or the characteristics of our adult students. It shows when we place the needs of our organizations and institutions before the needs of the people we are trying to serve. I am very much aware that there is a great deal about how best to do these things that we haven't found out yet. But there is also a great deal we do know that we are not applying.

To Speak for the Public Interest

There is a second role of profession to which I also want to refer, influencing our society and public policy in areas related to our concerns. One student of professional behaviour has called it "the primary orientation to the community interest rather than to the individual self-interest." (Bernard Barber—as above). I feel we are falling down in this area in two main respects. First of all I think we are not informing ourselves and speaking out as a group on a broad enough range of subjects. We must not speak out of any partisan self-interest, but rather in order to contribute to the public welfare—in those areas where our professional competence equips us to do so. The CAAE has been a vehicle for doing some of this. The White Paper, the statements on Manpower, and on Educational Television, and other policy documents have been commendable efforts.

A second aspect of our acting together in the public interest is even more basic. We have somehow get to develop greater cohesion and mutual respect as professionals. There is a tendency for us to want to act only within our specialized compartments—as university extension people, or school board people, or labour people, or vocational education people—and to resent and resist any suggestion that professional colleagues from other spheres should play any role, or even express any view, with respect to how we carry out our business. I think, we have a long way to go in this area, and that the CAAE nationally and our provincial divisions and associations can be the main instruments to this end.

I am convinced that all of these things will not just come about in the course of time more or less automatically. We are going to have to want them to happen and we are going to have to work at it. We are going to have to do some profession building. Some indication of the task before us is provided by the sociologist Everett Hughes when he states that the "characteristics and collective claims of a profession are dependent upon a close solidarity, upon its members constituting in some measure a group apart, with an ethos of its own. This in turn

(Continued on page 12)

UNIVERSITY ADULT EDUCATION IN U.K.

Pattern of Sixties

IN the annual report of 1968-69, of the Universities Council for Adult Education, it is stated, under "*the pattern of the Sixties*":

"The first feature to note is general expansion. The statistical tables for 1959-60 included twenty-five universities and university colleges which provided a total of 5,051 courses. This year there are thirty-four universities responsible for 7,957 courses, an expansion of fifty-seven per cent. The expansion is only partly explained by the appearance of additional universities in the list, since the twenty-five universities and colleges of 1959-60 provided a total of 6,632 courses in 1968-69.

"The general statistics hide certain important changes. One is in relation to collaboration with the W.E.A. The number of courses provided for the W.E.A. by all universities has fallen proportionately from thirty-nine per cent to twenty-seven per cent. If only those universities which appeared in the 1959-60 list are taken into account, the fall in the proportionate provision of W.E.A. courses by them is that the number of tutorial classes fell from 839 to 642, although the growth in the number of day release courses and the appearance of two-year courses may be regarded as a compensatory development.

"While the traditional forms of work, based on the regulations of the Department of Education and Science as far as England and Wales are concerned, have continued as the major part of provision, within the general pattern a change of some complexity has been in process. This is described in various ways in the special statements obtained from departments; thus Cambridge refers to "an increasing volume of teaching of a high academic level undertaken in response to specific professional needs", Bangor to the "many more professional people attracted to extra-mural courses than formerly and more specialist courses organized for professional groups," Swansea to "greater concern with professional groups" and "a wider range of discipline" made possible by internal expansion, Southampton to "the increase in the sophistication and complexity of classes", Durham to specialist courses which require a "mixture of training and educational elements", Leicester to "specialized courses based on the perception of groups with special needs," and Oxford to "courses for students brought together by a common vocational interest". Bristol, Dundee,

Glasgow and Leicester refer specifically to courses for social workers; Glasgow remarks that "this field spills over at one end into social aspects of Medicine and at the other into the social relevance of education", and Leicester draws attention to the fact that its courses led to the establishment of a University School of Social Work and thus ceased to be a part of the Department.

It is possible to follow these developments through the study of the Council's Annual Reports. The 1959-60 Report remarked that "specialized courses that relate to professional or vocational interest are now so various that only one or two examples can be given" and it also drew attention to the fact that the student body included a large and increasing body of people in professional occupations, not necessarily following vocational courses but in others which catered for special interest groups. The 1960-61 Report again commented on the growth of vocational courses, including numerous courses for various categories of social workers, and summarized surveys by Leeds, Nottingham and New Castle which drew attention to an increase in the proportion of professional middle-class students. In the 1961-62 Report a new feature of provision was discussed, the appearance of an increasing number of courses in the applied sciences, seen as illustrating the emergences of a need conception of extra-mural work, "as reflecting the whole range of intra-mural teaching". The 1962-63 Report observed that "The demand for more education for the educated is both explicit and vociferous". But it also quoted a warning from London, that there was a growing temptation who had left school at fourteen or fifteen.

Interest in professional and vocational courses continued and in the 1966-67 and 1968-69 Reports attention was focussed on the growing number of them financed from sources other than Department of Education and Science grant (or its equivalent in Scotland and Northern Ireland). In the 1966-67 Report they were described as falling into three broad categories, those in Science and Technology, those in Industrial Management and Organization, and those on the Social Services and various branches of Social Administration. A statistical table in which courses of this kind were classified was provided in 1967-68.

It showed that there were 490 of them during that year, or 6.5 per cent of the total number of courses. However, since many of them were long courses, including twenty-one which were full-time, they represented a bigger effort than this percentage suggested.

The most hopeful development in provision for adults who left school at fourteen or fifteen during the decade lay in the continued growth of industrial day release courses. This is a field in which collaboration with the W.E.A. has been important, but the idea of day release has also spread among groups of professional and social workers. If the entire total of day-release courses from 1964-65 (when they were for the first time given a special column in the statistical tables) is considered, the figures are : total number of Courses 991, number arranged in conjunction with the W.E.A. 525.

Another development which occupied attention was the rapid expansion of Local Education Authority provision in adult education. In the 1965-66 Report an attempt was made to collect figures which showed the growth in the number of courses provided at the request of the Local Authorities, but this did not appear to be great except in Scotland. The 1966-67 Report, however, gave a number of examples of schemes of collaboration which were developing between the universities and the L.E.A.s. It should be noticed also that the development of adult education provision by L.E.A.s has produced a demand for training for their full-time and part-time workers which a number of universities are now helping to satisfy.

The appearance of new member in the list of universities engaged in adult education began with Keele in 1962-63. Keele, however, is located in one of the areas in which the traditional forms of adult education were long provided by Oxford. The other universities which have begun adult education since 1966-67 are more strongly representative of the new phase in university adult education, conceived, according to the report on the setting up of the Centre for Continuing Education in Sussex, "in a comprehensive sense involving liberal non-vocational education in association with the W.E.A., L.E.A.s and other voluntary bodies, specialized services including refresher courses for professional groups, assistance with community projects and research." It seems possible that the old concept of extra-mural work as the "university off-license" is in process of being discarded and that in its place, to quote the Sussex report again, has appeared the idea of "extra-mural work", "continuing education", "extension studies", "adult studies", or whatever the activities may be called as assisting the "future development of the university as an integrated part of the local society."

While the development of courses of a vocational

character of special interest to professional workers is a development that increasingly occupied attention at both national and local levels during the sixties, important social changes influencing the attitudes of students to adult education have become apparent. These are affecting methods in the traditional liberal studies. In particular there has been a growth in the number of courses which require not only study but practical activity, exemplified in the arts by classes in Drama which lead to productions and by classes in Music which combine choral work with theory and analysis, by classes in Biology and Geology which include outdoor expeditions, in History by classes which require organized visits to place of interest, and by Social Science classes which lead to social surveys.

Two of the statements from departments refer to the changing attitudes of students. That from Bristol says :

"Our students have shown a strong trend towards wishing to be involved in activities outside the class meetings but within the general ambit of the discipline within which the course falls. These range from the preparation of material for publication and extensive work with source material to practical work on university premises, and so on, all of which take place outside class meetings. For the first time we are beginning to get bodies of active students in which their actual courses membership is almost an irrelevancy."

The statement from Cambridge emphasises rather different points :

"We find in our area that the social situation has become increasingly fluid; hence our response to the determinable needs of the adult population has become increasingly diversified. We feel that there is a greater unwillingness, for example, to identify with adult education movements, a tendency influenced by the increasing provision made by local education authorities in their institutions. We have a highly mobile society in which the horizons of students have widened both intellectually and geographically, and they are prepared, indeed seem to prefer, to shop around for the course they need. Concurrent with this change in traditional patterns of loyalty and behaviour, we have felt an increasing pressure for tokens of personal achievement in the form of certificates."

Adult education has always needed to be student centred and it is interesting to see that one of the new universities, Bath, is aware of this and makes a point which other departments engaged in professional courses need to bear in mind.

(Continued on page 12)

Traditional Literacy— Work-Oriented Literacy

WHAT are the chief characteristics of these two lines of approach? Certain essential aspects are set out below:

The main characteristic of traditional literacy work is that it is both diffuse, aiming at reaching the highest possible number of illiterates, and non-intensive, limiting itself to the basic mastery of reading, writing and arithmetic.

Work-oriented literacy adopts an intensive approach, so that people may acquire occupational qualifications and knowledge which can be used in relation to the environment; it is also selective. Selective strategy operates on three distinct levels: (1) the choice of industrial or agricultural development projects which have high priority in national planning; (2) the selection of problems or activities where a work-oriented literacy project is required—in other words, selective strategy will aim primarily at the bottlenecks of a development programme; (3) the singling out of individuals who would derive maximum benefit from such training.

The planning of a literacy campaign is usually based on a territorial approach, taking into account the number of illiterates and the means and resources available. Literacy programmes follow the general outline of school curricula, broken down into syllabuses.

The main difference between work-oriented and traditional literacy work is that the former constitutes a training, or better still, an education of the personality as a whole, whilst the second is merely a way of learning to read written or printed material.

The methods and techniques used for traditional literacy work are in general based on use of a single ABC or spelling primer. Variety in reading material only comes with the supplementary readers. The teaching personnel is composed mainly of primary school teachers or voluntary helpers.

Far from being uniform, work-oriented literacy programmes are varied and adaptable. They take into account the variety of immediate objectives and particular circumstances. The teaching staff is recruited preferably from vocational training instructors, skilled workers, technicians and trade union or co-operative officials, working as a team with professional educators. The programme of work is no longer geared to the academic year, but is based, in an industrial environment, on the provisional schedule of production or trained manpower

intake and where the environment is rural, on the agricultural cycle.

Traditional literacy considers the illiterate as an individual entity, often isolated from the context of his social group and environment.

Work-oriented literacy considers the illiterate adult as an individual in relation to a group, living in a given environment and from the standpoint of development. It aims at training this adult to be a catalysing agent within his environment. Such training takes on a vocational bias, industrial or agricultural as the case may be. Literacy and vocational training are not undertaken as parallel activities or dissociated in time: they are fused together, the one being an integral part of the other.

Since making the whole community literate is considered by most governments to be a social or political undertaking, it is financed from free will contributions or figures as part of the national budget under the heading of social expenditure; the State contribution is often modest, and always inadequate.

The financing of a work-oriented literacy campaign is classified as expenditure under the heading of economic investment. Appropriations are no longer made by the technique of "programme budgeting," but by that of "project budgeting," and costing calculations are based on individual sub-projects, i.e. the cost of training all workers in a given branch of activity.

In mass literacy campaigns, evaluation is of a quantitative kind: it relates primarily to the number of people made literate.

On the other hand, the evaluation of a work-oriented literacy project bears first and foremost on its economic and social efficacy, be it in regard to the overall productivity of a factory or the adoption of new methods as part of the modernization of the agricultural sector.

A European Round Table of Industrialists

The final report of the Round Table of Bankers, Economists and Financiers held in February 1969 in Rome on the subject of literacy as an economic investment aroused considerable interest in various circles. Thus, the Giovanni Agnelli Foundation in Italy has expressed its interest in Unesco's work in this field. Talks are being held with a view to holding, under the auspices of this Foundation, a European round table of industrialists to examine ways and means by which industrial concerns could be associated with work-oriented literacy programmes.

(Unesco Literacy Newsletter)

(Continued from page 10)

Adult Education and the marginal citizen was the subject of a 1963 editorial in *Community Teamwork* published by the Bureau of Studies in Adult Education of the Indiana University, USA. It expressed concern for those adults who, for one reason or another, are limited in respect to their participation in their society. The 1963 statement suggested that a most important role for adult education was that of helping those adults meet their educational needs. At the beginning of a new decade it may be well to remind ourselves of the continuing importance of such a role.

Professor Paul Bergevin, in his book *A Philosophy for Adult Education* calls attention to the marginal citizen as a major concern in the education of adults. He defines a marginal citizen as "a person who is unable or unwilling to carry what his society considers his fair share of the social load over an extended period of time."

According to this definition it is apparent that many if not most, adults may be considered marginal to some extent or in some circumstances. Marginality, then, is a matter of degree and the adult who may be slightly to moderately marginal ordinarily has little difficulty in participating in his society. The term marginal is used here, as it is in Bergevin's discussion, in reference to those adults who are severely marginal—"those persons who are least able to carry out their social responsibilities."

Examples of marginal citizens are common to all of us. They include persons incarcerated in correctional institutions, the mentally ill, the functionally illiterate, alcoholics, regular welfare recipients, the chronically unemployed, the aged, and the physically handicapped. For all but a small number of these persons adult educational programmes can provide great assistance. Most can be helped to assume a larger share of social responsibility.

Adult educational programmes are important for all adults. Educational needs are not limited to the marginal citizens, of course, and adult learning opportunities must be furnished in all institutional settings and programmes areas. But a worthwhile philosophy for adult education must include a special concern for helping those adults whom we have referred to as marginal citizens.

—Community Teamwork

"Over the first seven or eight years of the decade there was a boom in demand for post-experience courses in all fields. Annual programmes were filled well ahead, mostly with courses suggested and devised by university academic staff from knowledge gained through informal contacts with industry and the teaching profession: the limiting factors were availability of staff and lecture rooms. The market is now hardening: training budgets are tighter and there is increasing competition; it is necessary to determine the customer's needs much more accurately than in the past, to offer courses which meet those needs, and to discontinue the others unless there are strong academic reasons for keeping them on".

Finally, a statement from Glasgow enables this Report to end on a note of challenge. After referring to the increasing pressures to provide courses of professional interest and those which include an element of outdoor activity, it expresses concern "that under these two pressures there is some danger that extra-mural departments might forget their obligation to continue to provide courses of a controversial nature in which the traditions of radical dissent still have room to breathe. It may even be that as other developments take place, this might have to become one of our chief roles."

A Learning and a Caring Profession

(Continued from page 8)

implies deep and lifelong commitment." (Everett C Hughes, "Profession", *Daedalus*, Fall 1963 p.657.)

Commitment?

Commitment to what? I would think to improving our skills and practices as educators, and to caring about building a society in which the individual has maximum opportunities for growth. Ours must be a *learning and a caring profession*. We need a lot more of both.

One-day Camps to Spread Civic Education

IAEA Collaborates with Member Organisations

THE Indian Adult Education Association in collaboration with some member organisations has launched upon a programme for the removal of political illiteracy of the electorate. For this purpose, one-day camps to spread civic education among the masses have been organised in Madras, Calcutta and Bikaner. These camps helped in creating civic consciousness and were largely welcomed. We plan to extend these programmes to other cities. Reports from these places are given below:

Madras

The one-day camp in Madras was organised by Adult Education Association, Madras, on March 15, 1970. 30 people participated.

The Mayor of Madras inaugurated the camp. He showed keen interest in conducting camps of this kind and exhorted that such camps should be held in various places in the city. He particularly stressed the important role of voluntary organisations in inculcating civic sense in the citizens.

Shri F.J. Vaz, I.A.S., Assistant Commissioner, Corporation of Madras spoke on Corporations set-up, Functions, Powers and Responsibilities.

Shri K.M. Subramaniam, Councillor of the area highlighted some of the progress made by the corporation in that area.

In the afternoon session, group discussions were held and recommendations arrived at.

The camp recommended that as a measure to

inculcate civic sense there must be determined attempts to eradicate illiteracy among the masses. The camp recommended the Madras Association to open a few Adult Literacy Centres.

It was also recommended that such camps may be held in future in other areas under the joint auspices of the Corporation and Adult Education Association, Madras with the following facilities provided free by the corporation: A Hall for meeting with adequate furniture, Public Address System, Light, Printing and Stationery.

Calcutta

A one-day camp on the "Effective Functioning of Democracy" was organised by the Bengal Social Service League at the Village Bahura in the district 24 Parganas on March 28, 1970.

Shri Satyen Maitra, Secretary of the League introduced the topic and the purpose of such camps. Prof. Parimal Kar, Head of the Department of Political Science in Calcutta College, spoke on the duties and responsibilities of the elected and electorate and implications of adult franchise. Prof. Ashani Dutta, Principal of the Arts College, Jadavpur University, spoke on citizenship and Shri G. Majumdar a prominent social worker on local bodies.

Bikaner

The Proudh Shiksha Samiti, Bikaner, organised a one-day camp on March 17, 1970. It was attended by over thirty people.

AN EDUCATIONAL AID!

'MEGH' marked Quality Slate Roll-up Black Boards are true Educational Aids.

Because, they are useful as Preparatory, Supplementary, Explanatory, Recapitulatory, and revisional aid in any kind of education, such as Pre-primary, Primary, Secondary, Higher, Industrial, Technical Agricultural, Medical and Military.

They are handy, portable, anywhere hangable, writable with chalk, readable with ease and wipeable with duster.



For particulars please write to:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA



Description and Evaluation of a Training Programme for Literacy Teachers and their Trainers

(Continued from page 6)

multiply itself by first training some 20 trainers of literacy teachers who would then in four training groups of five trainers each offer training courses for literacy teachers.

Thus if these training groups were employed full time on training work they would be able to produce all the teachers needed for the Project and more for national needs. This strategy had another merit as well: it would spread trainer skills in literacy fairly widely which is as it should be. If only one or two people were trained as trainers of literacy teachers one application for long leave and another promotion or transfer could have made the whole programme grind to a halt. Such plans also fitted the Unesco philosophy of technical assistance—working through national counterparts and training them for the job in the process.

The idea of handling the training of trainers through apprenticeship where the Project team offered courses for literacy teachers while the apprentices watched and observed and, in due course, assumed more and more duties was not considered feasible. Apprenticeships are long and wasteful. We know enough today about how people learn as individuals and in groups; about teaching skills, and human communication that we can do much better than depend upon apprenticeships.

A training course for trainers was, therefore, also designed. It was designed to last 6 weeks, in two parts, on a 2+4 pattern. In the first two weeks the trainers would learn to be trainers. In the next four weeks they would actually perform as trainer groups under the continued and direct supervision of the Project Trainers and offer a literacy teaching course for 25 to 30 teachers as their practicum. In the first two weeks knowledge will be obtained; in the next four it will be applied in the context of a real situation. At the end of the 6-week period the trainers will have acquired sufficient know-how about literacy work among Tanzanian communities; will have been helped to understand training needs of literacy teachers in a functional literacy programme; will have learnt to plan course lessons; and will have themselves taught a training course for literacy teachers with the benefit of critical review and feedback on their own performance—day by day, lesson by lesson. As trainers they will have the confidence that would have been well earned.

What will the trainers learn in the first two weeks of their training? The answer was simple. To teach literacy teachers, the trainers must know a little more

than their future trainees. Therefore, they must know adequately the substantive content of the teachers course. They must know it more thoroughly and at a higher level of conceptualization and application. Additionally, the trainers must know some tricks of the trade of being a trainer, that is, they must know some rudiments of training (educational) methodology. These two basic interests, substantive and methodological dictated the 2-week programme which is presented in outline in Panel III below.

Was it realistic to expect that the trainers could do in 2 weeks what literacy teachers would do in four, and do more, and do everything at a higher level of competence? Considering the team leaders from each of the four pilot areas, it was thought quite possible. These four individuals had comparatively higher formal education, had long experiences of field work in rural development and community development and had had some training abroad.

PANEL III

An Outline of the Trainers Course

(January-February, 1969)

First Week

The objectives and the structure of the course. Its three basic components: substantive knowledge about literacy, training methodology, and practical experience.

The meaning and purpose of functional literacy. Literacy as generative of development. Literacy and adult education.

The pilot project, its programmes as planned, and personnel needed for fulfilling programme objectives.

Making community programmes out of Project plans. Organizing local leadership and literacy committees.

Pre class preparations. The two fold task of information campaigns: to generate enthusiasm and supply right information about the programme.

Making selections of literacy teachers and class sites.

Locating and equipping classrooms. Building teacher and agricultural extension worker teams. Vocational work, the other half of the programme. The needs and possibilities for instructional programmes for the semi-literate and the new literate.

Working with adults. Adult motivations and special abilities and disabilities.

Presentation of reports by trainees on psychological principles of teaching adults.

Sociological considerations of working with adults. Study of family structure, decision-making in families and communities, concept of adulthood, etc.

Communication in formal groups and outside. Discussion as a method of adult education par excellence. Establishing and conducting discussion groups and forums. A laboratory experience in discussion methods.

Focus on the radio. Developing discussion sheets to go with special radio programmes.

Second Week

Methods and materials of functional literacy. A systems approach to programming and teaching. The basic format and structure of a functional literacy primer and how to teach from it.

Practice with teaching from a primer in a simulated situation.

Effective use of audio-visual materials, especially the non-projected material—charts, posters, flashcards, flannelgraph stories.

Use of rural newspapers. Selection and distribution of follow-up materials.

Classroom management: discipline, involvement, learning.

Literacy records: what and why?

Achievement tests: Making and administering them.

Supervision of literacy classes.

What does it mean to be a trainer? Principles of training design. Training resources available.

Presentation of the course developed for literacy teachers.

Mode of work in the conduct of the 4-week training course for literacy teachers. Assignment of training duties.

Practicum: Under guidance of the Project Training Team offer a 4-Week course for training of literacy teachers.

Special attention was paid in the trainers course to develop within the training experience *written teaching notes* for each topic in the literacy teachers course so that the teachers had something to take home with themselves and the trainers had had the opportunity of doing all the thinking they could and organize their ideas in written form.

An Evaluation of the Training Programme

Some 204 teachers were actually trained during January-June 1969 according to the plans described above. Some started teaching in May, some in June 1969. The Project administration had divided the programme year in two rather distinct phases—May to October 1969, the dry season for literacy classes; and November 1969 to April 1970, the wet season when the cotton farmer, it was assumed, would be too busy to attend literacy classes *regularly* but would be willing to attend agricultural demonstrations of immediate relevance to his farming problems.

The month of December 1969 provided a natural cutting point for the project to go to its teachers for feedback; what the teachers had meant to their learners, to their communities, and to the Project; and what the experience of teaching had meant to the teachers themselves. A Teachers Survey was, therefore, planned and conducted during December 1969 and January 1970. It covered a sample of 136 teachers from the four pilot areas according to an area sampling. Four instruments were used in the Survey: an Interview Schedule, and a Test in three parts—Literacy Knowledge Test, Arithmetic Test, and Visual Test.

The best index of teacher effectiveness would be to see if the class he was trying to teach actually learnt. However, neither achievement tests on reading, writing, arithmetic and vocational skills nor attitude scales were available or used in the Project. Such tests are now being constructed. The other index of teacher performance could have been average attendance figures for each teacher. Unfortunately, this is a weak index since attendance figures are generally inflated and therefore undependable. During supervision visits from the Project from May to October 1969 some ideas were formed about teacher performance but this was unsystematic and sporadic and did not give the total picture of what the teachers were doing and how well.

An attempt was, therefore, made to judge teacher performance *ex post facto* by administering a test in literacy knowledge, arithmetic, and visual strategies. The rationale of the tests was that if the teachers could not themselves do well on them they could not have taught their classes what they were supposed to teach. The Interview Schedule administered to teachers along with these tests sought to judge teacher morale, teacher aspirations, and their gains, if any, in community leadership.

A detailed report on the Teachers Survey is available separately.² Here we present only some of the important findings.

Most teachers felt that the training was too short and suggested a hundred per cent increase in duration. All of them wanted refresher courses, every now and then.

The teachers newsletter was found useful (but was not always understood!) It seems obvious now that newsletters that have been designed to serve in-service training needs must be *administered* and not merely distributed. Each issue may be administered to a teachers group by the supervisor in charge, in a 2-hour session every month, discussed and distributed.

Test scores made by teachers point strongly that the teacher role be better defined, specific performance criteria be laid down and stricter selection policies be applied. The teacher selected to teach should be at least a VII grader; higher age need not be preferred: as long as a teacher is not seen as a mere child the younger the teacher the better (In the test the age group 16-20 performed best.)

It is customary among adult education workers to give weight to community acceptance in teacher selections. It seems, however, that if the community is asked to suggest teacher(s) for their class(es) the selection procedure is unnecessarily restricted. The administrator may end up with an inadequate teacher acceptable to the *local power structure* (not to the community) and forced on the learners. It seems more reasonable to go by merit, to take the best teacher from among all the VII graders around and leave the man so selected in favour of the next one only if he is *rejected* by the community for such things as drunkenness, misconduct or a police record.

Work-oriented projects generally require the teaching of improved economic skills to its clients. These skills are modern and involve counting, measuring of volumes, and an over-all sensitivity to precision and cause-and-effect relationships. This requires, at the best some teaching of general science

²H.S. Bhole, "Literacy Teachers of Adults: An Evaluation Report on Training and Performance of Voluntary Literacy Teachers in a Functional Literacy Project in Tanzania," Mwanza: Work-Oriented Adult Literacy Pilot Project (P.O. Box 1141), February, 1970. Mimeographed. Pages 110.

but at the least a minimum of computational skills. Unfortunately, most of the literacy teachers themselves are unable to handle simple arithmetical problems. They are also unable to handle simple arithmetical problems. They are also unable to handle commonly used visual strategies like perspectives and camera angles, juxtapositions of visuals to suggest cause and effect or before and after relations, family trees and pictures in series to show chronological development of organisms or events. Only the pie chart was understood by most. Perhaps this was so because it was flat and involved a simple comparison of parts. This means that it cannot be taken for granted that teachers would be able to teach from the visual materials integrated with the primer or those provided to them for supplementary adult education if they are themselves not trained in the use of such materials and in picture literacy. There was thus an obvious need for organizing remedial courses for voluntary literacy teachers especially in the area of arithmetic for agriculturists and in picture literacy and audio-visual aids.

Use of film-based simulations to provide teacher under training with experience of literacy teaching was another thing that seemed very promising indeed.

As could perhaps be anticipated once a young fellow was selected as a voluntary literacy teacher he gained on the leadership dimension: he became somebody in the community. As a literacy teacher he was probably more likely to acquire a formal leadership position than another VII grader. He was more likely also to get more invitations and honours than an other VII grader who was not a literacy teacher. He would probably be sought for advice. He would be the man to talk to in many cases; and he would be the man to take along on important engagements with those in authority. In fact it seems that employment of literacy teachers from among the VII grade youth in a community could be one way of introducing new, educated, merit-based leadership in some tradition-bound communities when traditional leadership was well entrenched.

One must remember that teachers cannot live on love and fresh air alone. Recognition in itself is not enough when material deprivations are acute. Money howsoever little is important for teachers. Every one of them almost was in one way or the other concerned with money and wanted more than 30 shillings and at least wanted it to be paid regularly.

This then has been a description and evaluation of the training programme for literacy teachers as developed and used in a literacy project in Tanzania during 1969. With new plans of expansion in programmes, different possibilities for the recruitment pool for literacy teachers, and new insights emerging, the training design must *change* to respond to new realities. This indeed is the basic essential of training design: ask all the questions afresh, find new answers, do not live on old ones.

World Bank Displays Interest in Work-Oriented Literacy

The following is an extract from a speech made by Mr. Robert McNamara:

"...The Bank intends to hold closely to its policy of providing educational assistance only where it will contribute significantly to economic development. The objective is clear. The means are less so. But, at the minimum, they will include three shift of emphasis: greater attention to functional literacy for adults in those countries where the growing pool of adult illiterates constitutes a serious obstacle to development ..."

IFWEA International Seminar

The International Federation of Workers Educational Associations will organise an International Seminar on "the Contribution of Educational Research and Educational Planning for Promoting Workers Education," in Florence, Italy, from September 7 to 12, 1970.

World Conference on Audio-Visual Aids

A World Conference on Audio-Visual Aids will be held at Olympia, London, in conjunction with a large exhibition on the same subject, from 20 to 23 July. The subject of the Conference, arranged by the International Council for Educational Media and supported by Unesco, will be the administration and planning of audio-visual services. Speakers from many parts of the world will discuss such problems as teacher training, organizing production, cost effectiveness, and educational radio and television.

New Publication

Adult Education and National Integration

Price Rs. 3.50 (Inland) Abroad \$ 1.25.

Please send your order to

Indian Adult Education Association

17-B Indraprastha Marg, New Delhi-1

Mujeeb in United States

Professor Mohammed Mujeeb, Treasurer, Indian Adult Education Association, and Vice-Chancellor, Jamia Millia, New Delhi, is participating in a centennial programme on Ghalib in the United States.

Prof. Mujeeb is likely to return to New Delhi in the first week of June.

National Prize Competition of Books for Neo-Literates

The Ministry of Education and Youth Services has announced the 14th Prize Competition of books and manuscripts for neo-literates.

About 40 prizes of Rs 1000/ each will be awarded to authors of the best selected books in all Indian languages included in the Seventh Schedule of the Constitution.

The Ministry will also purchase about 1500 copies of each prize winning book or manuscript for distribution to Social Education and Community Centres in States and other places where the neo-literates adults and new reading public will have access to them.

Last date of entry is ^{July} August 31, 1970. Further information: Ministry of Education and Youth Services (Section A.E. II) Government of India, New Delhi-1.

Scandinavians Set up Joint Centre For Library Aid

The national library bureaux in Denmark, Finland, Norway and Sweden have joined efforts to make their services internationally available.

The resulting Scandinavian Library Centre offers its services as consultant in the planning, interior design and modernization of libraries in any part of the world, and in advising on the supply of all kinds of library equipment.

For further information, write to: Scandinavian Library Centre, Mosedalvej 11, Copenhagen, Denmark.

(Unesco Features)

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

June 1970

Volume XXXI Number 6

CONTENTS

Functional Literacy in Rural Areas	<i>J.D.N. Versluys</i>	... 3
Educational Needs—A Review	<i>L.S. Saraswathi</i>	... 7
How to Put New Ideas Across—A Unesco Investigation	<i>Antony Brock</i>	... 10
Processes of Adult Learning	<i>N.R. Gupta</i>	... 11
Motivating Factors Affecting Literacy Campaigns	<i>R.G. Chatterjee</i>	... 13
An Eventful Decade of Workers Education		... 15
International Education Year and I.L.O.		... 17
Programmes of Adult Education Board in Singapore		... 18
Book Review	<i>J.L. Sachdeva</i>	... 20

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

Rs. 8.00 : Foreign \$3.50.

Single Copy Re. 1.00



ARE YOU REPAINTING?

Then wait a minute.
Please see that you are repainting your Black Boards by 'MEGH' Ink-Paint only.

'MEGH' marked Ink-Paint is the only ideal for renewing your Class Room Boards.

Because:—

It can be applied at ease.

It dries 100 times earlier than any other Paint.

It is very economical at the same time durable.

It gives clear impression of Chalk.



For details please contact:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA

New Publication

Adult Education and National Integration

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

Indian Adult Education Association
17-B Indraprastha Marg, New Delhi-1

COUNCIL TO PROMOTE EDUCATION FOR DEMOCRACY

A meeting of the representatives of various organisations associated with the programmes of education of adult men and women held on May 18 in New Delhi established a council to promote education for democracy. Dr. Mohan Sinha Mehta presided over the meeting.

IT will be known as **Indian Council on Education for Democracy**. Individuals, institutions interested in promoting education for democracy can become members of the Council. The Council will also elect Honorary Members who have rendered conspicuous service in the field of education for democracy.

Among other things, the Council will organise correspondence courses, study camps and extension lectures for various groups of citizens interested in civic education.

It will also prepare, produce and publish reading materials for disseminating information about democratic institutions and their functioning.

The Council plans to publish periodicals, bulletins, pamphlets, monographs, books, research studies, etc. on different aspects of democracy and techniques of dissemination.

The Council will associate schools, colleges, universities and other institutions and will establish regional and local branches to promote and further its objectives.

The idea to establish the Council was formed at the National Seminar organised by the Indian Adult Education Association in Pondicherry in 1968 under the directorship of Dr. L.M. Singhvi, Chairman, Institute of Constitutional and Parliamentary Studies, New Delhi. One of the recommendation of the

Seminar was to establish an institute to remove political illiteracy among the masses.

In pursuance of this recommendation the Indian Adult Education Association in collaboration with Institute of Constitutional and Parliamentary Studies, organised a Round Table for formulating a programme of action. The Round Table recommended that a Council on Education for Democracy should be established having representation from different organisations doing adult education work in one form or the other for formulating the plan of work and for guiding its implementation.

A meeting of the representatives of various organisations was held at the headquarters of the Indian Adult Education Association on January 10, 1970 to finally constitute the proposed council. The meeting constituted a preparatory committee consisting of Dr. L.M. Singhvi (Convener) Sarvshri J.C. Mathur, John Barnabas, I.P. Tiwari, R.L. Thakar, S.C. Dutta and Dr. S.C. Kashyap to draft Memorandum of Association and Rules of the proposed council.

At its meeting on May 18, the draft memorandum and articles of Association was adopted. Shri Jayaprakash Narayan was elected as the first President of the Council.

Dr. M.S. Mehta, Dr. L.M. Singhvi and Shri S.P. Godrej were elected Chairman, Vice-Chairman and Treasurer respectively of the Council. Eighteen people including some members of the Parliament were appointed to the first Executive Board.

Adult Education in a System of Permanent Education

The Verband Osterreichischer Volkshochschulen in cooperation with the European Bureau of Adult Education, will organise the 13th Salzburg Discussion of Leaders in Adult Education on "Adult Education in a System of Permanent Education" in Haus Rief near Salzburg in Austria from July 26 to August 1, 1970.

Meeting Europe 1970

The European Bureau of Adult Education, will organise three Meet Europe Courses in Finland, Great Britain and Netherlands in July-August this year. The common title of these courses will be "Towards the Europe of 1980." Information: European Bureau of Adult Education, 8 Guardini, P.O. Box 57, Bergen, N.H.

WCOTP Conference in Australia

The World Confederation of Organisations of the Teaching Profession in cooperation with the Australian Association of Adult Education, will hold its World Congress in Sydney from August 7-11. Information: WCOTP, 1330, Massachusetts Avenue, N.W., Washington DC 20005, U.S.A.

Grant to Orientalists Congress in Australia

The Ford Foundation of America has approved a grant of \$ US 25,000 to help Asian scholars attend the 28th International Congress of Orientalists to be held in Canberra next January.

The congress will be held at the Australian National University from January 6 to 12.

Six programmes dealing with classical and contemporary interests on a regional basis will be considered. The programmes will cover West Asia, South Asia, South-East Asia, China and Korea, and Central and Northern Asia.

Art and Short Story Competition

The Delhi State Council of Women (The Delhi Branch of the National Council of Women in India) has organised a short story and art competition for non-professional women of Delhi above the age of 21 years. The last date for entries is July 1, 1970. Information: Mrs. Meera Mukerji, K-34, Hauz Khas Enclave, New Delhi-16.

Major European Firms Discuss Literacy for Workers in Developing Countries

Around 30 specialists and representatives of big European industrial enterprises met in Turin from April 22 to 24 to examine "the integration of literacy into economic development projects."

The meeting, which was organized by the Giovanni Agnelli Foundation with Unesco's help as part of International Education Year, is a continuation of the round table conference of bankers, economists and financiers which took place in Rome in February 1969. It discussed problems posed by the organization of programmes of literacy and professional training for workers in developing countries where large-scale infrastructures are being set up with international finance from European enterprises.

Among the big firms which took part in the Turin round table meeting were Philips, Volkswagen, Grands Travaux de Marseille, Olivetti, Pirelli, Banco di Roma, Italconsult, Impresit and Comirint.

(Unesco Features)

New Publications Checklist

	Rs.P	\$.C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective— J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education —revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education —revised edition	3.50	1.25

Order from :

**Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.**

Functional Literacy

in

Rural Areas

IT is sometimes argued that the simplest way to fight illiteracy is expansion of the school system to cover all the areas of each country, so that in a relatively short time—say twenty years—compulsory primary education would be no longer an ideal, but a reality, in even the remotest part of every country. The various large regional plans drawn up for the countries of Africa, Asia and Latin America in the early years of this decade aimed exactly at this, expecting that, when each year 5 per cent more of the children of school-going age would actually go to school, full coverage should be reached.

However, even with the tremendous efforts made by most governments to achieve this aim, it appears that its realization has been more difficult than the planners had expected. A statistical study carried out in thirty-five countries of Middle Africa on the results obtained in the period 1960-65 showed that instead of 5 per cent only 1.77 per cent more children went to school every year. An example may show what is needed: imagine a country with a population of 10 million inhabitants increasing by 3 per cent per year and a primary school system of six

years, where one would like to increase enrolment by a yearly 5 per cent of the total number of children of school-going age. If, in this example, there were 25 per cent of them already going to school in 1960, then this would require schools, teachers, teacher training and school administration for 60,000 more children in 1961, but because of the increase in population, the total would reach 70,000 five years later. Such an ever increasing yearly addition is a terrific burden on the budget of a country of 10 million whose population would have increased up to 11.6 million in five years time, and whose other needs would have grown at an equally rapid pace.

Still, the study showed that even this was not the real problem. Far more serious was the very heavy drop-out rate which showed that out of 100 children entering grade 1 in 1960 only 32 arrived at grade 6 in 1965. This is all the more serious since most of the loss (thirty-four) appeared to occur after the first year, when the children had learned so little that little retention could be expected.

It is clear, therefore, that not only because of the delays in establishing schools but particularly because of the high drop-out percentage, adult illiteracy will not easily be vanquished by the extension of the primary school system. The important influence of the demographic 'explosion' is also shown by the census figures taken in 1950 and 1960 which indicated that the world percentage of illiterates had diminished from 44.3 to 39.3, but the total number had increased from 700 to 740 million.

Statistics also bring out another point of direct interest to our subject: illiteracy is in all countries more common in rural areas than in cities. The difference is often very important: in Ecuador, where urban illiteracy is low (11 per cent), it is no less than 42 per cent in rural areas. Finally, illiteracy among women is usually much higher than among men.

Some countries have launched national literacy campaigns in order to 'eradicate' illiteracy in a few years by appealing to all literate citizens, so that each should take responsibility for a certain number of illiterates. In practice, however, it was mostly teachers who were expected to carry out this heavy task without much assistance in the form of suitable reading materials for adults, or training in teaching adults, or even reasonable remuneration for this work. Moreover, the adults often asked why they should become literate, what advantage it would give them, and, finally, what they should read, since in many villages there was no library or any other source of reading material.

The results of such campaigns have indeed been disappointing. After the first surge of enthusiasms, the interest of both teachers and learners rapidly disappeared, and the final effects were rather meagre.

The basic problem obviously is the actual need for adults to learn to read and write. A man in a city may clearly feel it: he cannot read the names of streets, does not know in what direction trams or buses go, cannot fill up application forms, knows that literacy is demanded for many jobs, and so feels not only insecure but also inferior. He tries to hide his illiteracy, and would be genuinely interested in becoming literate. Hence the higher literacy rate in urban areas: it is difficult to live in a city without being literate. But how is the situation in rural areas?

Factor in development

As a general rule it should be stated that adults should be made literate only if this would really help them in their daily life, and particularly in their work. Literacy clearly is one of the factors in development, but it is only effective if it is in combination with other factors. As it was expressed in one of the general conclusions of the World Conference of Ministers of Education on the Eradication of Illiteracy (Teheran, 8-19 September 1965): 'Literacy teaching should be resolutely oriented towards development, and should be an integral part not only of any national education plans but also of plans and projects for development in all sectors of the national life.' Therefore, one should know first whether literacy fits within these other factors, is really needed and so becomes functional in the sense that it is actually used.

It follows that functional literacy is selective since it does not direct itself to the whole population but only to those who require literacy. It is also selective in another sense: different groups of people should receive different programmes according to their needs. A programme for rice-growers should be geared to the specific problem of this crop and participants in a literacy course should not only learn how to read and write, but should learn at the same time about the ways in which rice can give the highest yields. It is, therefore, an intensive course in which part of the time may be spent in the rice-fields to study crop diseases or to compare the results of different rice varieties, another part of the time learning to read and write about these subjects. So it is work-oriented—it has a role to play in the economic development of the country. Therefore, there will be a variety of programmes according to the crops cultivated and the specific needs of each population group. Such rural programmes will be completely different from those for industrial workers, who would require literacy work integrated with vocational training in their various occupations.

Functional literacy programmes are, however, not necessarily limited to work alone: they may also be geared to cultural, social, health or other aspects of daily life, or may offer combinations of all these elements. The basic point is that participants should

be led to the use of the printed or written word. If such programmes do not engender ultimately the regular use of reading materials and the habit of writing as part of every life, then literacy has not become truly functional.

On the other hand, it is not necessary to imagine that there is an absolute difference between functional and conventional literacy programmes. They should rather be considered as a continuum. Conventional literacy may include more and more elements of functional literacy. It may use material which is to some extent work-oriented, and such material may be gradually improved in quality. The integration of literacy and other material may be imperfect in the beginning and gradually improve as the instructors themselves become increasingly conscious of the need for adopting a different approach. The work should be based on the occupational and other needs of the participants in the course, which means that each instructor should be fully acquainted with the daily life of his group. It also means that a group should be homogeneous and should have the same broad interests. In this way its members will enter into discussions freely, and each of them will make his contribution, as well as the instructor. In this way the expression 'literacy class' is misleading, since work-oriented literacy operates in a different way: the instructor does not act as a teacher but rather as a discussion leader whose knowledge may be greater—and certainly is in respect of the literacy element—but who listens with interest to what others have to say, so that an exchange of experience results.

Such an attitude may be difficult for a school teacher to assume. Ideally, work-oriented literacy could probably best be taught by an instructor who would be particularly well acquainted with the problems of the occupation, e.g. a foreman in a factory, or an agricultural extension officer in rural areas who should have had some special training to impart the necessary literacy elements to the members of his group. On the other hand, if a teacher is to impart work-oriented literacy to farmers, he should have a thorough agricultural training and the active collaboration of an agricultural specialist—although, it must be added, in developing countries the teacher usually does have some personal farming experience.

New situations

Functional literacy for farmers will be particularly useful if they are facing a new situation—as settlers in a new area, or farming on land in a new irrigation scheme, or starting a new cash crop. Similarly, if the same crop is being cultivated but a new seed variety is to be used (such as the R 6 rice variety in the Philippines which can provide four to five times the normal yield) literacy training will prove to be helpful. On the other

hand if no other measures of development are to be taken simultaneously, it is unlikely that literacy will ever become really functional, since there is little reason to believe that a farmer, continuing his traditional cultivation under exactly the same circumstances as before, will feel the need for reading and writing.

The point here is that the method of farming should become such that literacy will really be an important factor. This will happen when the farmer becomes convinced that good agricultural practice should be based on scientific principles which he must understand and apply. There is no doubt that important improvements can sometimes be achieved by illiterate farmers if they are given better seed and suitable fertilizers. But more often than not innovations require different methods of cultivation: the new seed variety may be more sensitive to the correct distance of planting, to the right amount of water, to a special mixture of fertilizers applied at the required time, etc. Protection against weeds and disease is vital to achieve high yields. Diversification of agriculture, or the introduction of mixed farming, may present valuable possibilities. But all this requires constant care and decisions must be taken based on the knowledge of the total situation. It is difficult for an illiterate farmer to remember all the instructions which he must learn by heart and really understand since he has never learned their scientific bases.

To most farmers in developing countries, book knowledge seems, to be needed only by people in town, or doctors and lawyers. They willingly send their sons (less often their daughters) to school to give them a chance to learn a job different from farming, so that the young people can live in town and (so he hopes) become rich. In many cases the teacher holds the same views, and thus in his teaching encourages this migration to towns. However, the result most often is more urban unemployment, while there may be a shortage of workers in the village. It should be remembered that agriculture based on scientific principles often requires more labour than the traditional method of cultivation.

It may be argued that there is a strong tendency in highly developed countries towards a continuous decrease in the already small number of agricultural workers, a decrease which has been estimated at 20 per cent between 1950 and 1960. This was possible and necessary because of increased mechanization in agriculture and more demand for workers in the industrial and the service sectors. This process is accompanied by an increased productivity in agriculture, both per hectare and per worker. However, in most developing countries, the situation is entirely different: about 70 per cent of the population works in agriculture and there is little demand for workers in the other sectors.

An improvement in agriculture is, therefore, a vital step on the road to development. Mechanization may sometimes be necessary, but in most cases this would not be the answer for small plots and in areas with scarcity of capital and plenty of labour. There, making the best possible use of available workers will be far more effective. And it is there that improved education will play a vital role. Agriculture improved by better methods—made possible by higher skills and better understanding—will then be more productive, thus providing investment and opportunities for industry; and industry will, in turn gradually open the way to more industries and a less one-sided economic structure.

Two activities

In an agricultural development area two different educational activities should be combined: a rural type of education at school, where the children will learn that good agriculture requires care, knowledge and understanding can be a rewarding occupation; and work-oriented literacy for the parents who will learn, in a manner interesting to adults, to solve agricultural problems including those connected with the marketing of produce.

In this way the new agricultural possibilities such as irrigation, reclaimed land, high-yield seeds, etc., will be used as much as possible and will indeed increase agricultural income; but this, in turn requires a reorientation of the teachers, who should be trained to teach the principles of 'scientific' agriculture. It also requires the organization of a library system. To bring literacy without, at the same time, providing a suitable collection of reading material is about as useful as giving swimming lessons in the desert. The material should be suitable for the various needs of men and women, the different age groups, the many interests. It must be admitted that most new readers will be particularly interested in improving their income, since that is the basic problem in developing countries. Therefore, the way in which information on agricultural subjects is given should be such that it is understandable for readers with little experience, is interesting and provides really important points that can be applied in actual practice.

Functional literacy in rural areas has a very practical advantage over literacy addressed to townspeople in that the programmes can be more homogeneous. Urban programmes require a great variety since the occupations in cities are far more numerous. The cost involved will therefore usually be higher in cities since the drawing up of a programme is a difficult and therefore expensive work. The use of mass media may be worth while in rural areas, where a radio course may help instructors who are not fully trained. In the discussion afterwards, the instructor, as the group leader, may communicate

unanswered questions to the radio centre which would give the replies in the next broadcast.

If functional, work-oriented literacy is selective and will be offered first to farmers living in a developing area or facing new agricultural problems, it may be asked if this does not represent a lack of social justice *vis-a-vis* the groups who are excluded. This is not so. First of all, it would rarely be feasible to produce sufficient programmes and to train enough teachers and instructors for the whole illiterate population at the same time. If one has to make a choice, then it is only reasonable to start where there is a real need, and where literacy will be a positive factor in development. Once this has started to influence the economy as a whole, the situation will improve, and there will be more and more need for literates in all sectors, as has been pointed out already. Selection is a strategy aimed at achieving better and better literacy opportunities.

Moreover, only when farmers are convinced that agriculture is becoming sufficiently complicated to require some 'book knowledge', will there be sufficient motivation. Adult literacy programmes are rarely compulsory, therefore the motivation must come from the attractiveness of the programmes as such. The efforts to be made should not be underestimated: holding a pencil in your hand is not easy when you are accustomed to holding a spade or handling a plough; the eyes have never been trained to distinguish the tiny difference between letters; the use of written words as symbols requires understanding and the use of the intellect in a new way. Moreover, people may feel awkward about going to school like small children. This last should lead to an emphasis on the exchange of experience in discussion, instead of the traditional teacher-pupil relationship.

The problem of motivation is a very real one. The rural situation without written signs on the roads, without trams or buses, without, in particular, the social control of a literate majority, does not induce people to participate regularly. The drop-out rate may be high unless the course is genuinely interesting and clearly useful; and this will be so if it is in direct connection with daily life. A rural literacy course should follow the agricultural cycle, so that demonstrations of the correct methods are given in the field and discussed later on in the classroom where the important points are written down—gradually providing an integrated and complete course. Mathematics should be connected with the actual problems of buying and selling, with amounts paid by a producers' co-operative, and similar practical matters.

Special problem

There is a special problem in rural areas where

family farming is the normal pattern of production—as it is in most parts of the developing world. In all these cases individual decisions have to be made by small farmers who are following traditional patterns of agricultural production. There may be some innovators in a village, but they are usually not among the illiterates or the new literates. New practices are usually first tried and accepted by the more well-to-do farmers, who in most cases are literate already. Therefore, work-oriented, literacy may not produce immediate results, unless there is also a change of attitude which should become increasingly dynamic. Still, one should never forget that any new practice implies a certain risk which a small farmer can ill afford. Co-operative production methods may be advocated as a solution, which may in turn lead to farming on larger units—an unavoidable trend to make farming more efficient—although in more densely populated agricultural regions this may be difficult to achieve. Once more functional literacy may improve agricultural production, but it cannot be expected to solve all problems if not accompanied by other factors of development.

There may be special difficulties if the mother tongue is different from that in which literacy is to be imparted. Obviously, if at all possible, literacy should be given in the mother tongue. However, if the project is confined to a small group of no more than several thousand persons the question arises whether literacy in a language spoken by so few would ever justify the cost of publishing sufficient books, papers or pamphlets needed to make literacy worth while. After all, literacy should mean adding a new dimension to life: that of the thought and experience of others outside the narrow horizons of village or district. But if sufficient reading matter cannot be produced in a given language; and if it is unlikely that translations can be printed for such a small audience, then literacy in that language would miss its purpose. In such cases another language must be learned, (it should be added that those concerned are usually quite willing to do so since they clearly feel the limitations of their mother tongue.) However, the effort of becoming literate in a foreign language is obviously all the greater, particularly in rural areas where the knowledge of such a language will be less extensive than in towns.

Functional literacy in rural areas is one of the important factors in achieving a new type of agriculture based on scientific and economic principles. The level of literacy should be such that farmers will be able to use printed material, to keep abreast of new developments, and literacy should be so integrated with agricultural extension that the farmers understand the broad principles of the new methods to be applied. (At the same time, the rural school

(Continued on page 20)

EDUCATIONAL NEEDS—A REVIEW

Dr. (Miss) L.S. Saraswathi

EDUCATORS as well as lay leaders often state that educational progress should be based on the needs of the clientele. This is more so in the field of adult education. The frequency with which the term "need" is used by one and all is immeasurably high that at times it appears that the term may lose its real import and significance and may have become a mere slogan, which we can hardly afford. The author of this article is interested in bringing the attention of the readers, hopefully adult educators, to the frequency of use of the term, need, and the significance of the term by bringing to light the diversity of meanings and classifications attributed to the term in the literature available so that the use of the term is made by the educators consciously and cautiously.

The importance of needs as a basis for programme planning is repeatedly expressed by adult educators. Following evidences are provided to support this observation.

London (13, p. 66) stated, "There appears a remarkable consensus of opinion among the adult educators as to the formal steps in successful programme development." The first step listed by adult educators is the determination of the needs of the constituents. London (13, p. 67) explained:

Because adults do not have to go to school, but undertake adult education courses voluntarily, programmes must be based on needs and interests which these students themselves express or which they can be led to recognize.

Miller (14, p. 497) stated the opinion that "The proudest boast of the adult educator is that he builds his programme on the needs of the individual, or the needs of the community." Leagans (12, p. 100) expressed the view, "...needs of the people constitute the core around which successful programmes are built." According to Knowles (9, p. 84):

...individual needs and interests, the requirement of society and local communities, institutional goals, and the capital of human experience are all valid sources of objectives.

Schmidt and Svenson (15, p. 91) expressed, "...a first step in the development of educational programme is to assess and articulate the needs of the prospective learners. Boyle (2, p. 20) identified 11 principles of programme planning. One is:

Educational needs of the potential programme participants should be considered...Educational needs should reveal themselves in the programme objectives and therefore must be determined by the planning group.

Williams (21, p. 34) analyzed selected principles

related to programme planning process and suggested that programme should "provide for the identification of the needs and interests of the people."

One of the major factors of motivation for adults to participate in adult classes is that the programmes are problem-centred according to the needs of the clientele. Czajkowski (3, p. 13) expressed this opinion in her study:

Adults participate voluntarily in educational programmes as mature, autonomous individuals who have a background of varied experience. The adult's life is not school centred, as with youth, so that for the adult the learning must be life-centred. An adult's motivation comes from the present and from within rather than from the future and outside.

Spence and Evans (17, 221—225), reporting on the review of the research done on the problem of drop-outs in adult educational programmes, pointed out as one of the causes frequently reported for drop-outs is that the programmes are not meeting the needs and interests of adults and one of the recommendations for decreasing drop-outs is the satisfaction of needs and interests of the adult learners.

Examples cited above are sufficient in number to indicate to the reader the use of the term "need" in the literature related to programme planning process in extension and adult educational programmes. Hence it becomes imperative for any worker in these fields to have an understanding of the nature of people's needs. A review of the definitions and the classifications of needs is included here in order to present to the reader a view of the meanings of the term "need" as available in the literature, which if carefully studied may help the reader to arrive at a clearer concept of the term.

Jackson (7, p. 202) as a result of his study on the understandings which the adult educators have of the word, need, and their use of the word concluded: "Need appears to be primarily a philosophical term, describing that which must be accomplished or changed in the adult for some value to be realized.

James (8, p. 23-24) identified three meanings of the term, need, having different implications for the educational programme planning. They were tension state, which is of limited value to the educator as it does not define particular avenues of satisfaction; needs or wants, which have educational significance but require determination of priorities by the educator; and values, which the educator as a social agent weigh against one another in order to incorporate into the curriculum.

Kosimar (10) examined the varying meanings of "need" and categorized them according to their uses, prescriptive and motivational uses. He explained the

The author is Lecturer, Department of Education and Extension, Faculty of Home Science, M.S. University of Baroda.

prescriptive uses in terms of (1) objectives, (2) necessity, (3) deficiency, and (4) rules. These were the four prescriptions or conditions described for a need to be a need. He (10, p. 25) explained the first condition: "One of the criteria for call in something a need is that it be related to some further state of affairs...some objectives..." In describing the second condition of necessity, he (10, p. 26) stated:

The object or activity or further state of affairs we refer to as a need must be necessary to the objective, in the sense that its presence contribute to the achievement of the objective while its absence renders it unattainable.

Kosimar (10, p. 27) described the third condition: "...the use of need presupposes a deficiency without which it is a mistake to say a need exists." The last condition of rules was explained by Kosimar (10, p. 29) as "...the general social expectations constituting the teachers' authority and justification for imposing further requirements, giving directives, prescribing needs."

In the motivational sense, Kosimar (10, p. 32-37) referred to three uses of the term, namely, (1) motive, (2) deficit state, and (3) dispositional. In terms of motive, need is used to refer to any kind of motive or desire or goal seeking behaviour, an event or happening, that is a state of tension, a condition of disequilibrium calling for response. Deficit state indicates conditions of lack. In the dispositional sense a need is a trait, a propensity, a predilection, not an event.

Ellis (4, p. 2-3) in a similar vein to Kosimar reported the concept of need in at least two major senses, prescriptive and motivational. He stated that the use in prescriptive sense implied the following conditions:

1. Needs in terms of objectives. Needs imply the serving of objectives. Something is 'needed' for some further state of affairs—a new state, maintenance of an existing state, or avoidance of a possible state....

2. Needs in terms of requirements or necessity. Besides being related to an objective, that which is needed, must be required for the particular state of affairs. Its relationship is essential not incidental.

3. Needs in terms of deficiency. Besides being required or necessary for the attainment of an objective, something must be deficient or lacking to be a need. The word 'need' is sometimes used where 'necessity' or 'requirement' would be more appropriate....

4. Needs and obligations. The strength of a need depends upon the obligations to achieve the objectives. Consider the statement 'You need practice if you have to have a career in music.' The practice may be required for the achievement of the objective and lacking among many persons, but the strength of the need depends upon how necessary a career in music is to the individual involved.

A need in the motivational sense, is a deficient state that initiates a motive. It sets up a tension in a person causing him to want to do something....This use is similar to the concept of drive, which refers to the bio-psychological state of tension that causes gratification seeking behaviour.

Varied from the motivational and prescriptive uses of the term need, more specialized uses of the concept of need are reported by Ellis (5). They are real educational need, felt need and symptomatic. According to Ellis (5, p. 2) "...the real educational need has reference to specific understandings, attitudes and skills that are lacking but are required for the attainment of a more desirable condition." The characteristics of a real educational need are described as follows:

1. It must be required or necessary for a desired state of affairs.
2. It must be lacking, absent or deficient.
3. It must carry a legitimate claim about which something ought to be done.
4. It must be capable of being satisfied by means of a learning experience which can provide appropriate knowledge, attitudes or skills.

Ellis (5, p. 2) explained a felt need as something which is regarded as necessary by the person or persons concerned but which may or may not be an educational need. Felt needs are closely related to interests. The symptomatic need, the more appropriate word suggested by Ellis (5, p. 4) being "a symptom of a need," described as "...that which is considered a real or genuine need by a person or persons but which in reality is only a manifestation of a real need."

Bergevin (1, p. 144-146) distinguished three kinds of educational needs, the symptomatic, felt and real educational need and explained in a similar way as described by Ellis.

Spitze (18, p. 102) stated that "...need may mean knowledge, experience or ability which will enable one to solve a practical or scientific problem." She (18, p. 102) illustrated the definition with some examples. Two such examples are the skill in consumer buying in order to live on limited income and knowledge of nutrition in order to solve some health problems.

Taba (19, p. 286) made a reference to the definition of need from a purely educational point of view as follows:

...there is the purely educational definition which describes as a need the gap between the present state of an individual and the desirable objectives, such as a need for sensitive awareness of other people and their values, for critical thinking, for competence in social skills, for adequate achievement in arithmetic, for democratic social attitudes, and for skills in group life.

According to Leagans (12, p. 92):

Needs represent an imbalance, lack of adjustment, or gap between the present situation or status quo and a new or changed set of conditions assumed to be more desirable. Needs may be viewed as the difference between what is, and what ought to be; they always imply a gap....

Williamson and Lyle (22, p. 81-82) differentiated conscious or felt needs and unconscious or unmet needs. They equated felt needs to interests and determinants of interests. They defined the unmet or unrecognized need as the lack in the student a teacher sees.

Tyler (20, p. 6) differentiated two uses of the term need. According to him:

The first use of the term represents a gap between some conception of a desirable norm, that is some standard of philosophic value and the actual status. Need in this sense is a gap between what is and what should be. The other use of the term by some psychologists represents tensions in the organism which must be brought into equilibrium for a normal healthy condition of the organism to be maintained.

Sheasha (16, p. 52) differentiated between needs and wants:

Needs are feelings requiring satisfaction, on condition that an increase in one individual's satisfaction does not decrease the total amount of satisfaction for all the individuals of the community... Wants are feelings requiring satisfaction, but it is not necessary that the increase of one individual's satisfaction will increase the total amount of satisfaction of all the individuals in the community.

Simplifying the relationships between wants and needs, Sheasha (16, p. 52) pointed out that wants constitute the undesirable and desirable wants; and since desirable wants are needs, the wants consist of undesirable wants and needs.

The educational need, considered synonymous to problem, is defined by Federal Extension Service (6, p. 4) as "A situation or condition which, after study, people have decided needs changing and think that the desired change can be brought about in total or in part through educational endeavor."

To conclude, the term, need, complicated by its academic and ordinary usage implies several conditions leading to a number of definitions or meanings encountered in literature. References are made in this paper to the definitions of the term by educators. In all the definitions reviewed, the term implies the existence of some gap or missing link between the actual existing status and the desirable status for the individual or group whether it be in values to be realized; feelings to be satisfied; tensions to be relieved; conditions to be changed; knowledge, experience or ability to be improved; objectives to be accomplished; or norms to be conceptualized.

Literature Cited

1. Bergevin, Paul, *A philosophy for adult education*, New York, N.Y., Seabury Press, 1967.
2. Boyle, Patrick G, *Planning with principles*, In Adult

Education Association of the U.S.A. Adult Education: Theory and Method. Series 7: Administration of adult education; Pp. 19-22, Washington, D.C., Adult Education Association of the U.S.A., c1965.

3. Czajkowski, Jania Mary, *Differences in perceptions of needs for nutrition education as seen by homemakers from different age groups and by lay and professional leaders*, Microfilm copy, Unpublished Ph.D. thesis, Boston, Massachusetts, Library, Boston University of Education. Ann Arbor, Mich., University Microfilms, 1963.
4. Ellis, Joe S, "The concept of need in adult education," *Community Teamwork* (Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana) 21, No. 1: 2-3, Nov. 1968.
5. Ellis, Joe S, "The concept of need in adult education," *Community Teamwork* (Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana) 21, No. 2: 2-4, Dec. 1968.
6. Federal Extension Service, *Suggested definitions of extension programme development terms*, U.S. Dept. Agr. TR-361. Ca, 1955.
7. Jackson, Norman W, "The understandings the adult educators have of the word "need" and their use of the word." *Adult Education* 13: 202, Summer 1963.
8. James, Bernard J, "Can "needs" define educational goals?" *Adult Education* 7: 19-26, Autumn 1956.
9. Knowles, Malcolm S, *Tensions and gaps from philosophical differences*, In Sillars, Robertson, ed. Seeking common ground in adult education. Monograph No. 4. Chicago, Illinois, Adult Education Association of the U.S.A., 1958.
10. Kosimar, Paul B, *Needs and the needs curriculum*. In Smith, B.O., and Ennis, R.H., Language and concepts in education, Pp. 24-42. Chicago, Illinois, Rand McNally and Co. 1961.
11. Leagans, Paul J, "A concept of needs," *Journal of Cooperative Extension* 2: 89-96, Summer 1964.
12. Leagans, Paul J, "Programme planning to meet people's needs." In Kamath, M.G., ed. *Extension education in community development*. Pp. 83-118, New Delhi, India, Directorate of Extension, Ministry of Food and Agriculture, Government of India, c1961.
13. London, Jack, "Programme development in adult education," In Knowles, Malcolm S., ed, *Handbook of adult education in the United States*, Pp. 65-81. Chicago, Illinois, Adult Education Association of the U.S.A., 1960.
14. Miller, Harry, "Liberal adult education," In Knowles, Malcolm S., ed. *Handbook of adult education in the United States*. Pp. 497-512, Chicago, Illinois, Adult Education Association of the U.S.A., 1960.
15. Schmidt, Warren H. and Svenson, Elwin V, "Methods in adult education," In Knowles, Malcolm S., ed., *Handbook of adult education in the United States*, Pp. 82-95, Chicago, Illinois, Adult Education Association of the U.S.A., 1960.
16. Sheasha, Taha, "A definition of needs and wants," *Adult Education*, 12: 52-53. Autumn 1961.
17. Spence, Ralph B., and Evans, Louise H, "Drop-outs in adult education—a report prepared for AEA's research committee," *Adult Education*: 6: 221-225, Summer 1956.
18. Spitze, Hazel Taylor, "The needs of the students as a basis for curriculum decisions." *Illinois Teacher of Home Economics* 9, No. 3: 101-126, 1965-66.
19. Taba, Hilda, *Curriculum development, Theory and practice*, New York, Harcourt, Brace and World, Inc, 1962.
20. Tyler, Ralph W, *Basic principles of curriculum and instruction*, Chicago, Illinois, The University of Chicago Press, 1950.
21. William, C. G., "An analysis of selected principles related to programme planning process in the Cooperative Extension Service," *Review of Extension Research Circular* 534: 34, July 1961.
22. Williamson, Maude and Lyle, Mary S., *Homemaking education for adults*, New York, Appleton-Century-Crofts, Inc., 1949.

HOW TO PUT NEW IDEAS ACROSS

A Unesco Investigation

By Antony Brock

DEVELOPMENT is about changing the world and in past the prophets and conquerors who attempted it had to rely on the force of their personalities or their arms to put their ideas across. Nowadays development is a worldwide, specialized process in the hands of ministers or UN agencies who try to be more scientific about it but their problem remains the same: what is the best way to put new ideas across?

It with this in mind that Unesco set up a comparative study of the impact of communication on rural development in two different countries, the results of which have recently been published. Aim of the study was to test the effectiveness of various methods of communication in putting across to a number of village groups in Costa Rica and around Lucknow in India new ideas on agriculture, health and what was called "social education."

The innovations selected ranged from agricultural ideas such as the use of fertilizers or tractors, through health rules like boiling drinking water or eating vegetables, to social schemes such as co-operatives and savings and credit clubs. For a year, the ideas were put across to village discussion groups through reading (in India, this was combined with literacy instruction) and radio listening. Then, by interviewing villagers, sociologists tried to measure their "knowledge," "evaluation" and "adoption" of the new ideas by checking against "control" villages where no instruction had been given.

Useful Guidelines

The countries were widely separated on the map and in manners and culture. The Costa Ricans' lives were dominated by the seasons like their Indian brothers' but most of them were literate which few of the Indians were: about half the Costa Ricans already listened regularly to the radio while radio sets had to be introduced to the Indian villages specially for the study. The Costa Ricans were poor, but the Indians even poorer.

Differences like these made results difficult to measure, quite apart from unexpected incidents such as volcanic eruptions in Costa Rica, the death of the Premier in India or confusions by the interviewers, so that Pope Gonzalez in the first interview was mistaken for Jose Gonzalez Sanchos, and apparently for somebody else in the second.

Nevertheless, useful guidelines were obtained. First, the experiments showed that instruction should

avoid teaching grandmothers to suck eggs: the Costa Rican farmers found the broadcasts were not technical enough and objected that the music included in the programmes as light relief was a waste of their time. Furthermore, when ideas struck home, they often resulted in frustration: some of the farmers turned the discussions of innovations into pleas for technical aid which the researchers, having no funds, could only pass on to other authorities.

Tradition and Change

The study also showed that it was wise not to challenge tradition head on. Resistance to the use of rat poison was expected in the Indian villages because of the Hindu respect for all forms of life. Nobody admitted using poison when the subject was first broached, although the researchers had a shrewd idea that some participants were laying it on the quiet. But when it was demonstrated at a later discussion that six rats can eat a day's food for a human being, the group decided that nothing forbade the use of poison.

Experience showed that change can go hand in hand with tradition. The Brahmin and the Untouchable debated together in India; in Costa Rica, the best opinion leaders proved to be those who were a traditional force in their communities—the wealthy landowners, not necessarily those who made a lot of human contacts or were involved in organization.

One unexpected bonus was the spreading of ideas from the people being tested to the control villages where no instruction was given. Knowledge went up all round, in the forums, among those who were not participating in the forums and in the control villages. If good ideas are so infectious, development projects may have more influence than could be foreseen.

Agricultural ideas generally got across more than health or social innovations. This was only to be expected in view of the weighting of the programmes and the clear economic advantages offered by the ideas. In India, the literacy instruction proved to be a long-term investment in development which could not show results in a single year.

In both countries, the radio "treatment" was shown to be more effective than any others. On the eve of the communication explosion which is about to break with the development of satellites, this is perhaps the most promising sign of possible rapid advance.

(Unesco Features)

PROCESSES OF ADULT LEARNING

N.R. Gupta

Introduction

Adult Education is one of the most exciting and important movements in education today. We are living in an age of explosions—explosion of knowledge, of population and of science and technology. Men have greater leisure, greater mobility and greater age longevity. Independence has come to practically the whole world. There is explosion of political awareness. Women have started entering professions and automation is rendering men unemployed. For adjustment to all this change, new knowledge is necessary. **Education is no more a preparation for life, as it used to be understood but it is life itself—a continuing life-long process. Every individual has therefore, to keep on learning in order to be able to make living satisfying and significant.** Irrespective of an individual being 18 or 80, he may need to attend any one or many of the programmes of continuing education, literacy programmes for increasing functional competence for higher earning, programmes of civic education, traffic safety, population control, urban-development, or cooperative community action, programmes for learning a new trade or a skill or for becoming a wiser voter, a better parent or to know more of national and international affairs. In all such ways, an

adult is learning and gaining new experience, new knowledge and new skills.

Types of Learning

Learning is of two types. The one i.e. informal is developed into the natural social setting wherein the adult as member of a social group or a parent or a citizen or in any other such relationship participates in social activities and learns about adjustment to circumstances for successful functioning. Such learning is done through participation in study circles, discussion groups, readers forums, listening and viewing groups or performing groups like dramatics, poetic symposiums or educational field trips or social service programmes. The store of experience, so created helps him in life. It enriches his imagination, develops his understanding and his talent for social leadership within the limited sphere. It does not produce in him the ability for further learning for adjustment with the advance of time.

Formal Learning

The other is through formal instruction by participation in specifically created and designed educational groups employing specific instructional methodologies and techniques to achieve learning goals, specially in relation to the new knowledge his profession in life demands. As society is becoming more and more complex with increasing

industrialisation and the influence of explosions mentioned before, it is the formal type of learning that is needed more and more, not so much through regular schools and colleges but in the society itself, in the factory and even on the job, while at work. Such a programme of learning alone can develop in him the ability to adapt to changes of profession for increased earning or to choose and practise new skills to profitably utilise his leisure.

Adult Education now is an investment for economic development. It is no more a consumer commodity. It has great responsibilities in equipping the learner with ability to meet the needs of day to day life by providing to him opportunities for learning, that the adult was deprived of during his childhood under force of circumstances beyond his control and opening for him the avenues of progress, social, moral and economic in the future that lies before him. Its main characteristics, however are that:—

- (i) the learning objectives are based on social requirement and the need of the individual.
- (ii) It produces maximum achievement in the shortest time and
- (iii) It should be interesting enough to inspire participation and keep the learner busy.

The approach has to be interdisciplinary, neither only pedagogic nor very much academic. It has to be a team work, more of learning by doing and not so much of theoretical memorising. This is necessary because adults learn in much more different ways. There is no law that can make them learn and there is no force excepting that of personal gains that makes them learn. **The first necessity, is therefore, that they must want to learn.** The programme must be of practical utility for them and it must be understood by them. It is only

*Shri N. R. Gupta is Organising Secretary, Indian Adult Education Association.

then they would want to learn. The adult is least worried about what we want to do whether for him or not for him, he will listen to us only when we plan to do what he wants us to do for him. The teacher's job is of a 'discoverer' and an interpreter. Any educational programme will interest him only when it is related to his needs in life. This is the key to create the 'want to learn' in him. The learning must help him satisfy his needs.

The second necessary attitude is that **adults must not doubt their ability to learn.** If they do, they must be helped to build up self confidence. The way to develop the best that is in man is by appreciation and encouragement and not by censure or reproach. The adult learners already have the vocabulary and the concepts. They have their own experiences. In every learning situation, the resources of the group are tremendous. We have to capitalise on the store of knowledge of the adults for teaching them new things.

Experiments have proved that age as age probably does little to affect the individual's power to learn. **Mind does not deteriorate with age.** Adult can understand faster though memory may be short lived. If learning is related to their past experience, they remember it for long. It may be only the performance and not the ability to learn that may be affected because of changes in speed, in sensory acuity—visual or auditory—or self concept or shifts in values, motivation, goals and responsibilities but the power to learn is possessed by all adults at all periods of life and they are never too old to learn. Any doubt to the contrary is a sort of an inferiority complex and is a great handicap which has to be removed through the wise counsel of an alert teacher.

Another great handicap is their attitude of resistance to change. **They have to be advised that regidity is a sign of aging.**

If they want to stay young, they should try new things, new ways of learning, assimilate new ideas and entertain new thoughts. This alone would make them adjust to changes and go with the times. Society is never static. It must make progress and progress means change. Every social change calls for corresponding changes of behaviour and skills and attitudes. In a progressive nation the individuals have to develop abilities for adjustment to social changes and the old order always changes to give place to a new one.

They need not be sensitive to failures or to slow progress. Whatever they learn has a personal meaning to them. They should think only of the successes and the achievements and never of failures, if any, faced in childhood. They were new to life then but now they have accumulated a variety of experiences which will help them to learn more. They need to develop the ability of making decisions and solve problems through active participation in learning programmes.

Adults are not only older and taller children but they are much more. They understand their social responsibilities and their needs to fulfill them. They themselves decide to join adult education activity which is adjusted to their daily life activity. They have accumulated experiences. They can discuss with and make suggestions to the teacher who is an equal partner. The adults themselves make contribution, solve problems and take decisions. They learn from their fellow workers and depend upon themselves for progress. There is nobody to force them or remind them for learning something. They will therefore, readily engage themselves in learning activity, if it is associated with major social goals and the methods are adjusted to the needs and interests of the learners. The teacher is only to guide and lead with sympathy and approbation.

Adults occupy a world of their own and react mostly in subjective way based on own experiences. What may thus be sauce for the goose, may be poison for the gander. Homogeneity of ideas and experiences has to be created to make learning acceptable to the adults. Even if learning satisfies personal needs adults are sometimes, hesitant to learn new things for fear of its adverse effect on established tradition. They are reluctant to disturb the homogeneity of their group. They should be made to assume responsibility for achieving instructional goals. They would do so with adequate discipline, if the learning situation is encouraging enough.

Incentives

The adult sees utility only in what satisfies his aspirations, is adjusted to his level of mental development, field of experience and the felt need. Incentives by way of satisfaction of needs and desire inspire him to learn. The incentives may be the resultant financial gain like added increments or remission in taxes etc., or social gain—that would result in enhanced social prestige or representation in social institutions, or satisfaction of mental or spiritual aspirations like the development or ability to read and understand the epics etc., and the ability to communicate the knowledge to the other associates or opportunity for learning of spare time hobbies and skills, all these and such other benefits that accrue from the learning process provide effective and forceful incentives for participation in learning activity.

We must remember that action springs only out of desire and the individual acts only to satisfy that desire. We have to learn to 'bait the hook to suit the fish' and create that desire in the adult by capitalising on the adults own circumstances. Learning cannot be enforced. It involves a process of cooperation and

(Continued on page 14)

MOTIVATING FACTORS AFFECTING LITERACY CAMPAIGNS

R.G. Chatterjee

Introduction

IN India illiteracy is a national problem. At present, the percentage of literates is 32 only. The 1961 Census Report reveals that the percentage of literacy in rural areas is only 19. It is also shown that more than 87% of the females in our country are illiterates. The literacy percentage is very low among the scheduled castes and scheduled tribes. The Census Report has also pointed out that the percentage of illiterates is higher among adults. This illiterate group includes a large number of working and employable youths. At present there are about 800 million adult illiterates in the World and India's share in this respect is alarmingly high.

The above reports and figures give a vivid picture of illiteracy in our country. So it is high time to focus our attention on the problem of adult illiteracy, specially in rural areas.

Various efforts both by government and non-governmental organisations are being made to eradicate illiteracy from India. As a result of these literacy campaigns and spread of education in rural areas the percentage of literacy has been found to be increasing gradually. But the rate of increase is insignificant at present. If the percentage of literacy cannot be increased at a much faster rate, then it will hardly be possible to remove illiteracy from India within the present century.

In order to strengthen this campaign in our country the recommendations of the Education Commission should immediately be implemented.

Formation of laws alone may not be of much avail in eradicating illiteracy. There are certain psychological aspects which should be duly considered in this respect. These aspects have a direct bearing on the administration of the literacy programmes. The present paper aims at putting light on the influence of motivating factors in literacy campaigns. It is mainly concerned with the problem of adult illiteracy in rural areas.

If an individual can be motivated properly he will put forth his maximum efforts to become literate. The motivated behaviour is characterised by increased activity, a willingness to work or overcome resistance to achieve goal, and often by learning new instrumentalities of achieving the goal. The goal is the execution of a pattern of behaviour needed in learning certain objects to become literate.

Some investigations on motivation have shown that it is rather easy to motivate a child to a particular goal than an adult individual. In an adult person the mental aspects are developed to a considerable extent. His perceptual faculty, his power of discrimination, ideation, precision, his reasoning, understanding and judgment, his capacity to form mental imagery, his thought processes, etc. are all well developed.

Motivating Factors

The development of these mental aspects are positively related to educability of an individual. So if an adult illiterate can be motivated properly he may achieve literacy with the help of his developed psychological set-up within a short period. The adults may be motivated by the following ways:—

(1) Introduction of Incentives

A good number of studies have revealed that almost any incentive, however mild, may affect the performance of an individual. Incentives are of two types—(a) Financial and (b) Non-financial. In motivating the illiterates both types of incentives may be introduced. In rural area exemption of taxes of land may act as an effective financial incentive. If an adult illiterate joins the 'literacy centre' and attends classes regularly he may be exempted of some amount of his taxes payable to the government. The more he will attain literacy the less will be the amount of his taxes. Of course, there are also other forms of financial incentives having high applicabilities in rural areas. The most effective incentive of this type may be chosen by the campaigners by studying the socio-economic set up of the area.

Social prestige is a highly important factor in village life. The illiterate individuals should be made to realize that education is a 'must' to achieve social prestige. In many cases, illiteracy appears to be a bar for many individuals to join and work in social, cultural, political or other

*Dr. R.G. Chatterjee is Reader in Psychology, University of Calcutta.

organisations in the village. Suitable non-financial incentives may be selected by the campaigners on the basis of the above mentioned aspects of village life.

Individual competition, prizes and monetary rewards may also be employed as incentives. Praise and other forms of verbal incentives like encouragement, may also be used to increase self-confidence and to arouse feelings of success or failure.

(2) Attraction in literacy programme

The success of literacy campaign depends considerably on the arrangement of programmes. The programme should be made in such a fashion that it will attract the rural people. The illiterate people can be motivated to attain literacy by putting elements of attraction in the programme.

(3) Entertainment

Periodic arrangements for entertainment is an important factor for motivation. The pupils must be made to feel that they belong to an 'Institution', the growth and welfare of which depends on their co-operation and constructive activities. Pupils may be encouraged by the campaigners to arrange various forms of social and cultural functions by themselves. This may arouse the feeling of togetherness among the pupils. It is an important motivating factor for continuity of the class.

One of the most note-worthy points in this respect is that the selection of incentive, programming or arrangement for entertainment would always be made on the basis of social, economical and cultural pattern of the area.

Evaluation of methods of teaching

At present there are different methods of teaching adult students being followed by different organisations. Now these methods are to be evaluated properly to determine how far these are effective in teaching adult illiterates. It may be done in the following way:

A good number of adult illiterates are to be selected from a particular area. They are to be divided into some small groups (no. of groups depend on the no. of methods to be evaluated i.e., one group for each method). Each group is to be consisted of equal no. of individuals. The individuals of all the groups are to be motivated highly by adopting any technique already described. Care should be taken so that the degree of motivation being same in all the groups. The groups are to be so formed that they resemble each other in every possible aspect. These may be defined as 'control groups'. Then different methods of teaching are to be adopted for different groups. Each group is to be taught by one method. It is better to teach the different groups by one or a fixed group of teachers. Care must be taken to keep everything constant excepting the teaching methods.

After a suitable period of time the respective merits of the different methods can be assessed by the 'average' progress of the different groups.

On the basis of the analysis of these obtained data the existing methods of teaching may be modified in accordance with the present need. The results of this analysis will also help to design a method of teaching suitable for present conditions.

Age-wise division of pupils

The pupils may be classified into three groups on the basis of age. Pupils upto 15 years of age will constitute the 1st group, while those belonging to the age group 16—30 will form the 2nd group and pupils ranging from 31 to 50 years of age will form the 3rd group. This classification is made on the basis of various aspects of mental growth. The 2nd group is the most active.

Continuity of class

The continuity of class on the part of the pupils may be maintained if they are properly motivated. Continuity of class and follow-up after an adult is made literate are very important factors of literacy campaign.

PROCESSES OF ADULT LEARNING

(Continued from page 12)

copartnership between the teacher and the adult learner. Adults are not easily ready to give up their autonomy. It is the freedom to participate in the process that would inspire him to change his attitude and behaviour in favour of the programme of learning. An adult is not only his individual self, he is also an effective member of society, perhaps the head of a family, a producer or a wage earner, and a responsible citizen. In all these capacities, he has a number of duties to discharge. The learning programme must provide sufficient scope to develop the skill and understanding in him about all these and should not consist of reading, writing and memorizing alone. It has to take care of all aspects of human life suitably blended in an interesting and useful learning process.

THE Central Board for Workers Education established in 1958 has now completed a decade. During this short period of 10 years, the Board has endeavoured to implement recommendations of the Team of Experts on Workers Education as approved by the 15th session of the Indian Labour Conference held in July, 1957. These included Training Programmes for Education Officers, Worker-Teachers and Workers. The decade has been characterised by the following activities of the Board:

1. The Workers Education Programme has been organised through a large number of Regional and Sub-Regional Centres throughout India. Every major industrial Centre is now covered by the Workers Education Programme.

2. The Training Programme has been diversified. In addition to full-time 3 months Worker-Teacher Training Courses and part-time 3 months Unit Level Classes, Short-term Programmes like one-day schools three-day seminars, study circles and specialised programmes for Members of Works Committees and Joint Management Councils and Trade Union Officials, have been developed. Of late, the Board has also introduced a Correspondence Course for Trade Union officials.

3. The Training Programmes have been made need-based. The scope and content of the Programmes have been brought nearer to the felt needs of the workers. To reflect the educational requirements of workers industrywise programmes were organised. The syllabi have been modified on more than five occasions during the decade. Local Committees attached to Regional Centres were permitted to modify the Board's syllabi to reflect local conditions and needs of workers.

4. Emphasis was placed on the improvement of quality of Training Programmes at all levels. For this purpose Re-

resher Courses were conducted for Education Officers and Worker-Teachers on modern methods and tools of teaching. Centres were equipped with films, filmstrips-projectors, epidiascope, overhead-projector and other visual aids. Modern aids and methods were adopted.

5. To meet the growing demand for reading material on topics of study, the Board's literature in the form of textual booklets in 13 languages were produced and made available to the rank and file of workers at a nominal price. In addition, mimeographed study material was produced in the Education and Research Division at the Board's Headquarters. Based on this material Regional Centres brought out translations in regional languages.

6. The whole concept of Workers Education was linked up with our national objectives. National integration was made a central theme of all Board's programmes including study tours. Apart from trade union philosophy and methods, democracy, socialism and unity of India, have been important subjects of study at all levels of Training Programmes.

7. The programme was implemented with maximum possible involvement of trade unions, employers, universities and others interested in Workers Education. While the trade unions sponsored candidates for Worker-Teacher Training Courses, employers released them with wages.

An Eventful Decade of Workers Education

Their representatives actively guided the policies of the Board on the Local Committees on which they were represented. The Universities extended co-operation in conducting Education Officers' Training Courses and in organising research projects on Workers Education in their Departments.

8. Increased effort was made to persuade the unions to take advantage of Board's financial assistance to enable them to conduct Workers Education Programmes of their own. For this purpose the unions were consulted and on their advice rules and procedures governing grants-in-aid of the Board were liberalised and simplified.

9. Training facilities were provided to University students, specialising in labour and social welfare, to labour educators from abroad and to nominees of Central Organisations of Trade Unions in the Education Officers' Training Courses. Programmes on productivity were conducted in collaboration with the National Productivity Council.

10. Throughout the decade Workers Education Programme has been subjected to critical assessment, evaluation, review and research. For this purpose, though the services of an expert were secured from the ILO in the earlier period, later reviews were conducted by the Review Committee of the Board and by the Assessment Committees constituted by some of the Local Committees. Diagnostic Studies

were undertaken by the Education and Research Division in the headquarters of the Board in selected Undertakings. Tripartite Assessment Committees evaluated the functioning of the Scheme in selected establishments. Internal evaluations by the Officers of the Board provided built-in checks for timely removal of deficiencies noted. The National Commission on Labour appointed by the Government of India, constituted a Committee on Workers Education to ascertain facts, draw conclusions and suggest solutions in respect of the Programme conducted by the Board.

Thus it will be seen that the decade has been eventful and significant in the progress of Workers Education Scheme in India. No doubt the Programme had its teething troubles in the first few years. It was not universally recognised that strong and enlightened trade unions could be of great value for rapid industrialisation and better industrial relations. It was not appreciated that Workers Education can prove a powerful vehicle for strengthening Trade Union Movement in the country. The Scheme was entirely new and readymade material was not available. Being wholly voluntary, without any compulsion whatever, the goodwill and support from trade unions and managements had to be solicited. This no doubt involved a good deal of patience, persuasion and effort. But the programme is now at that stage when it is fully recognised to be essential to the development of essential objectives and purposes in the democratic situation in India.

The decade of Workers Education covers 2 years of the Second Five Year Plan, the whole of the Third Five Year Plan and the Three Annual Plans. The progress of the Scheme under these Plans in respect of training of Education Officers, Worker-Teachers and Workers is briefly summarised above:

	<i>Education Officers</i>	<i>Worker Teachers</i>	<i>Workers</i>
2nd Plan			
1959-60	57	480	1,800
1960-61	43	590	7,270
3rd Plan			
1961-62	36	817	15,445
1962-63	—	960	29,887
1963-64	65	1,426	65,823
1964-65	63	1,474	89,532
1965-66	53	1,663	1,11,154
Annual Plans			
1966-67	32	2,993	1,32,448
1967-68	—	3,206	2,04,067
1968-69	27	2,856	1,97,923
Total:	376	16,465	8,55,349

Of the 376 Education Officers, 108 were Trade Union Nominees and 268 direct candidates. Of the 16,465 Worker-Teachers, about 50 per cent have been from the Public Sector. Of the 8,56,000 Workers trained, more than 1,00,000 were covered under short-term programmes and 11,011 were trained by the Unions through grants-in-aid from the Board.

It has been the Board's constant endeavour to keep reviewing how trained Worker-Teachers and Workers are getting absorbed in trade unions and in what manner they have been affecting trade unions' functioning. An analysis of 15,303 trained Worker-Teachers by the end of December 1968, showed that 43 per cent of them occupied important positions in their unions, as indicated below:

President	372
Vice-President	427
Secretary	1,529
Treasurer	273
Executive Committee Member	2,352
Representative	1,689
Total:	6,642

The positions occupied by the Worker-Teachers in their unions indicate that they are becoming more acceptable to the trade union organisations in more responsible positions and higher capacities. Workers have taken interest in Educational Activities, showed improvement in their

aptitude and level of knowledge, participated in trade union work in greater measure and affected favourably industrial relations in their respective units.

The various diagnostic studies, assessment reports of tripartite committees and various other ad hoc bodies have revealed that Workers Education Programme has made a tangible impact on trained workers. It is proving useful in many directions to the trade union organisations, managements and the society in general. This is, indeed, a very healthy indicator. It is also discerned from the Studies and Reviews that workers education is becoming more acceptable to the trade unions, managements and workers.

The end of one decade is only the beginning of another, calling for stock taking and additional effort for carrying the Programme of such great importance still more forward. A great deal needs to be done in the future. A larger percentage of workers needs to be covered. Quality, literature, material and aids all need to be further improved and better utilised. Trade Unions need to be involved to a much larger extent and the Workers Education Movement needs to spread faster so that it realises its objective earlier.

(From the Tenth Annual Report of the Central Board for Workers Education)

INTERNATIONAL EDUCATION YEAR AND I.L.O.

IN a rapidly changing world, what can we do to give every man, woman and child the chance to make the best of their abilities throughout life? This is the basic question that is being asked around the world in 1970—International Education Year, on the eve of the beginning of the United Nations Second Development Decade. The programme is envisaged as a point of departure in process of innovation, expansion and improvement of national action towards the joint aims of economic progress and social justice.

ILO Director-General, David A. Morse has accepted a proposal for joint action made by Rene Maheu, Director-General of UNESCO, which has primary responsibility for the International Education Year Programme. The Governing Body has strongly endorsed the idea of ILO participation, and speakers from many countries, representing workers, employers and governments, have taken the opportunity to re-emphasise their whole-hearted support for the main educational programme of the ILO: for workers' education, vocational training, and small industry and management development as elements in an over-all effort towards life-long learning and education.

National Action

Emphasis should be on national action. But not just by governments alone. The stock-taking, reflection and innovation should be done by all concerned, and employers' organisations, and by individual employers and workers as well, to improve the educational patterns in their countries. They should be followed by action to satisfy a greater part of the educational needs of youth and adults.

The ideal of life-long educa-

tion—the principal theme of the International Education Year—may seem remote in most countries. Despite all the efforts made in the past few years, many low-income countries do not yet have a school system large enough to provide even for elementary education for all children. The vocational training systems are in most countries still too limited in their scope, too rigid in their patterns to cater for the needs of modernising societies. Stocktaking, reflection and innovation are indeed required to meet the challenges of development and social advancement and to overcome the current crisis in education.

What is Really Needed?

Hundreds of millions of children are growing up and will reach adulthood in developing countries without adequate education, without any opportunity for systematic vocational training in modern techniques of production and maintenance, transport, distribution and sales. Thousands of entrepreneurs are failing in their business for lack of adequate knowledge of production technology and managerial techniques.

Even in the industrial countries, the systems of education and vocational training often confirm to out-dated ideas. Some of these should be changed: practices may be built into the existing systems which have the effect of leaving large numbers of youngsters disadvantaged in opportunities to learn the skills which lie within their aptitudes and abilities, and which will help them find adequate employment. Children and adults in rural areas often have more limited educational opportunities than those living in the towns. Adults in most countries have too few opportunities for further education, for upgrading their skills, for updating their knowledge, for

retraining in developing and industrial societies which are experiencing accelerating technical and economic change. Moreover, the existing facilities are not always suited to the abilities and motivations of workers with a low educational attainment level.

And these are only a few of the most pressing needs.

A Fresh and Critical Look

What, then, do UNESCO and ILO hope will happen during this International Education Year? What do we want the authorities concerned, the employers and workers to do?

As a start, we want the education authorities and governments generally, to take a fresh look at present action programmes and practices. A really critical look. Is everything possible being done, within the limits of available resources, to inspire and promote innovation, improvement and expansion in education and training and to adjust them to new needs in a modernising society? Is sufficient use being made of education and training as means towards expanding employment, accelerating social advancement and stimulating economic growth? Are national structures of education and training truly adapted to meet the challenge of rapidly expanding generations, of all those who are unemployed or underemployed in the low productivity sectors, and of those who live on no more than subsistence level?

What, in all this, is the employers' role? As employers, are they doing all that can be done to provide adequate opportunities for the initial training of new employees and, subsequently, for the upgrading, updating and retraining needed to promote sound development of industry?

(Continued on page 19)

Programmes of ADULT EDUCATION BOARD in Singapore

THE Lembaga Gerakan Pelajaran Dewasa is the Malay name for the Adult Education Board, Singapore.

The Board is a statutory body constituted by the Legislative Assembly of Singapore in the Lembaga Gerakan Pelajaran Dewasa Ordinance, 1960. The object of the Board has been broadly defined as "the promotion of adult education in Singapore."

The existing programmes of the Board cater to a total of more than 50,000 students at any one time. In terms of student enrolment and variety of courses available, the programmes of the Board can be considered impressive by any standard. Almost all the schools are utilised by the Board for Adult Education work.

The present programmes of the Adult Education Board may be classified under the following headings:—

1. Language Classes

The Board's language programmes which initially aimed at attaining functional literacy in a first language now assumed the important objective of providing proficiency in a second or a third language. Classes in Malay (National Language), Chinese, Tamil and English,

which are the four official languages in Singapore, are organised at 6 different levels viz. Beginners, Elementary, Intermediate, Standard I, Standard II and Standard III. Classes teaching these four languages are organised at more than 60 Centres. The duration of instruction in each language is 3 to 4 hours per week.

Another section of the Board's language programme consists of conversational language courses specially designed to provide students with a working knowledge of a language or dialect in its spoken form. These courses lay emphasis on day-to-day conversational terms and expressions. Courses available include Conversational Malay, Conversational Mandarin, Hokkien, Cantonese and English.

Foreign language courses in Japanese, French, German, Thai, Hindi, Russian etc. are also organised for students, professional people, businessmen and others who wish to acquire proficiency in foreign languages for studies, research, trade or other purposes.

2. General Education Classes

The Board also organises general education classes which are similar to those provided in Government and Government-aided primary and secondary

schools. These classes provide an opportunity for people to complete their secondary school education. Classes ranging from Primary VI to Pre-U II levels are available in the Malay, Chinese and English streams and Secondary 4 level in the Tamil stream.

Primary six level classes are held 3 times a week on Mondays, Wednesdays and Fridays from 6.40 p.m.-10.00 p.m., a total of 9 hours of instruction per week. At the secondary and post-secondary levels, classes are held in the night, Mondays through Fridays from 6.50 p.m. to 10.00 p.m., a total of 15 hours of instruction per week excluding breaks. Morning and afternoon classes (Secondary 4 and Pre-U levels) are also held at the Board's Headquarters, Cairnhill Road and the Cultural Centre, Canning Rise.

At the end of the year students in the general education classes take the Final Examination organised by the Board. In addition, students in Secondary 4 and Pre-U II take public school examinations organised by the Ministry of Education and the Cambridge Local Examinations Syndicate.

Since instruction is provided in only six subjects during regular class hours, students wishing to offer additional subjects attend supplementary classes on Saturday afternoons or Sundays.

3. Special Classes for Overaged Students

Special Classes for Overaged Students are organised to provide opportunities for overaged students who have completed Primary Schools to continue their education.

In these classes the students are taught subjects with a practical bias so that on completion of their two-year course they will be ready for employment or proceed for more advanced training in their respective skills.

The 15-hour course of study per week in these classes consists of:

- (1) Language of Instruction
- (2) Science and Mathematics
- (3) Civics
- (4) Practical Drawing and
- (5) A choice of *one* of the following:
 - (a) Metalwork
 - (b) Woodwork
 - (c) Tailoring
 - (d) Cookery
 - (e) Dressmaking and Dress Designing
 - (f) Home Craft.

Classes are held in the mornings, afternoons or evenings in 6 centres.

4. Commercial Education Classes

The Board organises Commercial Education Classes to train adults for careers in Commerce and Industry.

Many of these courses prepare students for external examinations, while others, mainly in the Chinese medium, prepare them for examinations organised by the Board.

Students in the commercial education classes are prepared for the following external examinations:—

- (a) The London Chamber of Commerce (Intermediate and Higher Stages)
- (b) The Institute of Bankers
- (c) The Chartered Institute of Secretaries
- (d) The Corporation of Secretaries
- (e) The Institute of Business Administration.

5. Vocational/Technical Courses

In general these courses aim at providing skills for employment and, for those who are employed, prospects for higher salaries.

Courses of a vocational/technical nature include architectural drawing, dress-making, dress-designing, tailoring, furniture designing, radio servicing, mechanical engineering drawing and other practical subjects.

The Hai Sing Dewasa Institute, a vocational institute for

women was opened in March, 1967. It runs clerical and vocational courses in the Chinese and English medium.

The Board also organises training courses for Kindergarten teachers.

6. Further Education and General Knowledge Courses

One of the objectives of adult education is the further education or continuing education of adults to help them to live a full and interesting life, to move with the times and to keep up-to-date in work, technique and leisure.

The Board's programmes of further education and general knowledge courses are aimed at teaching people how to put their leisure to wise and fruitful use. These programmes have been very successful and have enjoyed sustained popularity and support.

Types of courses that have been organised include practical photography, practical colour photography, oil painting, pastel drawing, cartoon drawing, graphic design and silk screen printing, building blue print reading, make-up and skin care, interior decoration and home furnishing, orchid cultivation, flower arrangement, etc.

General knowledge courses include forums, debates, talks, lectures and radio courses.

7. Recreational Activities

In line with the government policy of promoting national consciousness and an alert and robust society, the Board organises recreational activities for its students. To this end the Board has organised activities like games, sports, concerts, excursions, life-saving and first-aid classes, folk dancing, campfires, picnics, etc. for its students. It has 2 uniformed groups, namely the Venture Scouts and 3 Scout Troops. To encourage community service, students of the Board have given voluntary help to charitable organisations, donated blood and helped in Flag Days.

INTERNATIONAL EDUCATION YEAR AND I.L.O.

(Continued from page 17)

And what of organised labour? Is everything that can be done in fact being done to make known, through the workers' organisations, labour's views on the improvement, innovation and expansion of all forms of education and training? Are the workers' education programmes good enough, advanced to provide adequately for the real needs of the workers—present and future?

New Targets

Genuine appraisal and attempts to answer these questions will lead, in many cases, to the formulation of new goals, to action along new lines, to closer co-operation between all concerned.

There will be a need to draft a plan of action. It is often said that the patterns of education and training are difficult to change, that their structures are indelibly marked by built-in conservatism. Experience in ILO technical co-operation has proved that this is not necessarily so.

There is ample proof to the contrary in the many projects in the fields of management development, workers' education, small industry development, and vocational training in which the ILO helps governments, employers and workers to improve and expand their education and training. Wherever there is an awareness of needs, adequate planning and a will to improve, change for the better can be achieved much faster than most people believe.

Setting new and more ambitious targets, tightening the lines of co-operation among all concerned, inspiring authorities, employers and workers to reinforce, expand and improve their work in education and training during the second development decade—these are the essential aims of the ILO participation in the International Education Year.

Book Review

Voluntary Action for Adult Literacy

By B.B. Chatterjee, etc., Varanasi, Navchetna;
1969, 128 pages. Rs. 10.00

DURING the past several years many adult literacy programmes have been organised by both official and non-official agencies, but not many have been evaluated to ascertain their utility. The book *Voluntary Action for Adult Literacy* is a comprehensive report of the Gramdan Shiksha Yojana at Darbhanga and Mirzapur in Bihar and Uttar Pradesh respectively. The authors have rendered a great service to the cause of literacy by bringing out this book and have lighted a lot of darkness from the areas which are not yet lighted.

The Gramdan Shiksha Yojana consisted of 200 adult literacy classes in the two districts of Darbhanga and Mirzapur. This book is a consolidated report of various aspects of the working of the scheme for which the concurrent evaluation work was done by the Gandhian Institute of Studies.

The report has extensively dealt with four major aspects of the project: Training of Intending Adult Literacy Teachers, Functioning of Schools and Supervision, Follow-up and Evaluation.

In chapter 4, 'The Programme of Training of Adult Teacher's', it has been rightly emphasised that local people who volunteer for the job are best suited as adult literacy teachers. The chapter gives details regarding the training, imparted to literacy teachers. A probe into the motivation of the teacher-trainees gives a good picture of their expectations and attitudes of the teacher trainees. Among the stated expectations, desire to help fellow villagers by educating them tops the list. The trainees were also asked about the possible difficulties in organising literacy classes and to my mind this a very good investigation which is of great help to run these classes successfully.

In chapter entitled, 'Supervision' it has been found that village councils have a very important role to play in the sphere of supervision. They do not suffer from some of the handicaps that the teacher and the supervisor visiting from outside face. It was found in many cases that the members of the village literacy council would take classes when the regular teachers were absent.

In the 'Follow-up of Literacy Programme', some very concrete and practical suggestions have been given to carry out the follow-up work in the right direction. The suggestions carry weight because they are based on the difficulties faced during the follow-up work in the scheme.

Three types of evaluation have been done: concurrent, phasic and terminal. But the more emphasis on concurrent evaluation has enriched the utility of the report. The concurrent evaluation helps to mould the project according to the findings. It also saves in many cases the wastage of time, labour and money.

The ninth chapter 'Hazards, Hurdles and Problems: Some Solutions and a Few Suggestions' contains some very valuable suggestions for carrying out adult literacy project successfully.

All of those seriously and deeply involved in organisation of adult literacy classes—the training of adult literacy teachers, supervisors, and evaluations will find this book useful. One hopes that many comprehensive reports of this nature will be brought out to guide the path of future organisers of adult literacy classes. Such reports serve as a torch light to march safely on a difficult path.

—J.L. Sachdeva

Functional Literacy in Rural Areas

(Continued from page 6)

should offer a curriculum which would convince the young people that agriculture is a difficult occupation which should be learned as any other, but that it can be a rewarding occupation if based on scientific principles and done well.)

Functional literacy should induce farmers to read further and acquire a more dynamic attitude needed to adopt innovations. It may cause a transformation of the mind and create new interest. However, more research will be needed to ascertain how far such changes go, what economic developments may be expected and how much time it takes before the various influences become visible in the development of a region.

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

	मूल्य
१. जनता कालिज की व्यवस्था और कार्य	०.५०
२. प्रौढ़-शिक्षा की आधुनिक विचारधाराएं व प्रयोग	२.००
३. आधारभूत-शिक्षा—निरूपण और कार्यक्रम	१.६५
४. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५
५. सामुदायिक विकास में प्रौढ़-शिक्षा	०.५०
६. सहकारी समितियां और आधारभूत शिक्षा	२.५०
७. प्रौढ़-शिक्षा में सामाजिक और राजनैतिक उत्तरदायित्व	२.५०
८. प्रौढ़-शिक्षा और आधारभूत शिक्षा के लिये पुस्तकालय	२.५०
९. ग्रामीण महिलाएं और विकास कार्य	०.५०
१०. स्त्रियों की नागरिक शिक्षा	२.००
११. कार्यकर्ता सेमिनार की रिपोर्ट	१.००
१२. नव साक्षरों के लिए—पत्रिकाएं, सम्पादकीय प्रणालियां	२.००
१३. मजदूर शिक्षा की प्रणालियां और तकनीकें	०.७५
१४. लोकप्रिय साहित्य सामग्री की व्यवस्था	५.००
१५. सीखना और सिखाना	७.५०
१६. लोक नाटक	३.००
१७. नव शिक्षितों के लिये साहित्य का निर्माण	१.५०
१८. प्रौढ़-शिक्षा के सिद्धान्त और पद्धतियां—बरकत अली फिराक	३.५०
१९. प्रौढ़ों के लिये सरल पाठ्य-सामग्री : इसका उत्पादन और उपयोग	१.७५
२०. साक्षरता की पहली सीढ़ी	१.००
२१. सदाचार ज्ञान—नेकीराम गुप्त	१.५०
२२. परिवार नियोजन—नेकीराम गुप्त	०.८०
२३. संसार के विभिन्न देशों में प्रौढ़ शिक्षा कार्यक्रम का संक्षिप्त विवरण	०.५०

मिलने का पता :—

व्यवस्थापक

भारतीय प्रौढ़ शिक्षा संघ,

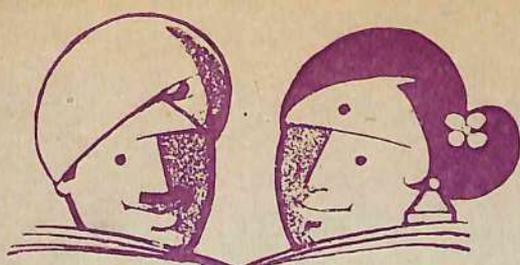
१७-बी, इन्द्रप्रस्थ मार्ग, नई दिल्ली-१

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

July 1970

Volume XXXI Number 7

Life-long Education



Organisational and
Motivational Problems
in Adult Literacy
Programmes

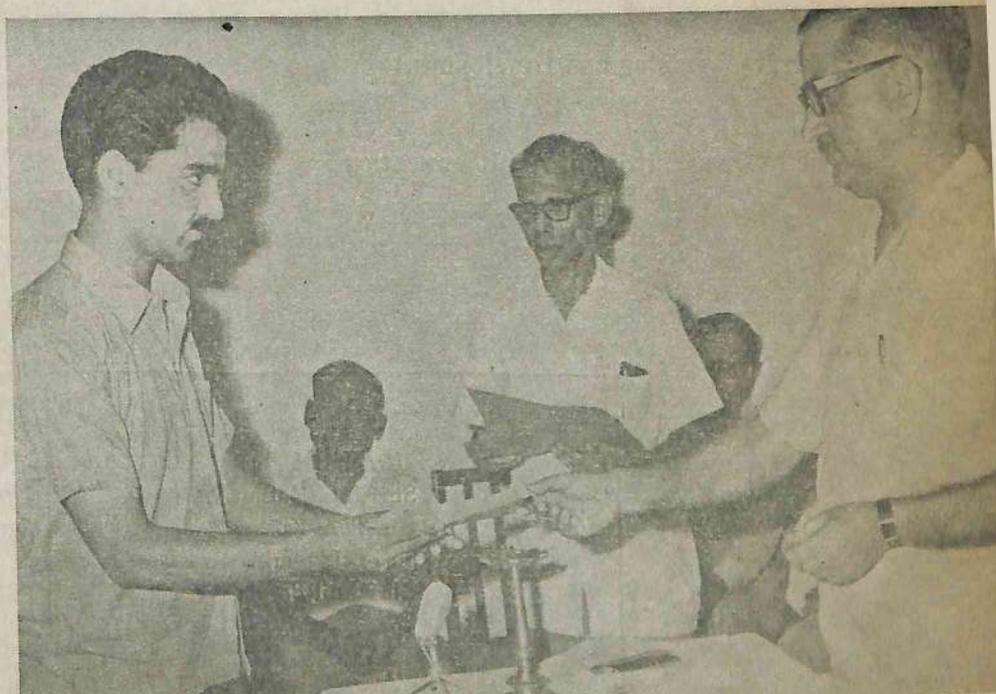


Activising Youth
Work in India



Underprivileged —
or Underestimated

Valedictory Function



Dr. S.N. Saraf, Director, Planning and Coordination, Ministry of Education and Youth Services, presenting a certificate to a trainee at the conclusion of the 14th Adult Literacy Training Course organised by the Department of Adult Education (NIE, NCERT) in New Delhi on June 24, 1970 (Report on page 1)

CONTENTS

Life-long Education	<i>Paul Lengrand</i> ...	3
Organisational and Motivational Problems in Adult Literacy Programmes	<i>Satyen Maitra</i> ...	5
Activising Youth Work in India	...	9
Underprivileged—or Underestimated	...	11
Literacy Training and Development	...	14
The Responsibilities of Adult Education	<i>C. Stapel</i> ...	15

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published by

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

Annual Subscription

Rs. 8.00 : Foreign \$ 3.50.

Single Copy Re. 1.00

Indian Journal of

ADULT EDUCATION

Vol. XXXI

July, 1970

No. 7

EMPHASIS ON ADULT EDUCATION WILL YIELD IMMEDIATE RESULTS

DR. S. N. Saraf, Director, Planning and Coordination, Ministry of Education and Youth Services, delivering the valedictory address at the conclusion of the adult literacy training course for S.S.B. personnel in the Directorate General of Security, organised by the Department of Adult Education (N.I.E., N.C.E.R.T.) on June 24, in New Delhi said, the adult education is the only kind of education which gives immediate benefit to the learner and to the country as a whole. In other kinds of education there is a long gap between the investment and its results, he added.

Referring to the pledge taken by the trainees with lamps lit in their hands, Dr. Saraf advised them to undertake adult literacy work with a missionary zeal and said that it should not in any case be considered as a routine work. The teacher should be so absorbed in his teaching work that work becomes part of his own life, Dr. Saraf concluded.

Twenty S.S.B. personnel from different border areas received training for two weeks. The course consisted of study of various approaches to adult literacy, syllabi, methods of teaching, evaluation of adult lite-

racy classes and the follow-up of adult literacy.

The Department of Adult Education has previously trained two hundred and sixty Adult Literacy Instructors from the Indo Tibetan Border Police Force.

The trainees visited the headquarters of the Indian Adult Education Association on June 17 and had discussion on various programmes of adult education carried out by the Association.

Varanasi Council of Literacy and Adult Education Formed

With the encouragement of the Indian Adult Education Association, the Council of Literacy and Adult Education, Varanasi, has been established.

The decision to form this organisation was taken at a meeting of the executive committee of the Varanasi Centre of the World University on June 17, 1970. Shri N.R. Gupta, Organising Secretary of the Indian Adult Education Association, attended the meeting on special invitation.

Prof. P.N. Kaula, Head of the Library Science Department and Librarian, Banaras Hindu University, is the Chairman and Shri N.C. Bose, Principal, Regional Planning Institute, Gandhian Institute of Studies, Varanasi, is the Secretary.

Among other things the Council will carry on literacy and further education work both in rural and urban areas.

It will also set up text-book library for poor adult students.

The Council will produce literature for neo-literates and useful books for general reading.

The Council plans to publish Journals, pamphlets and such other aids for fostering national and international understanding.

It will conduct courses on methods of teaching adults for teacher-educators and others interested to take up the work.

The Council has been affiliated with the Indian Adult Education Association.

The other office-bearers of the Council are:-

Vice-Presidents : Dr. B.B. Chatterjee
Shri Biswanath Gupta

Treasurer : Dr. T.P. Singh

Members : Shri G.P. Jayaswal
Shri Sanatan Sen
Shri B.G. Kshirsagar
Dr. S.P. Ahluwalia
One Representative of the
Indian Adult
Education Association.

Mehta to Attend International Seminar in Italy

Dr. M.S. Mehta, President of the Indian Adult Education Association, will represent the Association at the International Seminar on "the Contribution of Educational Research and Educational Planning for Promoting Workers Education" to be held in Florence, Italy from September 7 to 12, 1970.

The Seminar is convened by the International Federation of Workers Educational Associations in collaboration with the International Labour Office.

New President of Mysore A.E. Council

Shri P.N. Javarappa Gowda has been nominated President of the Mysore State Adult Education Council, Mysore, in place of Shri M. Mallikarjuna Swamy.

Gupta for Bhubaneswar

The Organising Secretary of the Indian Adult Education Association, Shri N.R. Gupta, left New Delhi for Bhubaneswar on July 3, to discuss arrangements for the annual Conference of the Association to be held there.

IJAE Indexed in CIJE

The *INDIAN JOURNAL OF ADULT EDUCATION* is indexed in the *CURRENT INDEX TO JOURNALS IN EDUCATION* published by CCM Information Corporation, New York.

CIJE (monthly) is an annotated index to over 500 educational Journals.

International Seminar on Adult Education

The University of Syracuse will organise an International Seminar on Adult Education in Syracuse from September 2 to 5, 1970. The theme of the Seminar is "The New Environment—Questions for Adult Educators."

Authorities on various aspects of environmental pollution, ecological imbalance and the implications and inter-relationships with values and institutions are expected to participate.

Information: L. L. Smith, Executive Director, Residential and Public Service Programme, 110 Roney Lane, Syracuse, New York, 13210.

Life-long Education

Paul Lengrand

THE term 'lifelong education' covers a very wide field. In some case it is applied to strictly vocational education, that is, training and refresher courses in a particular technical skill. It may also cover much the same ground as adult education, taken in a much broader sense than training for a specific job though excluding the development of all facets of an individual's personality. But more and more frequently it is being applied to new activities and fields of research which are not included in the traditional notion of adult education, much less vocational training, and which express a desire for evolving a new style of education.

At the present stage of thinking and practice, lifelong education is a very complex notion which cannot as yet be clearly defined. We should perhaps attempt to systematize its various elements and show their inter-relationship with one another. According to the first—probably the most widely accepted—mean-

ing of the term, **education does not end when the individual leaves school (whether primary, secondary or university) but continues throughout life.** This interpretation of the educational process is reflected in what we call today adult education.

It might appear therefore that it is simply a natural tendency to give a new name to a form of education which in fact already has a long tradition. But one may discern in this context a less traditional element, setting it apart from the narrower concept of adult education as a means of making good the short-comings of basic education. The latter coincides to a certain extent with the theories and practice of popular education and culture.

However, the use of the term 'lifelong education', is intended to embrace a much broader concept: **the continuation of the educational process, without interruption, to fulfil the aspirations and develop the potentialities of each individual human being, and to meet the ever more pressing demands of a world in transformation.** Everyone nowadays realizes that, in the present-day world where structures are cons-

tantly changing, the lives of individuals, communities or nations cannot be geared to any standard formula of education.

This first meaning of lifelong education is therefore, a limited concept, and research on new orientations is at present being carried on in many institutions, including Unesco.

If man can and should continue learning, training and improving his professional qualifications, developing his intellectual, emotional and moral potentialities, contributing more to his personal relationships as well as to the community at large, and if adult education is to provide adequate facilities to help him achieve these aims, then educational thinking and processes must undergo a radical transformation.

It is obviously impossible to maintain traditional systems of education when the needs they were designed to meet have changed. **Since every man and woman is engaged throughout life in a continuing process of learning, the kind of education that is being provided today, especially for young children and adolescents, must be over-hauled completely both in its content and in its methods.** Up till now, the basic aim of primary, secondary and university education was dictated by the traditional view that life was divided into two distinct parts: a period of preparation and training, followed by a period of action.

In primitive societies, the young were prepared for adulthood by the elders or wise men of the community or tribe and those who had mastered various techniques. This preparation ended with a period of initiation, after which the young man or woman entered adult life and was expected to play his or her appropriate role.

In our own societies, we have created similarities for this tran-

sition in the form of examinations and diplomas making the end of training for adult life. After passing his final examinations, at 15, 20 or 25 years of age, a young man was considered ready for working life, equipped with the appropriate intellectual baggage, references, standards of behaviour, habits and customs to enable him to play a role in adult society for which his abilities and his social status more or less adequately fitted him.

Life was thus neatly divided into two parts and the aim of education was to provide the future adult with the attributes he would need to fill the various roles he might be called upon to play in life. As a result, the whole education system was designed to cram the pupils' heads with all kinds of facts, and they were supposed to draw on this accumulated capital as best they could lead a satisfactory life. But if, on the whole contrary, man can and should continue to learn and educate himself throughout his life, there is no reason to overburden his brain as a child.

Changing role

The role of the school, in this perspective, changes completely. To start with, it should contribute as effectively as possible to real education. In a harmonious system of lifelong education, this only begins after the individual leaves school or university and undertakes his own education, and when he possesses the necessary motivations to continue study and training. Instead of being essentially a process of acquiring knowledge, basic education becomes a kind of prelude. Rather than offer courses in different subjects, it should provide the future adult with the means of expressing himself and communicating with others. The main emphasis should be on mastery of language on the development of faculties of concentration and observation, on knowing how and where to obtain information and the ability to work with

others. The very existence of a broad and vigorous system of adult education will have an impact on all educational thinking and practice, firstly in the university, then in secondary and primary school and beyond that in the family and the community in which it is applied.

According to a second interpretation of lifelong education which is closer to the true nature of this concept, all educators and particularly those engaged in adult education must undertake a complete overhaul of all the different forms of education and training required by modern man in all the different stages of his existence. Each period of our lives in fact represents at once a unique and valuable experience and a preparation for future stages. This duality is true not only of childhood and adolescence but also of the early years of adult life, maturity as well as the periods later in life. Each phase of man's existence should be lived to the full and should contribute its part of experience, pleasures and satisfactions in the long process by which he gradually comes to know himself through a series of revelations.

On the extent to which every individual benefits fully from each period of his life depends his preparation for subsequent periods. To live as if one had been granted some kind of reprieve is merely a form of escapism. Yet this is very often the case with children and adolescents. Schooling acts as a brake on their development and prevents them from leading the kind of life they should at that age, with the result that they develop a negative attitude towards education which seems to restrict their freedom, instead of being a source of joy and personal fulfilment. A truer understanding of life and its different phases leads to a much more comprehensive view of lifelong education, embracing far more varied activities than adult education which, however, will have a very important role to

play. Since all aspects of education are interwoven in an organic whole, it would be illogical to introduce vital reforms in the first phase unless there is an active and well organized system of adult education.

Consideration must also be given to other less fundamental aspects of lifelong education conceived as a process of learning which must meet the needs of each successive phase of life.

First, there can be no question of an age limit for education: education is a way of life, or rather a way of being aware of what is happening in the world. Some individuals are alive to what is going on around them, others pay no attention. There are people whose whole aim in life is the search for security; others on the contrary are not only prepared to take risks but voluntarily seek adventure and tackle difficulties. The whole purpose of lifelong education is to make individuals aware of the world around them, to launch them into the stream of life, in contrast to the kind of a sleep-walker's existence of those who, at some stage or other, have stopped learning and drifted into conformist habits of mind.

Secondly—and this is very important—the notions of failure and of success lose their significance. It goes without saying that in a system of education which finishes at a certain age and is marked by 'initiation rites' consisting of examinations, diplomas or other forms of selection, those who succeed are cut off from those who do not. Society is thus divided into two groups: the fortunate, on the one hand, and the unlucky or unacademic on the other, who thus find themselves labelled for life by often entirely fortuitous circumstances. But, if, with the appropriate structures, an individual is engaged in a continuous process of education and is constantly learning

(Continued on page 17)

Organisational and Motivational Problems in Adult Literacy Programmes

Satyen Maïtra

AT the outset, in all fairness, a note of caution must be struck. The organizational and motivational problems in Adult Literacy cannot be catalogued, analysed and neatly packaged in the course of a few pages. The problems are too vast and complex. One part of India differs greatly from other parts. New forces are emerging and developing. Even a few years ago, a somewhat static approach could be formulated. There were glaring logical inconsistencies in that approach—but very few delved deeper than the surface and the surface appeared to be deceptively smooth. Rudimentary reasoning and elementary arithmetic seemed more than adequate to cope with the problem. The approach was something like this: So many teachers were needed to teach so many illiterates. To attract these teachers so much allowance was fixed. They would be reinforced in large numbers by volunteers. And the problem of illiteracy would be solved satisfactorily and finally.

This kind of facile thinking was not only the outcome of an euphoric feeling ushered in by Independence. Its genesis can be traced much earlier. It was generated during the period of our national struggle against the British Raj, when it was emphasized tirelessly that all disabilities from which we suffered would disappear when last of the Tommy Atkins would embark from Ballard Pier! Our attention was diverted from the shackles within

to the shackle without. The shackles of illiteracy, ignorance, superstition, casteism and other reactionary institutions were seen to be forged to the main shackle of dependence: as soon as that was cast off, the argument ran, others would fall too. This argument suffered mainly from the fallacy of 'one factor analysis' where variable and disparate factors are reduced to one single main factor, through some twisted process of reasoning. In this case it was reduced to the single factor of political dependence. But institutions, attitudes and customs, which had hardened long before the foreigners came, show tremendous tenacity in resisting change and to expect these to change automatically with Independence is to believe in magic and not logic.

There were a few individuals and organisations who realized that along with national struggle, constructive activities were necessary. They would not only help develop qualities which independent India would need desperately but by removing some of the social evils which acted as drags, India might be able to travel light and speed up her pace of development. Gokhale and Tagore, among others, foresaw the tremendous potentialities of constructive activities directed towards "Atma-Sakti" and spread of education and knowledge among the common people. Gandhiji also tried to alternate periods of struggle with periods of national service to achieve a blended development of qualities which could pull down as well as build up. But the momentum of national struggle strengthened only the former and emasculated

the other. So after Independence when the task of building the nation began, through the community development programmes, there was only a feeble and half-hearted response. Honest and courageous workers, who had spent years in prison and suffered greatly in fighting the British, proved inadequate and listless in effecting social transformation, when they started to work in the community development programmes. They either drifted to various political parties or became barrenly critical and withdrawn. So a kind of vacuum was created in areas where there was a great need of animaters—men who could animate and rouse consciousness of the people and then sustain it for the completion of a project. Instead, this vacuum was unfortunately filled by petty bureaucrats and others who were not properly equipped for initiating and involving the people in work which was slow, laborious and brought scant monetary reward.

Voluntary Organisations

A pertinent question may be asked at this point: What were the voluntary organisations doing? As State help was available now, could they not have made a more significant contribution in solving this problem? The answer is, with a few exceptions voluntary organisations failed to rise to the occasion and accept the challenge which illiteracy posed. The glamour and pull of politics have always claimed the more dynamic section of our people. By contrast, constructive work has appeared pale and anaemic, more suited for people of middle age with a condescending and paternalistic attitude. The challenge

*Shri Maïtra is Secretary,
Bengal Social Service League,
Calcutta.*

of constructive work in a developing society was not presented in terms and language which would stir the imagination of the young people and also provide an intellectual stimulus. Most of the voluntary agencies are suited to relief work with its limited and ad hoc outlook. Adult literacy to them is opening of a few night schools, with no links with the community. Adult literacy to them means stretching out a groping hand to lead the unfortunate illiterates out of darkness into light, but with little or no knowledge of what road to traverse, what are the potholes and pitfalls in the way and the possible length of the journey. The result very often is that not only the adult learners slip out of the feeble grasp of the teachers, but through floundering and scrambling queer the pitch as well. Secondly, as voluntary organisations came to depend more and more on help from the Government, they became like-toers. Instead of setting a pattern, they became a part of the pattern. The greatest assets of voluntary agencies, viz., resiliency, independence and venturesomeness are lost to a certain extent.

In brief, though the voluntary organisations can play a significant role in the removal of illiteracy, they must gain professional competence and equip themselves properly for the task. Mere goodwill and enthusiasm are not enough. Also the voluntary organisations should be encouraged to experiment, to try out and to be venturesome. Government should not frown on such efforts. On the contrary, they should try to help them if the rationale of such projects seems sound enough. Where voluntary agencies have proved their usefulness, too many strings should not be attached to the aid provided by the Government. Of course, it should be emphasized that to do their work effectively, voluntary organizations should try to develop their own resources as much as possible. The very process of developing their own

strength will add to the stature of voluntary organisations.

Both the Government machinery and voluntary agencies can be upgraded and geared to the needs of Functional Literacy, but we shall be committing the logical fallacy of 'one factor analysis' again if we think that improvement of one feature leads to the all round effectiveness of the programme.

People's attitudes, institutions, levels of living, cultural background are all relevant considerations in any literacy programme. As Richard Cortwright suggests, "Literestics (study of literacy methodology) is not to be considered an autonomous discipline. Rather it is a discipline integrated with linguistics, anthropology, sociology and psychology. The demonstrated results of literacy can be applied in co-operation with results of these other disciplines." Any literacy programme should try to study reality in all its complexities.

Following the modern Indian Sociologists, we can say that there are broadly three streams of culture in India—the elite, the folk and the tribal. The analysis that follows is from the observations of conditions in Bengal. They may be different in other parts of India.

In Bengal

In Bengal, before advent of the British, the elite and the folk culture, though distinct, were intimately and organically related. Even classics like the Mahabharata and the Ramayana were adapted, modified and changed for the common people. There were interpolations and extrapolations. Quite often, these folk versions reflected the conditions which obtained in the society and they tried to make the common people conscious of their duties and obligations and the roles they had to play. Among the elite, the women by and large subscribed to the folk culture. Tribal culture, on the other hand, was distinct and separate. They were hardly influenced by the elite or folk culture.

The old elite of Bengal ceased to play any vital role after the consolidation of the British power. The old elite yielded place to the new elite—the educated middleclass, the 'Bhadraloke'. With the emergence of this new class things became different. This new emergent class became increasingly detached from the rural milieu. The organic relationship which the old elite had with the peasants, snapped. This new class became educated but the content of their education made them misfits in a rural society. They became westernised and urban oriented. The centre of gravity of their culture and value system shifted to urban areas, more specifically to Calcutta. This new elite assumed the intellectual and cultural leadership but they put 'blinkers' on and refused to see anything which lay outside their middle-class world. They made tremendous strides in their own education but completely neglected the education of those who did not belong to their class. As their education was book-bound and their base was in urban areas, their detachment from the illiterate peasants in rural areas became complete. As Tagore put it so well—"This foreign system of education may be compared with the lights inside the compartments of a railway train. The inside of the compartments is bright, but the miles and miles of the country through which the train is running is engulfed in darkness."

The members of the "Bhadraloke" as a class made the tacit assumption that in the scheme of things people belonging to the folk culture would remain ignorant and illiterate. There were individual political and social workers who started elementary literacy classes but they were exceptions. Even these individuals could not free themselves from the prevailing middleclass bias that only very rudimentary literacy was needed. This superior, aloof, though sometimes condescending attitude of the middle-class not only created hos-

tility and resistance among the learners, but the whole content and approach of the literacy programme was coloured by their peculiar bias and approach. This robbed the minimal effort of even any small significance that it might have possessed.

Though belatedly, the middle-class have come to realise that they must look beyond their class and change over from microscopic to the macroscopic view, there is still a very strong antipathy bred through years of callous negligence. Even now, literacy workers feel that it takes some effort to establish their bonafides and overcome the resistance of the learners. Moreover, the content and approach of literacy programme still bear strong middle-class imprint.

As for the tribals, there were hardly any effort to approach them. The literacy programme among the tribals was confined to the missionaries. Even now this is true. The above historical analysis, if correct, holds important lessons for us in the present and in the future.

Our main concern should be to recognise the special needs of the four sections of our people who numerically form the majority of the illiterates. They are (1) Farmers, (2) Industrial and Plantation workers, (3) Tribals and (4) Women. All of them belong to either folk or tribal sub-culture (even women belonging to elite group followed largely folk culture). The new elite of the educated middleclass which also comprised the Government (importance of literacy more or less synchronized with the rise of the new elite) either completely ignored the literacy needs of the peasants, workers and the tribals or the dismal, inadequate programmes started by them aimed at less than rudimentary literacy, let alone functional literacy.

Only recently, one can sense a feeling of urgency—a belated but welcome realisation of the gravity of the problem which adult illiteracy poses. For the first time, among a plethora of reports which have been appearing, the

Education Commission of 1966 focussed the importance of adult education in an excellently written chapter. Now the National Board of Adult Education has been formed with the Education Minister as its chairman to tackle problem with all earnestness. But there is a danger, a real danger, that in our eagerness and hurry we may slur over real difficulties and expect results to flow smoothly out of schemes hastily constructed and unimaginatively applied. With determined effort and a band of trained personnel, spectacular results can be expected in the areas of health within a stipulated period. Malaria was practically stamped out in our country after Independence in quite a short time. But as Gunnar Myrdal points out, "To stamp out illiteracy is vastly more complex task than eradication of malaria." Diseases are detested. People want to avoid them, in spite of religious overtone that some diseases have for the ignorant and the superstitious. They debilitate and cripple people in a visible way. The effects of illiteracy, may be no less debilitating and crippling, but the causal connection is not so palpable or specific, as it lies concealed under layers of ignorance.

Realising the Problem

Before a large-scale attempt at eradication of illiteracy is made, people must be made to feel the shame of illiteracy. In a literate society that shame is already there. In a pre-literate society, this shame has to be created. This is one of the pre-conditions of success in a literacy programme. This provides one of the strongest motivations. Japan experienced this shame when she was humiliated by a Western Power and attributed her defeat to her ignorance. Soviet Russia's shame in finding most of her people illiterate spurred her on to a tremendous and a total effort towards literacy, because she realised that socialism could not be built with a ignorant people. India has yet to experience this shame.

But instead of waiting indefinitely for a traumatic experience, this feeling of shame, to a certain extent, can be engendered. Political parties whether belonging to the left or the right, can create it. Political parties are not particularly suited for imparting literacy, because of factions and jealousies, but certainly they can motivate the members towards literacy.

Mass Media

Mass communication media like radio, cinema, newspaper and television (when it comes) can contribute vastly towards creating a favourable climate for literacy. But they have to do it with sensitiveness and imagination. Otherwise, they may turn people away from literacy! As the Minister for Information and Broadcasting is also a member of the National Board of Adult Education, one can hope that the potentiality of mass media in changing the attitude of the people towards illiteracy will be fully utilised. Our language newspapers suffer from serious limitations but they are increasingly reaching rural areas and their role in moulding the opinion of the people in the context of literacy should not be minimised.

What is being emphasized here is for success of literacy programmes a favourable climate must be created and political parties of all shades plus the mass media of communication can help effectively in creating it. It will be impossible to find a single country which attained rapid literacy where mass media did not play an active or participating role. Sometimes they have been directly instrumental in promoting literacy, as for example, television in Italy and radio in Columbia. Opinions may differ about their efficacy as agents of instructions. But there can be no two opinions about their efficacy in motivating people to come forward as learners or instructor volunteers. The help of these media must be enlisted in combating illiteracy—only stipulation being that they have to be

specially adapted and oriented for this purpose. As all these mass media are controlled and operated by the elite or the new elite, there is always the danger that unless they can dissociate themselves from their previously held attitudes and prejudices, they may irk or anger those whom they are seeking to influence. The irony of the situation being that they may not be conscious of the effect they may be producing. In the interest of the job they are doing, they should not hesitate to seek the help of those who are working in the field of adult literacy and try to draw on their practical experience.

The role of political parties and mass media in creating motivation has been mentioned. But this motivation once created, has to be sustained and strengthened. It cannot be done merely through pious sentiments expressed in leaflets, blaring it forth over the radio or through the double-column headlines in newspapers. Motivation and literacy programmes have to march in a step, each sustaining the other. If the programmes in the field are halting and half-hearted and hedged in by bias and approach, if the teachers are not properly trained and oriented, if there are no competent and objective supervisors, if the goals and aims of adult literacy are not clearly grasped, if the instruction materials and follow-up literature are poor in contents and counter-productive in attitudes, if adult literacy is not linked up with follow-up education and geared to the needs and occupation of the learners, then, as in most of the projects started in developing countries, the literacy programme may start with a bang but end in a whimper! On the other hand, if the literacy programme overcomes these handicaps and changes itself into a dynamic and relevant programme in points of time and need, then, mass media will have something tangible, something concrete to tell their listeners, viewers and readers. Simple but true stories of people who have used literacy as a tool

to improve themselves, their families and their environment. These stories may have significant spread effects and help to swell the number of learners.

Relapse

With the active help and assistance of the Government, the whole country can be dotted over with literacy schools, without a clear objective, untrained or insufficiently trained teachers, poor instruction materials and no follow-up programmes. There is a genuine interest recently among the tribals and scheduled castes to become literate and the Government can 'cash in' on that. Probably these literacy schools may run for six months or more and enable the learners to acquire some rudimentary literacy. Then at the end of that period, it can be publicized that so many lakhs or millions have become literate. But it will be nearer truth to say that instead of so many lakhs or millions of illiterates, there is now an identical number of semi-literates and for want of proper reading materials at their level they may sink down again to illiteracy. How is this kind of literacy going to help in the economic development of the country or provide a strong base for democracy? Is this kind of literacy going to help people to dis-adapt themselves from their irrational attitudes? Soviet Russia faced this problem after an initial massive drive against illiteracy, but overcame it by providing later, right kind of schools, vocational and others, to develop the earlier rudimentary literacy. Even in a totalitarian country lot of wastage in time and money could have been avoided if these difficulties could have been foreseen. We are a poor democratic country and we have a lot of lee-way to make up. We cannot afford to make too many mistakes, because once made they cannot be rectified easily or speedily and reversal of mistakes on a large scale is always a costly process. Quite a large amount of money is necessary for making our country literate. Let this not

be spent in barren efforts or in correcting mistakes.

In dealing realistically with the problem of literacy, a number of apriori assumptions have to be shed. We have already seen how false some of these assumptions were. Another apriori assumption is, all that is needed to avoid mistakes on a large scale later is to set up a pilot project. The twin forces of elementary arithmetic and rudimentary reasoning are again summoned. Papers are brought out and calculations made. So many illiterates have to be made literate. Therefore, so many teachers are needed. Response from the volunteers and primary school teachers is taken for granted. And, Lo! and absurdly simple and feasible pilot project begins to take shape!

Pilot Projects

A pilot project can be tremendously important and full of lessons for the successful implementation of a later scheme, when an objective assessment of forces working for and against is made, people's reactions analysed and a certain amount of flexibility with regard to the operation of the project maintained. The project develops slowly, testing the ground carefully with each measured step. But it is a different matter when pilot projects are suddenly foisted from above with dramatic suddenness and they are somehow expected to flourish and blaze the trail for others on strength of mere pious wish. Sometimes, in imitation of successful projects elsewhere, a pilot project is set up in an entirely different part of the country. The factors which made the first project successful are expected to materialize magically to ensure success. What follows is frustration and wastage. In January 1966, a pilot project in each district in West Bengal was started with a lot of fanfare and publicity. The idea was to make roughly 80 to 100 villages in each district literate in six months. This was in imitation of the *Gram Shikshan Mohim* in Maharashtra.

(Continued on page 19)

Activising Youth Work in India

YOUTH of today is not fanatically rooted to traditions. He displays a tendency of being quickly swayed by any emotional or ideological wave. Youth has considerable learning potential and freshness of outlook. The characteristic of youth that their outlook can be changed with comparative ease, is conducive to moulding their outlook, character and behaviour in a desirable way.

But the needs of youth are not adequately met at the present time. The Government of India has set up a section of Youth Services in the Ministry of Education to have a close outlook at the problems of youth and their solutions. A number of official and non-official agencies are engaged in the youth welfare programmes. With a view to activate youth work in India, the Central Institute of Research and Training in Public Cooperation, New Delhi, organised a course in youth leadership. The major recommendations of the course are given here.

Of late organisations working for youth have been experiencing a declining response to their programmes by the youth. Frustration, sense of insecurity, disillusionment and resentment with the prevailing state of affairs, which at times erupt into turmoil, is rampant among the youths of today. Youth is in a state of emotional ferment. Self-introspection i.e. evaluation of their performance, and the impact which their programmes had on the youths have convinced organisations that the malaise from which they suffer seems to be precipitated by the following factors:

1. Many programmes run by youth organisations have become outdated in their nature.
2. There is a noticeable inconsistency as also a wide gulf between the needs of youth and programmes launched by youth organisations to meet them.
3. Programmes are of a cramped nature and not extensive enough to cater to the needs of the groups and individuals.
4. There is an apparent disregard for discovering and assessing the emerging needs of youth.
5. The attitude of the old guards suffer from inflexibility and the time lag with respect to changes taking place in the needs and desires of youth. These custodians of society due to their cultural and religious inhibitions prevent the immense energies of youths from being mobilised into creative and productive channels.
6. Old people lack confidence in youths and do not want to involve them in evolving programmes for themselves or entrust to them, the responsibility of executing these programmes. Thus they deprive the youth of all legitimate challenges.
7. There is lack of proper and regular personal contact with the youth on

the part of youth organisations.

8. Proper and timely information is not passed on to youths by organisations about the programmes launched for them.
9. There is widespread unemployment and not much avenues are available to youths for the constructive use of their leisure time.
10. There is absence of socially approved means of expending their bubbling energy which could simultaneously engender the feeling of doing something worthwhile for the society and also a sense of achievement for themselves.
11. The rapidly changing society of today makes heavy adjustment demands on the youth and any failure to do so gives rise to the feeling of despair in them.
12. Shortage of trained personnel or the inability of organisations to employ them also leave many areas of youth needs unattended to.
13. Lack of incentives, low salary, and low social status accorded by the society to youth workers make the talented ones shy away from the field.
14. Some youth organisations which are enthusiastic about youth work and are appreciative of the emerging needs of the youth are handicapped by problems like shortage of finances and paucity of space for conducting various programme activities.
15. Parents are doubtful and sceptical about the utility of sending their children to the organisations.

Measures for Effective Participation

Some of the measures which organisations can take to maximise youth participation in their programmes can be enumerated as under:

1. Desires, needs and aspirations of youths and the current trends of thinking among them should be discovered through surveys and group discussions.
2. Well organised publicity campaign through various techniques such as posters, pamphlets, newspapers, radio, films and television should be launched for:
 - (a) making the youth aware of various types of services available for them.
 - (b) educating the public about the needs and problems of youth and the importance of meeting these needs by providing appropriate services.
 - (c) educating the older generation to be pragmatic in their attitude towards the younger generation.
3. Youth organisations should maintain regular and meaningful contact with youths through personal visits and by organising youth rallies, distributing information leaflets, sending monthly bulletins etc.
4. Programmes should be need-based. Programmes which have served their purpose and for which the need no more exists should be gradually discontinued and those that can cater to new needs should be instituted. In other words, programmes should be dynamic and responsive to youth needs.
5. Programmes should be extensive and varied so that they can cater to the differential needs of individuals and groups.
6. While formulating programmes, their potential to provide recreation and challenging opportunities to the youth should be given due consideration.
7. Programmes after completion should be evaluated in order to suggest guidelines for the future and avoid pitfalls. Progress made during the execution of the programme should be given wide publicity.
8. Youths should invariably be involved in the process of programme formulation and its execution. Programmes should not trickle from top to bottom. This shall help them to develop their capacity to shoulder responsibility and assume leadership role.
9. To make them strong and dynamic, persons with creative and imaginative talents should be inducted into these organisations.
10. To overcome the shortage of personnel to man various activities, a regular flow of volunteers should be maintained. This can be accomplished by selecting talented youth participants and sending them for training in desired activities.
11. The problem of paucity of space can be tackled by using the same room or space for different activities and making provision for open spaces in further extensions of cities.
12. Meetings of youth members should be conducted in their homes and in the presence of their parents so as to overcome apathy

on the part of the latter and allay their fears in regard to sending their young children to attend youth programmes.

13. Vocational guidance and counselling bureau should be run to help the youths to find employment.
14. Schemes like awarding silver and Bronze Medals for outstanding achievements in youth activities (e.g. outdoor living etc.) on the pattern of Duke of Edinburgh Scheme should be instituted to provide incentives to youths.

Activities

Some of the activities which can provide constructive outlet to the bottled up energies of youths may be described as follows:

i) *Camping:*

- (a) Urban youth should be taken to countryside on camping and engaged in activities, through which their hidden talents could be explored and self confidence instilled in them.
- (b) Camps which can provide training in arts and crafts should be conducted so that frustration caused by unemployment could be overcome to a certain extent.
- (c) Family camps should be conducted to promote feeling of neighbourliness among the urban youth.

- ii) (a) Activities such as slum clearance, helping slum dwellers in getting civic amenities and social and cultural facilities, literacy campaign, health education, family planning, establishing book banks and libraries for those who cannot afford to purchase books, preparing volunteers for blood

(Continued on page 16)

UNDERPRIVILEGED—OR UNDERESTIMATED

UNDERPRIVILEGED, *disadvantaged, undereducated*—these are just a few of the words used to describe men and women who are poor and have had little schooling. Teachers would be wise to add a new word to their thinking: underestimated. During recent years, since more and more students have moved into adult basic education and high school completion programme, teachers have found that disadvantaged adults have strengths, talents, contributions to make—as well as obvious needs and weaknesses. When we consider them only as needy individuals who require our special help, it is easy to feel superior and condescending—an attitude which they sense and deeply resent. If we really want to help, we must also look for and honour their unique talents, thus boosting their already shaky self-esteem.

How to find their Strengths

Recent studies have shown that teacher expectation plays a large part in student progress. Students with low results on IQ tests have been placed with teachers who knew nothing about their IQ or their history of poor academic achievement. They advanced markedly over the year, at which time their teachers were aware that they were “slow learners.” You are more likely to discover student abilities when you honestly feel that they have abilities.

Don't always look for traditional academic skills. During a special course for dropouts in Seattle, the students spent part of their time outdoors, doing conservation work. A young man who had been one of the poorest achievers in the classroom turned out to have high qualities of leadership in the field. The teacher's obvious appreciation of this student's help gave a great lift to his self-esteem. The student who can always fix the overhead projector when it breaks down...the “negative thinker” whose hostile remarks are always funny...the withdrawn young woman whose writing, though crude and misspelled, shows feeling and insight...these skills are not hard to discern. You may have a harder time discovering that the sullen looking man in the back row is a tender and loving father, with a real feeling for children and an unusual ability to win their confidence.

Be friendly and non-critical. In a cold, authoritative classroom climate, shy and fearful adults don't blossom: they wither. They hide their individual skills for fear of ridicule or rejection—both of which they have probably experienced throughout their lives.

Encourage them to talk freely about topics of interest to them, and their special interests and abilities may emerge. If some remain silent, be patient.

It may take time to win their trust, particularly if they are in a class of more advanced, articulate adults. Silence may not mean they aren't benefiting from the course. At the final meeting of a parent education class, one low-income mother said: “Maybe you all thought I should talk more. Well, that's not my way. But I listened and when I went home I talked about it with my family. Last week I was sitting down and my teen-age son came up and kissed me on the cheek. I'd do it all over again just for that.”

How to Build on their Strengths

There are several ways you can use a student's individual skills to boost his self-concept and thus give him greater confidence in his ability to learn the subject matter of your course.

Employ student skills in the classroom whenever possible. For example, the student with mechanical ability can run the audiovisual equipment. The “wit” can give five-minute talks on topics of interest to all. The superior writing of the withdrawn one can be used to help others analyze what good writing is. The man who relates well to children may be able to advise students who are having problems with their children.

This use of student skills should not be too obvious, or it may appear as a condescending pat on the head. Sometimes it is more effective when not done within earshot of the entire class: when you take Mr. Jones aside, tell him you can't cope with the new film projector and would he mind running it? The more real their contribution to the group, the more it will help their self-esteem. By the same token, excessive praise of their help has a condescending ring which they are quick to catch. Appreciation, of course; don't gush.

Let them solve problems and make decisions. Research on small groups has shown that problem solving and making wise choices can be learned by people at all social levels. As they grapple with problems (even a problem as simple as where to go on a field trip) students with human relations skills will have an opportunity to use them.

Recognize their progress. When we realize what it means to us to receive recognition, whether through a raise or through a better job or just through a pat on the back, we should be able to appreciate what it means to a person who—all his life—has known little appreciation. A home economist awarded certificates to all the members of her class as they completed a series of meetings. One mother said she framed it and hung it in her living room. She had never graduated from school. Now

she was showing her family and friends that she, too, could graduate from something.

When you know a student can perform a task, encourage him to persist. A Job Corps machine shop instructor assigned a new Corpsman to grind a tool. "When he said he couldn't do it, I told him to give it another try. He did it perfectly the third time. Pretty soon he was helping others. When he found he could do that job, he got confidence. Before that, he hardly spoke at all."

The student's job experiences have probably given him strengths you can build on. The very act of getting a job has given him experiences that may be useful to other class members. How did he find the job? What was the job interview like? Was he ever fired, and if so—why? A group discussion of job experiences—how to get and hold a job—can show disadvantaged students that they have knowledge which can help others. Women's strengths as mothers and homemakers can be built on in the classroom. A student who is extremely shy about expressing herself may bloom when you ask her to provide cookies for student social gatherings, or write down her favourite recipes for the group to share. Discussions of parental problems have such a strong emotional appeal that even the most silent students find themselves speaking up and sharing their knowledge.

Don't expect instant miracles, but do keep on trying. It's not easy to believe that students who appear dull-witted, sudden or actively hostile have hidden strengths. But no one is without positive characteristics...no one is unable to make some contribution. And remember that student contributions need not be dramatic. A student whose work is unusually neat and well-organized may be able to help you check supplies and keep records.... That simple responsibility may bolster his self-confidence.

What Are Your Teaching Strengths?

Like your students, you too have strengths and weakness. It will help you to improve if you know where your teaching abilities lie...and where you may be failing your disadvantaged students. Check yourself against the following list of characteristics which, research has shown, teachers of underprivileged adults seem to need.

Patience. Some students take longer than others to perform a task. Rushing them will only make them more anxious, more likely to make errors.

Versatility. Some students have a short attention span. This means they will be happier and more successful if given several short tasks during an hour. If they need a lot of drill at a certain

point for example, present it in a different way each time. They don't like doing what we did before.

Optimistic. Since some students tend to be discouraged easily, their teachers should be positive thinkers, should believe in miracles where human beings are concerned. They should send out rays of confidence to their students...so that students begin to have confidence in their own successes.

Understanding. Disadvantaged students are usually more anxious and insecure than the average adult student in the classroom situation—for a number of reasons. On the one hand, their teachers need to recognize this fear, sense when things are too much for these students and ease up on them. On the other hand, their teachers need to expect more of them and push them gently to do more, to learn to use the skills they have acquired.

Acceptance. The need for warm, uncritical acceptance of a student's slowness in learning, his offbeat and perhaps dirty clothing, his sometimes shocking language, cannot be over-emphasized. By commenting on what the student does right—rather than pointing out his errors—the teacher can help bring about change. Criticism will only alienate him and encourage him to drop out.

Cultural awareness. Undereducated adults, in many cases, have a value system widely different from that of adults of the middle and upper classes. Awareness of differences in cultural background can help a teacher accept the fact that some of his students react differently than others to traditional teaching techniques. His awareness of why these students act as they do help him to accept them and seek new ways to help them.

Sensitivity. Rarely do students speak up and tell you they are anxious, feel inadequate, or don't see any relationship between what you are teaching and their everyday problems. Yet these feelings often cause student dropout. Teachers must be sensitive to these signs of negative feelings. Ready promises followed by procrastination or "forgetting"; consistent bewilderment or blocking in spite of several explanations; dependency on the teacher or classmates for answers; frequent absences; persistent refusal to participate in class activities or pay attention; apathy or active hostility; defensiveness, reticence, or meaningless agreement with everything you say. All of these are calls for help.

Genuine liking for "different" people. If you don't really like people with values and backgrounds different from your own, you can't hide it. Try as you may to conceal your feelings, you'll give non-verbal clues to them through gestures, facial expressions, tone of voice. Through unhappy life experiences, disadvantaged adults are particularly alert

to nonverbal messages, which reinforce their feelings of inadequacy and worthlessness.

Sense of humour. A cheerful attitude, the ability to see the bright and humorous side of classroom situations, helps to create a warm learning climate.

Testing your Disadvantaged Students

If you have slow learners in your class or students with reading difficulties—no matter what subject you teach—it is not fair to test them the same way you test other class members. Chances are they feel fearful about school tests, so they need all the reassurances they can get.

Here are some ways to help them:

- * This may be the first time in years that some of your students have taken formal tests. Therefore, make your explanations perfectly clear, and repeat them more than once.

- * Be prepared to answer patiently the most simple, obvious questions. Your friendly, relaxed attitude will help the students feel comfortable, unthreatened by the testing situation.
- * Simple materials may be used to do practice-testing in advance so individual students may become familiar with the process.
- * Check the wording of your tests. Be sure the words are short, simple, and familiar to all of your students.
- * Some students may do better with verbal tests, given in private. They may know the material well but have difficulty expressing their knowledge in writing.

—Technique (Washington, USA)

February, 1970

RELY ON MEGH

YES every EDUCATIONIST RELY ON MEGH Marked Quality Slated PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC ROLL-UP BOARDS and GEOGRAPHICAL OUT LINE MAPS

because:

- * of their prompt and best services.
- * every Board is prepared taking utmost precaution and sent under perfect supervision.
- * MEGH now having 46 years experience behind.
&
- * MEGH roll-up black boards have been blessed and recommended by the eminent Educationists at HOME & ABROAD.



Your inquiries are solicited:

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA



Literacy Training and Development

WHETHER the task be the reform of economic and social structures, modernization of agriculture or the expansion of industry, the aims of functional literacy are the same applied in any situation: to mobilize and train workers whose capacities are not yet fully utilized with a view to making them more productive and efficient, both in their own interest and in that of society.

Literacy and Industrial Development

Industrialization requires capital, raw materials and energy; it also presupposes an advanced level of technology, professional skills and practical knowledge. It cannot be undertaken without resources of qualified and specialized man-power at all levels, both among technical staff and skilled workers. A country just beginning a process of industrialization will, in the early stages, lack staff with any experience of industrial production. Factories are often obliged to take on unskilled workers from rural areas who must adapt themselves to a new environment and acquire the notions of output and productivity. Accustomed to village life where their activities were geared to the rhythm of the seasons, they are suddenly forced to adjust to the tempo of the machine, and to the need for precision, accuracy, punctuality and control involved in industrial production. The difficulties inherent in this process of adjustment are at the root of many of the problems retarding development or making it costly and uncompetitive. Among these may be cited bad manufacturing methods, wastage of raw materials, breakdowns in machinery, faulty maintenance, deterioration of equipment, accidents, high rates of absenteeism, etc. If industrial activity is to be productive, the workers must first receive some kind of vocational training which varies according to the nature of their job. This training cannot, however, be modelled on that given in industrialized countries. The instructors are required not merely to teach a skill and manual dexterity but also to create a new mentality, to strive to bring about a change in thinking and acting and inculcate a conscientious attitude towards work. Moreover industrial training includes skills which cannot be learned without a certain degree of literacy. And it is here that functional literacy training has a role to play.

By extending its benefits to the greatest possible

number of illiterate workers, it is possible to obtain a much higher global productivity from the industry concerned. Obviously functional literacy in an industrial environment requires teaching staff specially trained for the job. It is sometimes necessary to call upon the services of instructors who have only had a general education, and in this case supplementary training of a practical nature must be organized for them.

Literacy and Agricultural Development

The modernization of agriculture also is a priority target in number of countries.

To illustrate the utility—and even necessity—of including functional literacy training in any campaign for popularizing up-to-date methods of agriculture, one has only to consider the educational requirements involved in such operations as irrigation and the utilization of chemical fertilizers and pesticides, which are available to any farmer. In fact, the farmer must be able to read and understand the instructions for the products used; he must also—and this is vital—be able to calculate the amount of seed needed for his fields, the volume of water required for optimum growth, the quantity of fertilizer necessary, the amount of pesticide that should be added to a given quantity of water, according to the capacity of the particular vaporiser used. Briefly, then, he must know how to calculate surfaces and volumes, be able to apply the rule of three and to work out percentages. Yet the number of illiterate or semi-literate peasants is still very high and their lack of instruction is a serious draw-back, preventing any real possibility of technological progress in the initiation of new methods in the agricultural sector. There is a basic incompatibility between low levels of instruction and agricultural development. Any analysis of the modernization of agriculture reveals the dual necessity of providing appropriate vocational training and raising the basic level of knowledge among agricultural workers. Functional literacy fulfils both these requirements, since it is also applied in certain cases to populations having benefited from some schooling.

(Unesco Features)

The Responsibilities of Adult Education

Bombay City Social Education Committee

Report for 1968-69

C. Stapel

1. In the present state of affairs Adult Education has a greater and more urgent responsibility to agriculturalists and country dwellers than to any other professional or social group.

2. The situation of the agricultural population is characterized economically by its being exposed to an open market, socially by its participation in an open society, and morally by its being thrown into an open world.

3. This situation, which has taken the agricultural and rural population by surprise, presents to it a crisis which threatens it, not only in technical and economic respects as a profession, but also—given that farmings is still largely a family business—in its very existence as a group.

4. In the face of this situation education should have the following objectives:

- (a) as regards professional skills and attitudes—to develop a critical way of thinking and working and to stimulate creativity and a dynamic and co-operative attitude;
- (b) as regards social activity—to overcome feelings of inferiority, strengthen self-confidence, encourage independent and critical judgment and develop individuality alongside a readiness and ability to co-operate;

(c) as regards cultural and spiritual life—to bring people to recognize the relativity of concepts and ideas, to develop open-mindedness in them and to make them conscious of the fundamental values which they hold.

5. Agencies working in the field of adult education, that should contribute to achieve these aims, could be:

as to a: farmers and trade unions and young-farmers organizations; agricultural information services; economic advisory services; rural social guidance; folk high schools and other adult education centres;

as to b: farmers organizations, women institutes and youth groups; rural home-economic advisory services; family-guidance agencies; folk high schools, rural development agencies;

as to c: the same institute as mentioned under b, as well as the churches.

6. A strategy of educational activities can and should be set up in order to enable the agricultural and rural population to find new ways to develop itself as fully as possible in its profession. In society and in personal life. To attain this end the agencies and organizations concerned should develop a comprehensive and coherent system of educational activities, directed to the realization of commonly accepted goals.

Under a crash programme to eradicate illiteracy from Bombay, the Bombay City Social Education Committee with the help of 1862 voluntary teachers made 5529 adults literate during the year 1968-69. The main feature of the crash programme is based on the "Each One Teach One" campaign.

The Committee conducted 529 literacy classes in two full sessions and two partial sessions. It also organised 244 post literacy classes during the year.

Literacy Among Women

During the year, 256 literacy classes and 113 post-literacy classes for women were organised. Over 7500 women were enrolled in these classes and of them 5634 appeared for the examination and 5356 passed. 36 sewing-cutting classes in different localities were also organised. Nine *Matru Vikas Kendras* for training of women to be efficient housewives, good mothers and enlightened citizens are also in operation.

Shramik Vidyapeeth

The Shramik Vidyapeeth established in collaboration with the National Council of Educational Research and Training in 1967 continued its integrated programme and continuing system of basic development of workers during the year. The Unesco is helping the project.

During the year, seven technical and two non-technical courses were organised. Over 200 workers received training. Supervisory Skills Courses, Film Projectors, Operators Course were the most popular technical courses.

Other Services

The Committee continued its services of circulating library boxes, area libraries and the Audio-Visual shows. The monthly magazine *Sakshrata Deep* was continued as usual.

The author is Director, Folk High School Bakkeveen, the Netherland.

Activising Youth Work in India

(Continued from page 10)

- donation etc., can provide useful avenues to the youth for channelling their productive energies. They can also create public opinion about these by organising lectures, seminars, exhibitions, demonstrations, film shows etc., to maximise people's participation.
- (b) Activities like trekking, hiking, rowing, mountaineering etc., can provide challenging opportunities to youth.
- (c) Rhythm activities such as music, dancing, singing, recitation, dramatisation etc., can be organised to develop aesthetic sense in the youth.
- iii) Youths should be involved in the celebration of National days and festivals in a big way.
- iv) Educational and historical tours for youths should be frequently organised.
- v) Talented and trained young workers can be engaged for providing training to girls in citizenship, gardening, health, sanitation, needle work, arts and crafts and cultural activities.
- vi) Agricultural graduates or those studying agriculture can fan out in villages, motivate the farmers to adopt improved agricultural practices and give technical guidance in the matter.
- vii) Youths can educate villagers about administrative procedures relating to matters such as obtaining loans from banks etc.

viii) They can help organise relief measures during flood, famine, epidemics etc.

Collaboration: To avoid wastage, duplication or overlapping in their services, youth organisations should collaborate and coordinate among themselves. They must pool their resources to make the best use of them.

Finances: To augment their meagre finances youth organisations should make strenuous efforts to raise money from whatever quarter they can. New and old methods of raising funds such as organising film shows, raffle, lottery, charity shows, fetes, sale of flags, carnivals, cultural programmes, donations, publishing souvenirs and brochures etc., should be tried. Agencies should also try to have closer contact with the business community to win its confidence.

Ranganathan Honoured

Dr. S. R. Ranganathan, national research professor in library science, has been awarded the Margret Mann award by the American Library Association for outstanding and pioneering work in all fields of library science.

This is the first time the award has been given to a person outside the U.S.

The award was received on July 3 by a representative of Dr. Ranganathan as he was not in a position to visit the U.S.

Dr. Ranganathan was General Secretary of the Indian Adult Education Association from 1948-50 and Vice-President from 1950-54.

New Director of AEA/USA

The Adult Education Association of the U.S.A. Washington, has a new executive director as of January 1, 1970—Jules Pagano, who succeeds Robert E. Sharer.

Educational Television International

Educational Television International is a new quarterly from the U.K. available from Pergamon Press. The recent issue is on adult educational television around the world.

Ashadevi Aryanayakam Passes Away

We profoundly regret to record the death of Smt. Ashadevi Aryanayakam, a close associate of Mahatma Gandhi and head of the Basic Education (Nai Talim) Institute, Sewagram on June 30 at Nagpur. She was 67.

She had written a number of books and had edited the monthly *Nai Talim*.

In a tribute to Ashadevi, Mr. S.C. Dutta, the Hony. General Secretary of the Association said that "in her death, the country has lost a dedicated and tireless leader in the cause of mass education."

Life-long Education

(Continued from page 4)

something new, then a failure is only relative. If he does not succeed in one particular venture, many other opportunities are open to him in which he can test his abilities. He does not become a failure, he merely has had one failure among others in his life; in the same way, a success is also relative and only applies to one in a series of undertakings which may or may not prove successful.

When it is institutionalized, success may prove just as much of a constraint as failure, and in some cases even more detrimental. An individual who fails in a particular venture is forced to take stock, to start afresh, whereas an individual who succeeds—especially if his success sets him apart from his fellows—tends to believe that the rest of his life will be plain sailing. For those who are constantly starting something new in a process of lifelong education, success and failure are only relative notions and thus lose any absolute significance.

The aim is to increase each individual's possibilities of expressing himself on the intellectual, emotional, social and professional planes, as well as in relationships between the sexes, parents and children, and so forth.

There are countless situations in which a man may succeed or fail, but the important thing is that he should have a positive approach to these situations, that he should be vigilant and inquiring, not a passive observer. Certainly, one cannot entirely rule out all selections: industrial and commercial forms or administrative enterprises, for example, are not prepared to recruit staff on trust

but demand certificates and diplomas. In actual fact, therefore, there is a contradiction which cannot be ignored between the development of lifelong education and the practical necessity for selection. But in the main this is not a problem for educators, but one which must be solved by employers who will have to find their own means of recruiting the men and women they need, on condition that this obligation for selection at a given moment does not have a backlash on general education, which is governed by other imperatives.

Moreover, it may be possible to develop systems where, even after selections, there are opportunities for an individual who has already qualified for an entered one profession to follow study courses for others and to be able to change from one to another. Facilities of this kind already exist in some socialist societies, and in certain countries no one may occupy a post of high political or social responsibility for more than a limited number of years. This practice might become more general, so as to favour a rotation which would mean constant revision in selection, providing new opportunities for those who give proof of their competence in their work, and a chance for employers to recognize the talents and abilities of their employees.

Another important consequence of lifelong education is that it will, to a far greater extent than traditional education, reveal the originality of each individual. Human nature is the same the world over, but every human being is unique: in the words of the philosopher: 'You cannot descend in the same stream twice.'

Own imprint

Each individual is to a certain extent aware of this need to develop his potentialities and live

his life as fully as he can. Consciously or perhaps subconsciously he strives to free himself from anonymity and to leave his own imprint on the contributions he makes to his environment, to his times and to the type of civilization of which he is a product. The objects he contributes only partially reflect and express his personality and cannot represent the rich and varied amalgam of elements which make him unique.

Education at the present time takes no account of this basic factor of human individuality. Under the present system, there is no time for it. Schooling is spread over a fixed span of years and ends at a given age, without taking account, for example, of the fact that individuals of equal intelligence and ability progress at varying rhythms: some may be in full possession of their faculties at the age of 20 while others may not reach this stage until they are 30 or even later. An important role is played in this process of depersonalization by examinations and diplomas. The criteria—very often arbitrary—on which they are based were established many years ago to meet the demands of a type of society, of categories of employment temperaments and caste of mind that are by no means universal.

In school, the criterion is not the individual, with his geological, psychological, sociological, historical and geographical characteristics, but whether he is a good or bad pupil. These evaluations are very superficial and neglect the day-to-day realities and laws of individual development. In fact, an individual spends his whole life acquiring self-knowledge.

When lifelong education becomes a reality, it will be possible to offer greater scope to each individual human being, to be less ruthless and tyrannical and

to provide for the needs of a greater diversity of people.

Through the process of life-long education, each individual will be able to benefit from some of the outstanding advances in modern thought over the past 150 years, including such concepts as historicity, scientific thought and relativity.

By historicity, we mean an awareness that the elements of knowledge are not revelations, nor can philosophic reasoning be taken as fact; that knowledge is a series of conquest but that all advances in knowledge are subject to revision; a recognition of the contribution of past generations to present truths; an ability to situate the ideas of an era or of an individual in the context of the evolution of ideas and of the instruments for perceiving and expressing them, and an awareness of one's own progress through a series of stages.

Historical context

This approach enables us to view our own very important era in its historical context and to decipher the historical character of any event. Up till now, education systems have neglected this dimension: the facts taught to young children—the future adults—are generally presented as revelations and are rarely situated in a historical context.

Secondly, there is the scientific approach, the spirit of discovery, of constant questioning. The scientist who undertakes an investigation does not know at the start what he will find. For him, the main interest lies not in gaining knowledge but, once he has discovered a fragment of truth, in recognizing it as provisional and in proceeding on the basis of that discovery. In contrast to the dogmatic attitude, the scientific approach consists in

never formulating a judgment without verifying the facts. It is diametrically opposed to the search for security which refuses to study problems afresh, seeks to avoid risk, demands readymade answers and evades fundamental questions.

Countless men and women are educated to go through life accumulating answers and basing their attitude on accepted opinions. This is the antithesis of the scientific spirit, which readily admits the possibility of risk, including that of being mistaken. Education should teach us to accept risks and to regard them as a blessing, rather than a hazard in life. Such an approach will only be possible if science is no longer merely a subject in the curriculum, and the scientific method is applied to all aspects of education.

Thirdly, the process of life-long education must include the notion of relativity which is the natural consequence of the development of historicity and of the scientific approach. Since truth and reasoning are the products of a historical process and all knowledge is provisional and subject to constant revision and verification, the notion of the Absolute becomes singularly restricted. Education should systematically inculcate in each individual the idea that his beliefs, convictions, ideologies, his habits and customs are not universal patterns or rules applicable for all time and in any civilization or way of life. To understand and accept the relativity of all situations and viewpoints should be one of the principal aims of education. This means that differences should be regarded not merely as a factor to be taken into account but as a common source of wealth.

Lifelong education therefore can and must assimilate these

essential conquests of modern thought and introduce them into the thinking and actions of each individual. Most of us still base our lives on archaic patterns; we have not yet succeeded in launching out in the spirit of modern intellectual adventure, research and challenge. Regretfully and unwillingly, we are carried along by the tide of events, striving vainly to slow down or swim against the current. Most people find reality unpleasant and are disorientated when their views and theories are contradicted by the course of events; they lose confidence in themselves when the customary responses are no longer valid. Due to lack of training, they are unprepared to rise to their full stature and devote all their energies to seeking new solutions. They do not seem to realize that the main interest in life lies in this search.

Through life long education, it will eventually be possible for everyone to acquire this mental faculty, this attitude towards life and truth. Compared with present adult education programmes, particularly in their more limited interpretation, this is obviously a far richer and broader concept. It is an entirely new view and interpretation of the educational process and even—on a higher plane—of human destiny, which projects the notion of a continuous struggle for self-conquest as a substitute for that of allowing oneself to be lulled into a sense of false security. It is also a guide for future action, because the principles of life long education offer clear orientations for the educational reforms which must be made if such action is to be vigorous, intelligent and constructive.

Lastly, it is this concept of education which will enable man effectively to fulfil his destiny in the true spirit of modern thinking.

Organisational and Motivational Problems . .

(Continued from page 8)

There was no campaign, no effort to seek the participation of the people in selected areas and no training of teachers. The whole scheme failed utterly and completely. A few lakhs of rupees worth of books were bought—these rotted in the godown and were devoured by the white-ants and silver-fish instead of the learners for whom they were intended. Even this dismal picture helped some important lessons. After the scheme had been in operation for a few months, only in two districts arrangements for training of teachers was made with Bengal Social Service League. About 45 student volunteers who had been trained by the above institution, instructed about 350 teachers in one district and 130 teachers in another. The teachers now had some idea about what was required of them and how to do it. Regular classes were started and the teachers were enthusiastic and confident. But as money had already been spent in buying a huge quantity of useless books, what was left in the kitty was just enough to buy only charts and a few primers. Even with this meagre instruction materials, about 4000 students in one district passed the preliminary test. In other districts where no training had been arranged for, the literacy achievement was practically nil.

What is written above only drives home the point that pilot projects cannot be expected to yield results or provide guidelines if they are based upon nothing more than a number of assumptions. Some of these assumptions are:—

- (a) Conditions which made a particular project successful can be duplicated with ease in other projects:

Models of Maharashtra *Gram Shikshan Mahim* or any other project here and abroad cannot be

assembled or re-assembled like modern prefabricated buildings. Each successful project may have important lessons for us, but to try to isolate them from their special background and conditions is logically false and illegitimate.

- (b) Certain preliminary spadework essential for the success of the project can be dispensed with or reduced to the minimum.

A systematic campaign aimed at making the community aware of the implications of the project and how they can participate in it intelligently and fruitfully, needs to be carried out. The persons who will execute the projects will have to be trained properly and thoroughly. Instruction materials, books, simple audio-visual aids related to the learners must be procured. If they are irrelevant and unsatisfactory, then, they will have to be prepared by experts and that takes time.

- (c) There would be a massive and spontaneous response from the people who will come forward as instructors and volunteers.

We have not reckoned with the inherent and deep apathy of the educated middleclass, nor have we learnt the arts and science of rousing their interest and what is infinitely more difficult, to sustain it for the duration of the project.

- (d) Local voluntary agencies will help in the implementation of the project.

But these agencies need to be examined critically to find out whether they are adequate or properly equipped for the purpose. If not, they also need be trained and up-graded for the project.

These assumptions can be multiplied. But, perhaps, enough has been said to stress the importance of preparing the ground adequately before a scheme or even a pilot project is undertaken. If this is not done, what promises to be a short-cut turns out to be frustratingly circuitous road; sometimes it even bends back on itself.

Changing the Term

Perhaps, the term 'literacy' needs to be changed in the interest of literacy. It connotes too low a standard, and as there is always a gap between standard and attainment, the level of attainment is even lower. The new elite have never considered literacy as a part of the general programme of education. For them, aid to literacy is more or less an act of charity—a crumb thrown from the rich fare of education on the table for their own class. Since the standard set is rudimentary, it is thought that this low level of alphabetization can be reached without recourse to special methods and instruction materials. These are, somehow, relegated to the background. So they remain poor in quality and insufficient in quantity, unable to perform even the very simple task which is expected of them. As the tools are poor and deficient, what they fashion is crude and non-functional.

This poor quality of teaching methods and instruction materials is responsible, to a large degree, for the apathy of the learners as well as instructors. In all the countries where large-scale literacy programmes were successful, particular attention was paid to the method and technique of teaching and preparation of specially constructed books from primers upwards. Since, in the last analysis, the value of literacy lies in its ability to develop the right skills and attitudes among the learners, the materials used to teach them must be carefully and expertly prepared. As we have already stated, we should give our special attention to the needs of the farmers, industrial

workers, tribals and women. In the literacy programmes undertaken, we should be careful to see that the programme and literature for the above four groups are relevant to their lives and occupations. Their special interests and requirements must be kept in mind. In other words, primers, follow-up books and follow-up programmes must be constructed and executed separately for these groups. It is not being suggested that the reading materials would be exclusively functional, but the main emphasis should be to link up literacy with their work and environment. Very recently in India, the Farmers' Education and Functional Literacy Project has been started in most of the States. Polyvalent Centres also hold great promise for the workers. These are steps in the right direction though there is ample scope of enlarging and developing these projects.

Relevant Literature

One of the biggest stumbling blocks in the literacy programmes for the above four groups is the dearth of graded and scientifically prepared relevant literature. Without this, the gap between rudimentary literacy and functional literacy can not be spanned. In the absence of this literature, the learners will not step beyond the stage of alphabetization and as has already been pointed out, will swell the rank of semi-literates who will eventually slide back into illiteracy. The preparation of the relevant materials for the above groups is admittedly a difficult task—and for that an extensive preparation is necessary. A few prizes from the Ministry of Education and the UNESCO will hardly make even a dent on the problem. Moreover, we have to reckon with an important point. These books are not the products of Writers' Workshops, where manuscripts are prepared after the fundamentals of writing for neo-literates and limited literates have been discussed in detail. These books which are submitted

for prizes are written by authors who rarely have first-hand experience of how illiterates live—and are written in the seclusion of their homes. Most of them seem to be written for overgrown children. Some books are excellently written, but there is little evidence in them of terms and vocabularies with which the farmers and workers are familiar, of recognition of their readers as mature adults. The inevitable middle-class bias and attitude colour these writings. There are exceptions—but these exceptions are almost invariably writers who know their readers intimately or who have produced these books under the guidance of institutions which have specialized in such productions.

The existing books are haphazard and un-coordinated productions—they can hardly be used as stepping stones by the farmers and workers to rise above their surroundings. Even with these limitations, there are some books for people in rural areas, but books for learners in the urban areas has been sadly neglected. Specially prepared books for workers after the functional literacy stage, enabling them to grasp the elementary technical principles in their trade and gradually leading up to more intricate treatment will be of immense benefit to them. Syllabus and curriculum for the adults need to be worked out by experts drawn from industries and agriculture. The nature of skill needed for farmers and workers for increase of production have to be carefully built into the syllabus. Post-literacy adult schools for farmers and workers, where improved farming methods and technical knowledge can be taught at the level of their comprehension and readability following a carefully prepared syllabus, will go a long way in motivating illiterates to come forward to learn. In addition, there may be also a general syllabus for young adult learners if they so choose. Diffusion of technical and scientific knowledge among the people

in simple graded books may help them to understand a little better this complex and changing society in which they live. Successful literacy programmes need writers who can transmit valid and relevant knowledge into the veins and arteries of pre-literate societies.

Conclusion

Problems related to adult literacy are so complex that it will be wrong to assume that only traditional class-room approach will resolve them. We say that adult literacy is needed to understand the changes in our society, but somehow, have kept the methods and techniques of imparting literacy unchanged! Quite conceivably a large number of illiterates may respond to other methods and approaches. Radio and Television are cases in point. The only justification for television in a poor country like India, is, if it can help in the spread of education. Telescola in the southern part of Italy proved successful. Programmed instruction materials (without the sophisticated machines) and correspondence courses can be quite effective in the post-literacy stage for those who would like to pursue education on their own.

This article may seem to be too critical. But if we are really serious, we should not shut our eyes to difficulties and problems which have not only slowed down but also perverted the programme of adult literacy in the country.

Let us frankly admit that the picture as a whole is not encouraging and defies any easy solution. Admittedly, there had been significant endeavours and some of our adult educationists enjoy international reputation. But against these, by and large, our effort to put it mildly, has not been very successful. We are usually on the look out for easy formulae in search of solutions and the sooner we discard this habit, the better. Let us face the problem boldly and squarely and neither magnify it nor minimise it.

New Publication

**Adult Education
and
National Integration**

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

**Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-1**

Still Available

**EDUCATION
FOR
PERSPECTIVE**

by J.R. Kidd

**Foreword by M.S. Mehta
Rs. 24.00**

Available from :

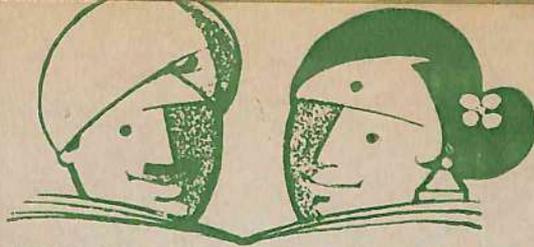
**Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-1.**

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

August 1970

Volume XXXI Number 8

**Training of Personnel For Functional
Literacy Programmes**

* * *

**Adult Education and Political and
Social Change**

* * *

New Literates and Family Planning

New Publication

**Adult Education
and
National Integration**

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

**Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-1**

Still Available

**EDUCATION
FOR
PERSPECTIVE**

by J.R. Kidd

**Foreword by M.S. Mehta
Rs. 24.00, \$ 6.00**

Available from :

**Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-1.**

Indian Journal of Adult Education

Published every month by the
Indian Adult Education Association

Vol. XXXI

August 1970

No. 8

IN THIS ISSUE

- Training of Personnel for Functional Literacy Programmes**
—H.S. Bhola ... 3
- Adult Education and Political and Social Change**
—J.M. Mwanakatwe ... 7
- New Literates and Family Planning**
—Victoria J. Marsick ... 11
- What Unions Want from Adult Education**
—N.A. Collins ... 13
- College of the Second Chance**
—Ian Crichton ... 15

Editorial Board

Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Subscription

Rs. 8.00 p.a. (Within India)
\$ 3.50 p.a. (Overseas)
Single copy Re. 1.00

Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

24th All India Adult Education Conference in Bhubaneswar

A five-day All India Adult Education Conference of the Indian Adult Education Association will be held in Bhubaneswar, Orissa, from October 13 to 17, 1970.

“Adult Education in the Seventies” is the theme of the Conference. It will also devote a session each on the role of adult education in “Green Revolution” and the “Urban Development.”

The Governor of Orissa, Shri S.S. Ansari, has been requested to inaugurate and the Chief Minister of Orissa, Shri R.N. Singh Deo to preside over the Conference.

Shri D. Rout, Deputy Director of Public Instruction (Basic & Social), Orissa, has very kindly agreed to look after the local arrangements of boarding and lodging. All the delegates will be provided free lodging, but the boarding charges will be borne by the delegates at Rs. 7/- per day per delegate.

All educational workers connected with adult education are entitled to attend the Conference. To secure accommodation, railway concession form, and to receive reading material the intending participants are requested to send delegation fee of Rs. 5/- to the Organising Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-1 by September 10, 1970.

The practice of holding the Conference and the Seminar as separate events has been given up. This was decided by the Executive Committee after consultation with members through correspondence.



Shri V.V. Giri, President of India, inaugurating the International Education Year in New Delhi on July 18, 1970.

Giri Calls for Revolution in Education

President V.V. Giri, made a fervent call for a "massive and sustained drive for the comprehensive development of education in the country" when he inaugurated the International Education Year (IEY) in New Delhi on July 18, 1970.

India is observing IEY in response to a call made by the UN General Assembly which has designated 1970 as the "International Education Year."

The President emphasised the need for imparting to all the right type of education adequate in quality and quantity. This was necessary to eliminate the problem of ignorance, disease and poverty.

Shri V.V. Giri, appealed to all State Governments, who were largely responsible for education and the general public to cooperate with the Government to initiate a comprehensive programme for the development of education in the country.

Earlier, Dr. V.K.R.V. Rao, Union Minister for Education and Youth Services, in his welcome address which was read out by the Minister of State for Education, Shri Bhakt Darshan, said that principal accent in the country's educational programme for the IEY was on the development of a forward looking attitude on the part of all concerned—teachers, students and parents.

In a message, M. Rene Maheu, Director-General of UNESCO, said he was glad that India was highlighting her concern that education must be a dynamic force capable of responding quickly and accurately to the demands of a society undergoing rapid social and economic changes.

Mysore Council's Work Praised

A team of about 20 education officers from different parts of India visited the headquarters of the Mysore State Adult Education Council and the Shivragudda Vidyapeeth on July 10-11, 1970.

The team appreciated the services rendered by the Council and the Vidyapeeths in Mysore. They were of the opinion that similar Councils should be established in other states. In states where the agencies exist they should be further strengthened.

The team was of the opinion that Vidyapeeths of the Mysore State Adult Education Council should become self sufficient in their operation. It was suggested that the Council should maintain a close link with the village leaders who had been trained from the Vidyapeeths to find out the use which they were making of the training.

Life Members

Dr. R.C. Mehta and Shri S.L. Intodia, Extension Directorate, University of Udaipur, have become Life Members of the Indian Adult Education Association. Shri Bhai Bhagwan, Principal, Janta College, Dabok, Udaipur and Shri D.L. Gour, Principal, Government Higher Secondary School, Mavli, Rajasthan, have also become Life Members.

Shri Jagdish Singh, Literacy Information Centre, New Delhi and Dr Net Ram Jain, Simga, Raipur (M.P.) have joined the Association as Life Members.

TRAINING OF PERSONNEL FOR FUNCTIONAL LITERACY PROGRAMMES

H.S. Bhola*

1. This paper deals with (a) problems and difficulties encountered in designing training for functional literacy programmes; (b) adaptations often necessary in methods and techniques to cope with the realities of the field; and (c) experiences gained in the area of training design.

1.1 In this paper training means preparation, both formal and informal, of designated workers and local leaders. Communications with ultimate recipients of functional literacy programmes—farmers, workers, cooperators—are referred to as teaching, instruction, or extension but *not* training.

1.2 The paper reflects basically the experiences of training design within the Tanzanian Project. That is not to say, however, that *all* the problems listed here did actually occur within the Tanzanian Project. What can be said is that most of the ideas presented here were framed by the author while working as Unesco Trainer on the Project.

2. Traditional literacy work was mostly organized around literacy classes taught by literacy teachers. The training needs were almost fully met once

voluntary literacy teachers had been introduced to the primer and supervisors had been given some orientation.

2.1 This is neither to suggest that supervisory roles always existed within traditional literacy projects nor that teachers and supervisors were given appropriate or adequate training.

2.2. The point is made that the *total* training needs of traditional literacy programmes were in themselves few.

3. The functional literacy concept is much more comprehensive than traditional literacy. Functional literacy programmes are in fact socio-economic change programmes wherein literacy plays a catalytic role.

3.1. To carry out this comprehensive programme a team of workers is needed which may consist of:

- (a) literacy teachers
- (b) radio/film forum leaders or discussion leaders
- (c) supervisors
- (d) agriculture / industrial homecraft specialists
- (e) health educators
- (f) cooperative educators
- (g) political educators
- (h) rural librarians

3.1.1. Some of those listed above will have to be trained *substantively* and within the project to enable them to play their

role in the project; such as (a), (b), (c) and possibly (h). Others will have been trained before in professional/technical institutions but will need orientation; such as those from (d) to (g).

3.2. Instructional materials needed to be used within a functional literacy project are not available from publishers and, again, have to be *produced* within the projects. This increases training needs of functional literacy projects to include training of:

- (a) writers of primers, especially functional literacy primers
- (b) writers of follow-up materials, including possibly programmed instructional materials
- (c) audio-visual education specialists who can analyse content that can be best taught visually, can write scripts and visual continuities, make visualizations and get the visuals executed by a graphic / photographic artist.

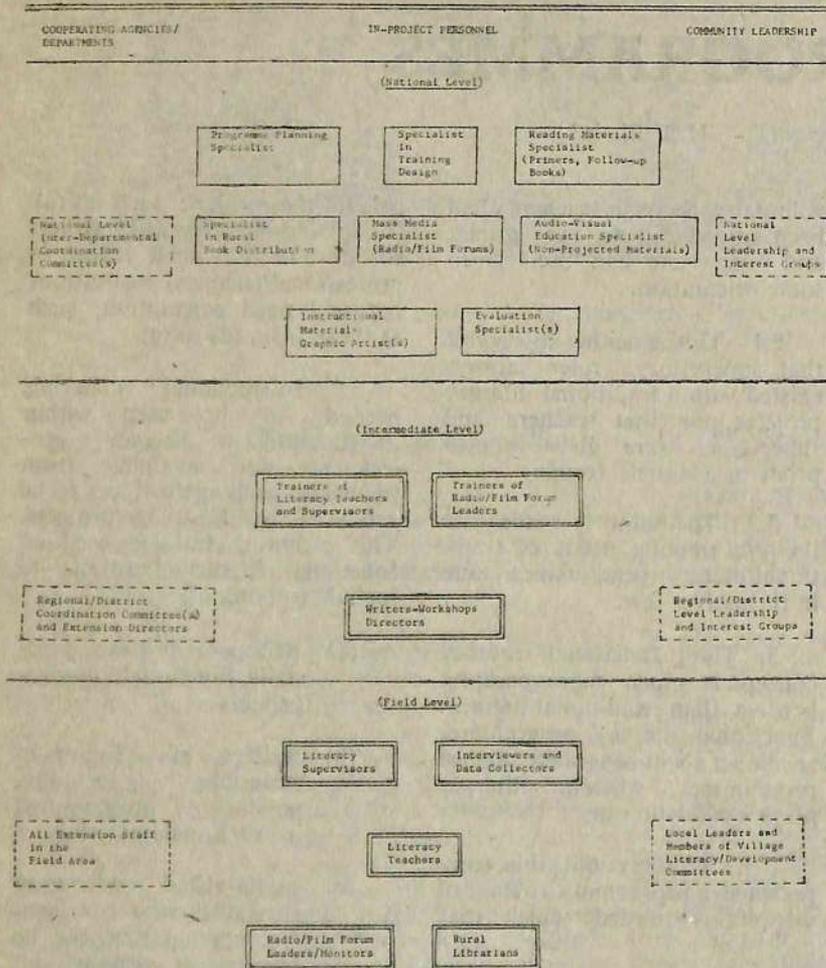
3.3. Lastly there is need to orient the administrators in the Ministries and Departments and the local leaders in the communities to the project programmes.

3.4. A comprehensive training blueprint for a functional literacy project may be presented as follows. The example is that of a hypothetical rural sector functional literacy project.

* Dr. H.S. Bhola until recently Literacy and Adult Education Trainer, Unesco/UNDP Work-Oriented Adult Literacy Pilot Project, Lake Regions, Tanzania is now Associate Professor, School of Education, Indiana University, Bloomington, Indiana, USA. This paper was presented to the Unesco Workshop on Functional Literacy during April 29 to May 12, 1970 at Addis Ababa, Ethiopia.

TRAINING AND ORIENTATION NEEDS OF A FUNCTIONAL LITERACY PROGRAMME
(Example of a Rural Sector Project)

Legend: Informal/Formal Orientation ----
Training as Under-study ———
Formal Training Courses ———



4. Problems of a training specialist on a functional literacy project are many and may arise from various sources.

4.1. It is doubtful if the comprehensive nature of the training needs of a functional literacy project were well understood when most of the Plans of Operations were first written. As a result neither the general framework of the projects nor budget and resource allocations admit of a training effort of the size and dimension sketched at 3.4 above.

4.1.1. The Plans of Operations seem to have envisaged only (a) training of teachers, (b) training of supervisors, and (c) training of a limited number of counterparts through fellowships and under-study arrangements.

4.1.2. Naturally, therefore, international experts responsible for programme planning, for production of reading, follow-up, and audio-visual materials and for evaluation did not always see themselves as trainers. Nor was it possible always for the Train-

ing Specialist, if there was one on the project, to appropriate all this training to himself without creating role conflicts.

4.2. As Unesco experts ourselves we are likely to forget that training design is a highly specialized task and that some of us may have neither the experience nor the professional skills in training design. This also is a problem.

4.2.1. On-the-job training through correspondence courses or such may, again, require skills in developing programmed courses and of writing self-instructional materials.

4.2.2. Handling informal training situations may be even more difficult requiring human relations skills of a high order and even experience in T-Groups work.

4.3. The host governments may be habituated to (a) low training inputs in literacy programmes; and (b) low resource inputs in the training effort.

4.3.1. National staff may not sometimes be made available to be trained as middle level trainers.

4.3.2. When available, middle level national staff may not "offer" themselves for training. They may not enter freely into an understudy role (unless invited to conferences and workshops outside the country).

4.4. Training problems may emerge from (a) lack of clarity of programme objectives and (b) absence of proper programme plans and time schedules.

4.4.1. If programme objectives are not clear, roles cannot be well defined, nor role incumbents be trained appropriately in discharge of responsibilities.

4.4.2. Lack of proper planning and scheduling (Perting, as it is often called) may mean that

trainers are always coping with emergencies and not planning well ahead.

4.4.2.1. Production of needed training materials and development of tests and instruments (so important in an experimental programme) may be neglected.

4.5. Problems may arise from lack of institutionalization of the training function.

4.5.1. Under *ad hoc* arrangements experiences cannot be stored within institutions or within persons. Persons trained as trainers are also more likely to drift away. Also training workshops (with simple production facilities) cannot always be built for use without an institutional base.

4.5.1.1. This is not to say that the named trainers in named institutions should not go out in mobile teams to conduct training courses in the field or at other appropriate locations.

4.6. Underdeveloped areas of the world are at a lower level of technology—also at a lower level of instructional technology. Yet major part of the training needs in a functional literacy programme of some size must require instructional-technological solutions. (Instructional technology, it must be understood, is made of two parts: (a) psychological and pedagogical and (b) technological hardware).

4.6.1. Technological solutions may mean a low-powered radio-transmitter, a filmstrip production unit, a film-based simulation system for literacy training and conduct of discussion groups. This technology is not available in underdeveloped countries. Installing this technology may require full-fledged projects in their own right. There may be political-ideological objections to production of films or to broadcasts except by the propaganda wings of the government. Often a modest graphic's workshop (to

produce a few training aids or a set of flashcards) may be unavailable.

4.6.1.1. In some underdeveloped areas postal services are so inadequate that correspondence education cannot be always resorted to.

4.7. At least sometimes intercultural factors get involved that confound the trainer-trainee equation.

4.7.1. Trainees, especially if they happen to be status conscious civil servants may refuse to play the game; may refuse to take a test designed by the trainer for feedback or whatever.

4.7.2. The trainer may be told that he is full of theories and that he is not practical—as if there is anything more practical than a theory.

5. This section on training procedures is less speculative and is primarily a descriptive outline of the principles and procedures employed in the conduct of the training programme in the Tanzanian Project. The general principles employed in training design, the procedures used and the syllabuses for the training of literacy teachers, and supervisors-trainers are described in detail by the author in other project documents:

“Some Guidelines for Planning Training Courses” since published in the *Indian Journal of Adult Education*, Vol. XXX, No. 9 (September 1969), Pages 5-9.

“Preparation of Literacy Teachers and Their Trainers (Course Outlines and a Training Strategy)”, Mwanza: The Project, January 1969, Pages 25. (Mimeographed).

“Literacy Teachers of Adults (An Evaluation Report on Training and Performance of Voluntary Literacy Teach-

ers in a Functional Literacy Project in Tanzania), Mwanza: The Project, February 1970, Pages 101. (Mimeographed).

Only a bare summary of the procedures is presented in the following. Also *only* the training of literacy teachers and their trainers is discussed.

5.1. There is no one training method or any one standardized content for training of literacy teachers or literacy supervisors. Training design is a process of *solution invention* within the constraints of a given milieu. Training solutions naturally differ depending upon such factors as the backgrounds of trainees, specific training objectives, and available levels of instructional technology.

5.2. The procedural steps in training development thus were:

I. Programme analysis for definition of both general and specific objectives.

II. Listing activities to be conducted for achievement of defined objectives.

III. Defining and designating roles and allocating role responsibilities for conduct of listed activities.

IV. Statement in behavioral terms, as far as possible, of competences required in various role incumbents.

V. Developing a training design to build required competences and conduct of such training courses and workshops.

VI. Evaluation of training courses and review of steps I-V.

5.3. All possible technological solutions were considered though it was found that most technological hardware was out of reach. Installation of hardware would have meant full-fledged projects in their own right. (The

idea for the installation of a low-power radio broadcasting unit has since been mooted).

5.4. Training courses were considered only a beginning and a monthly in-service training newsletter for literacy teachers was established as an important component of the training strategy.

5.5. All training plans, procedures, and syllabuses were developed self-consciously, and recorded in written form to be available for analysis and evaluation later on. The training programme was certainly not an oral enterprise.

5.6. As part of the training strategy training materials in vernacular (Kiswahili) to be used by the trainees were also developed and duplicated.

6. At the end of one training cycle (January-May 1969) and at the beginning of an other (March-May 1970) most of the assumptions used in developing the training strategy and the training courses stand supported.

6.1. Course syllabuses, course durations, newsletter formats are found satisfactory after a systematic evaluation study.

6.2. Needs are pointed up for:

(a) use of more instructional technology like the broadcasting unit already being proposed and film-based simulations for use in literacy training.

(b) using self-instructional (programmed instruction) techniques in writing the training newsletter and other training materials, and

(c) not merely distributing in-service materials among teachers but actually administering them in small local groups.

MOST DEPENDABLE AID

'MEGH' Marked Quality Slated Roll-up Black Boards are the most dependable Teaching Aids because they are useful for all kinds of training such as Industrial, Technical, Agricultural, Medical, Civil & Military.

Almost all BIG & SMALL Training Centres have been using them with great advantage !!!

MEGH Boards are available in PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC & OUT LINE MAPS OF ALL COUNTRIES.

For literature contact:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,

BARAMATI (Poona) INDIA



ADULT EDUCATION AND POLITICAL AND SOCIAL CHANGE*

J.M. Mwanakatwe

Secretary-General to the Government of the Republic of Zambia

SINCE the end of the Second World War, the word "development" has assumed greater significance and its usage has increased in many parts of the world, especially among leaders and their followers in the so-called developing countries. In the emerging countries, the subject of development constitutes an important platform for practically every political party contesting in a general election, with the hope of winning a majority of seats and forming a government. But many people who advocate development do not always realize the problems involved in planning for it. Often, their ideas of national priorities for development are confined to those projects and services in which they have an immediate interest.

I very much welcome this seminar, organized by the Adult Education Association of Zambia, for the purpose of discussing the specific role of adult education in development. This theme is a relevant one for this seminar, at a time when our Government is about to take stock of its achievements in implementing the First Four Year National Development Plan, the term of which is expected to end on June 30, 1970. For, although everyone expresses his wish for future development, in all fields and in the shortest possible time, there is usually no agreement at all on the allocation of priorities, due to the limited funds at our disposal. The long-term goals that we seek to achieve are known—to increase domestic product; to educate and train our most valuable resource, the human being; to lower infant mortality and improve living standards; to provide better means of transportation and communication; to increase wage-earning opportunities; and so forth. And yet the crucial and painful question persists—by what methods can these goals be achieved with facility and in a short space of time?

However, in most developing countries in Africa and elsewhere, that education should be given a high priority in their development programmes is generally accepted. There are various reasons for this. Apart from economic and social considerations, the need to provide more and better facilities for education is a political imperative. The citizens want more education for themselves and their children because literacy is associated with prestige,

success, and happiness. They believe that in the colonial past, the white man enjoyed the comforts of life—big cars, big houses, radiograms and domestic servants—because he was highly educated. Though exaggerated, this notion is nonetheless basically correct.

But whatever priority is accorded to education and training in any development programme, an educational planner must still determine other priorities within the educational system itself. Should more money be spent on primary education or on secondary education? Is the expansion of facilities for technical education (craftsmen, technicians, and other sub-professional levels) not more urgent than the expansion of the school of humanities in the university? What is the place and function of adult education in future development programmes? The conclusions of this seminar should provide constructive and interesting suggestions for an effective role for adult education in development, and for the priority adult education ought to be given within the educational system.

My own views on this subject are clear. **Adult education is undoubtedly a dynamic factor in promoting all forms of development. Its effect on political and social change can be enormous.** In discussing adult education and political and social change, I should make it clear that my remarks will have relevance primarily for the Zambian scene, of which I have more intimate knowledge. However, I believe that some of my observations will have relevance for situations in a number of developing countries, which are more or less at the same level of development as Zambia.

In all but a few independent countries in Africa, the stock of educated and trained manpower is inadequate, due mainly to the neglect of education by our former colonial masters. In many of these countries, including Zambia, the shortage of educated and trained manpower has persisted long after the attainment of independence.

In Zambia, the stock of educated manpower was barely adequate for meeting the requirements of the public service and the private sector for professional and administrative grades after Independence. In 1965, educated manpower in Zambia totalled nearly 1,500, in possession of Form V certificates, and 6,000

*Excerpts from the paper prepared for the Zambian Adult Education Association's National Seminar on Adult Education and Development, August 1969.

in possession of Form II certificates; yet it was known that the 1965 requirements for educated and skilled manpower came to about 4,000 persons for administrative and professional fields, and nearly 15,000 for the middle ranks of government service, commerce, industry, and other fields.

The imbalance in the opportunities for education extended to the people of Africa by our past colonial masters is revealed more startlingly by the level of literacy achieved in Northern Rhodesia one year before Independence. Of the estimated total population of 3,405,218 Africans in 1963, 2,316,099 had never been to school at all. In other words, approximately 65 per cent of the African population was illiterate, and the majority of the illiterate people were women living mainly in the rural areas. It is interesting to note that only 689,951 Africans were estimated to have received some education in school before 1963, and about half this number, 352,291, were actually in school at the time of the African population census of 1963. In some parts of the country, due to the uneven distribution of educational facilities before Independence, the degree of illiteracy was as high as 80 per cent. For example, in the Kasempa District the total number of people registered in the census of 1963 was 33,875, of whom 28,240 (approximately 83 per cent) had never been to school.

The problem of illiteracy is not peculiar to Zambia alone. It is one of the world's most pressing problems, requiring full-scale attack, with the co-operation of the United Nations agencies and the more developed countries, wherever it exists on a large scale.

At the time of Independence there were just over one million illiterate adults, who represented nearly 66 per cent of the adult population in Zambia. In fact in it can be inferred reasonably that all other African countries are also confronted with the problem of adult illiteracy, and in some of them the problem is more serious than in Zambia. And so the Conference of African States on the Development of Education in Africa, held in Addis Ababa in May 1961, recorded the following in connection with adult education:

The expansion and development of adult education programmes is an essential and vital foundation and complement to the advance of formal education at all levels. In a region where it is estimated that 100,000,000 people are unable to read and write, programmes of adult education pose problems of enormous dimensions. Adult education programmes are essential in promoting a productive understanding of great social and technical changes which are facing the adult members of the African community.

The problems of illiteracy and ignorance apart,

there are other serious problems that beset the African countries on the contemporary scene. In most African countries poverty is widespread; millions of people barely eke out a subsistence living. There are great difficulties in controlling outbreaks of epidemics and providing medical treatment, except in areas where the fortunate few enjoy the benefits of hospital facilities. Yet, paradoxically, in the midst of hunger, poverty, and disease, the recent population explosion in Africa has made it impossible for governments to effectively wipe out man's scourges of ignorance, superstition, hunger, and disease. Measured against the existing demand for employment, universal primary education, new houses in both urban and rural areas, new hospitals, clinics, and other urgent social services, what has been achieved in Zambia is very insignificant.

Most people are familiar with the principles of our philosophy of humanism, which is intended to regulate our human relations in Zambia. Our Government is deeply concerned with the problem of wages and incomes in relation to the vital need to increase opportunities for employment in the country. So far we have not had much success in formulating a realistic and generally acceptable policy on wages and incomes. Our society today consists of a small population of Zambian "haves," who are either self-employed or employed in the civil service or industry. But a very large part of the population is made up of the "have-nots," who are not employed or who live in rural areas and practise subsistence agriculture. These "have-nots," through their numerical strength, constitute the greatest danger to political stability. For a time is bound to come when they will find the burden of poverty intolerable, and their years of frustration will be expressed in civil disobedience and open confrontation with the Government.

However, though we may recognize that long-term political stability in any country, especially in Africa, can be undermined by inequalities of opportunities available to citizens, it must be accepted that one positive solution to the problem is to provide the means of educating and training all the citizens. When this is achieved, we shall have a much better chance of reducing the number of "have-nots" in our societies. Education and training help citizens to be creative, to be more productive, and to be self-reliant. Therefore, instead of the present situation, in which real contribution to national income is left in the hands of a few people, the entire nation would be adequately prepared and mobilized to increase domestic production, and inequities in income distribution would be progressively reduced.

What, then, is the role of adult education in development? Two speakers at this seminar will relate the role of adult education to industrialization and to rural development. I shall endeavour to state

my ideas on the extent to which adult education affects political and social change, confining my observations mainly to the Zambian situation.

Political Change

First, although we often refer to majority rule as the ideal and acceptable form of government in modern Africa, the fact is that majority rule is hardly possible anywhere in the world. In practice, in all countries with a democratic form of government, it is always a small group, a minority, that is effectively in control of the government. However, in a true democracy, such power concentrated in the hands of the few is actually held by them in trust for the majority. In fact they are elected, selected or appointed to become members of the effective ruling group because the majority trusts their honesty, integrity, and intelligence to rule fairly and in the interests of the people.

History, however, offers many examples of dedicated rulers who have suddenly become corrupted by power, oblivious of their responsibilities to govern fairly on behalf of their electors. History has shown that once in power, a minority can try, and often effectively, to wrest power from the people for all time by establishing a dictatorship. Mussolini of Italy is an appropriate example here. So adult education, which includes all educational activities for adults...can be a positive force in the political development of any country. Ignorant people are the usual victims of exploitation by crafty, selfish, power-hungry men and women. Education is, therefore, the effective protection that humanists, or true believers in democracy, can give to less sophisticated citizens. We need to increase the number of adult literates in our communities, so that they can read newspaper reports for themselves, so that they may learn about government machinery and become aware of their rights and responsibilities as citizens. The value of courses in citizenship offered at various levels of adult education is considerable.

In fact, the success of democracy depends upon widespread intelligence and knowledge among the citizens. Once power is given to the few for a fixed period of time, the citizens' safeguard of their rights and their freedom depends upon effective use of such media as newspapers, so that they may express their grievances for the attention of rulers and legislators. Since society is never static, the ruling group should also use the various media at its disposal—radio, television, newspapers, and bulletins—to educate the masses regarding its performances and policies. The aim is to ensure that the people are well informed all the time. In Africa, however, the usefulness of the written word is limited because of the large number of people who cannot read or write. I believe that adult education could be a vital instrument for promoting orderly political change.

Second, the achievement of national unity is the cherished goal of every statesman, especially in Africa where communities are often sharply divided by linguistic, tribal, or ethnic sentiments. In Africa, even apart from the usual divisive tendencies manifested in the ranks of ambitious rulers, the ethnic language problems alone make the effort to build coherent states very difficult indeed. Zambia is an example of an African state with a plethora of languages and dialects—in all about seventy-two of them, spoken by only four million people—a situation that does not facilitate the nation-building effort. Since the attainment of Independence, increased inter-tribal marriage has been a welcome trend. Freedom has accelerated the spirit of adventure in young men and women, who now frequently leave their original home villages to seek fortunes in other parts of Zambia.

Yet the language problem has to some extent restricted this most welcome trend of tribal intermingling, which is desirable to promote oneness and remove existing suspicion and misunderstanding. Communication among our people is easier for those who speak English in addition to their own mother tongue. One of the key subjects taught in our adult education courses in English language, undoubtedly a potent force for the unification of multilingual, multiracial societies.

Third, adult education has a direct bearing on development and political change in the sense that it helps citizens, especially in newly independent countries, to acquire more knowledge and new skills. Independence in African countries offers increased opportunities for participation by citizens in the activities of commercial and industrial organizations. When self-determination is achieved in any country, the realization of ambition by citizens becomes limited only by their own capacity and competence in performing the jobs of their choice, and not by the colour of their skin, which is the case in countries to the south of Zambia, where minority regimes discriminate against Africans in offering job opportunities purely on racial grounds. Through programmes of adult education and training, men and women in paid employment, who cannot enrol in formal schools, can be helped to improve their prospects for advancement to positions of responsibility. Often, what they lack in wide educational background is compensated by their experience in world affairs, their maturity as adults, and their experience in their specific jobs. When the educational background of an adult is improved, his capacity for efficient production increases considerably. There is consequently a coincidence in the outcomes of effort in adult education—on the one hand, the development of human resources leads to more productivity and, on the other, political contentment and national stability are promoted when growing numbers of citizens are able to participate fully in the industrial and commercial activities of their country.

Fourth, I have always believed that the concept of African unity will take a long time to become a reality, because the political leaders do very little to teach the people they lead to value continental unity. Sometimes, cultural visits, good-will missions, and trade delegations are encouraged between independent African states. But the effort has not been enthusiastic; it has been lukewarm. Instead, more active steps have been taken to encourage state visits, which do little to excite passionate sentiments for African unity at the grass roots level, the level that really matters.

Therefore, adult education is an effective agency in our countries today for teaching adults the economic, political, and cultural advantages of closer co-operation among the independent countries of Africa. As voters in parliamentary and local government elections, the adults require education to enable them to appreciate their responsibilities in a changing world. They need continuing education because so much of what they have previously learned at school may be completely out-of-date. It must be accepted that the efficiency of any government depends on the interest and political awareness of its citizens, just as it is accepted that a general can be only as good as his soldiers.

A fifth point concerning adult education and political change is that, today, the nations of the world are closer than ever before. We live in the jet age, when distance no longer separates nations in time, at least not to the same extent as at the beginning of this century. We live, too, under the threat of a nuclear holocaust, which only modern super-powers can prevent. But we must ungrudgingly accept that as world citizens, our people have a responsibility to contribute to world peace. The very fact that no nuclear weapons are under our control places in us a moral duty to urge love in place of hate, reason rather than recklessness, and compromise instead of disagreement among the nations of the world. Our stand should be taken, not on the basis of weakness or fear, but on the basis of courage and conviction—that it is possible in our generation to reconcile conflicting national interests.

However, until we in the developing countries have made tremendous strides to overcome our heritage of ignorance and poverty, the voice of reason used by us on international platforms will not be heard by the world's super-powers. I believe that **adult education alone is the means by which the minds of adults, who are the policy-makers, can be broadened in the interests of peace.** This is a fact that was given recognition by representatives of the governments who adopted the UNESCO Constitution of November 16, 1945, and declared that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Sixth, and finally, adult education plays an impor-

tant role in the stabilization of political change. It is often the case in the developing countries that some of the real stalwarts, the champions of political emancipation of our countries are the least equipped, in terms of educational training, for shouldering the burden of government administration at the higher levels. The fact that they often do not initially obtain rewards for their sacrifices and contribution to emancipation causes bitterness, friction among party members, and general political instability. This attitude on the part of some gallant freedom fighters is an understandable human reaction and calls for sympathy. Indeed, the facts of the situation often shows that, when one is confronted by such a problem, to adopt a patronizing attitude, born out of sympathy, is to be unreasonable. Most people who were in the forefront of the struggle for freedom in Zambia attained positions of leadership on individual merit. Their positions were the practical results of the possession of exceptional qualities of leadership, as well as of a demonstrable ability to organize other people and to behave with courage.

Such men, born leaders with little or no education—a tool for efficient participation in government activities at higher levels—require every assistance to become prepared for important responsibilities, which are in their own interest but definitely in the national interest as well. So many government activities and operations depend on the availability of officers who can organize people effectively, for example, in re-grouping villages, encouraging construction of contour ridges in agricultural development and so on.

Social Change

Let me now turn to consider adult education and its influence on social change. Apart from political stability, one other major concern of governments in developing countries is to improve the living standards of the people. But improving these standards requires joint effort by government and individual members of the society. It is impractical and even immoral to expect a few people in any community to carry the majority of their uneducated and less productive brothers. Inequities in the distribution of the material comforts of life often cause bitterness and destructive thinking by those who feel exploited. So although the attainment of independence has aroused new expectations of improved living standards—better houses, cars, radios, refrigerators, and so on—no sane individual would expect to receive such benefits and comforts of life without paying something in return. We should avoid encouraging a class of parasites in our communities. **Adult education gives adult members of our society a chance to improve their educational background or to obtain new skills and thus gain self-confidence and**

(Continued on page 18)

NEW LITERATES AND FAMILY PLANNING

Victoria J. Marsick

ARE new literates interested in reading about family planning? Perhaps this question seems obvious. However, if new literates refuse to read material on family planning, then all the writers in the world could not communicate any message to them on this topic.

One index of such interest might be attitudes towards acquiring knowledge of family planning methods. Many studies have been carried out to determine interest in limiting family size. A 1962-63 study of the family planning programme prepared by the Central Family Planning Board summed up the results of 27 studies done in and around Delhi, Calcutta, Patna, Lucknow, Kanpur, Ludhiana, Hyderabad, Madras, Bangalore and Trivandrum. These studies indicated that some 70% of the women of age 35 and above, with four or more children, desire to learn family planning methods. However, only 10 to 20% of the married women in rural India have some knowledge of contraceptives, and even fewer practise family planning. Why?

The same study pointed out that potential acceptors (i.e., couples who may decide to practise family planning) have no way of knowing whether or not their feelings are shared by others. It is more difficult to break traditional practices alone than with the backing of the majority of one's friends and relatives. Furthermore, there is little knowledge of how contraceptives can be obtained, even when motivation is high enough to promote acceptance.

Of course, other factors enter the decision to

move from desire to practice, such as number of living children, sex of children, risk of infant mortality, economic conditions, health of the mother, etc. However, communication of attitudes and practices of others, and spread of information about contraceptive availability are important. Communication can remove other blocks towards practices of family planning as well. It can clarify rumours, answer doubts, provide answers and support.

Mass communication has done much to improve these conditions. Nevertheless, many studies indicate that more people accepting family planning make their decisions on the advice of friends, relatives, or field workers than through information obtained in mass campaigns. In other words, personal contacts and specialized knowledge are important.

Literacy is critical at both mass and individual stages of communication. It is the tool through which people can learn of family planning through standardised posters which might prompt them to ask further questions. And it is the tool through which they can gain specialised knowledge. The friend or relative people contact can better answer questions if he is informed. Moreover, if he is a new literate, he is likely to hold more prestige in his peer group. This may increase his chances of being contacted for information on family planning. If he has taken the initiative to learn to read, he is also likely to change old habits more quickly than fellow villagers, and may therefore be willing to accept family planning if he judges it will improve his life.

One of the few consistent correlations with acceptance of family planning is literacy. Of course, literacy is usually one of a package of characteristics associated with such acceptance: income level, occupation, social standing, etc. Not enough research has been done to prove that improved literacy alone will increase acceptance of family planning.

In fact, some studies indicate that the illiterate may have a smaller family than certain literates with small amounts of education. These literates earn enough to support larger numbers of children which gain prestige for them; but not enough to place them among the more highly educated, who limit their families to insure a higher quality of life.

A number of factors may account for these figures, not the least of which might be errors in reporting. Other explanations center around economic need of the lower income illiterate, lack of privacy, employment of wife in the family.

Even if the facts are true, does this mean the new literate automatically fall into the class of resisters? As pointed out above, the new literate is a case by himself because of his ability to innovate his respect in the community. As such he may offer untapped

potential, both as an individual acceptor of family planning, and an influential person in changing the patterns of his friends and relatives.

How does one contact the new literate? The message must be carefully geared to his particular needs and characteristics. It is vitally important not to talk down to him, but instead to consider him as an intelligent adult with a vast reservoir of experience. Vocabulary must be simplified, but in no sense should it be "infantized."

In presenting the message, the author should try to use the accepted language rather than inventing new words which might confuse a concept with established meanings. For example, a loop should not be called by another name derived through comparison with familiar items which might change its significance. On the other hand, the author will probably find it helpful to compare the loop's shape with familiar objects to describe it. However, his meaning will be clearest if he first introduces the concept in its accepted form, "loop."

Above all, the message should be as individualized as possible. Most surveys of mass media indicate that it is important for spreading awareness of family planning, but less effective in providing the necessary information to bridge the gap between awareness and acceptance. This raises an important question: how individualized can media become without losing its potential for reaching large audiences? What is the critical audience size for a message to be both generalized enough to reach large numbers of people, and specific enough to fit specialized needs of unique groups?

A consideration important to these questions is cost. As audience size is reduced, it is less profitable to invest in expensive materials produced in quantity.

For the above reasons it might be valuable to experiment with materials produced by the new literates themselves. Perhaps a group of new literates, working with an author or other experienced guide, might produce a periodical newsletter, to be distributed in quantity or posted in a prominent location in the village. In order to maintain interest, and to promote a total psychology of development favourable to the adoption of new practices such as family planning, such a newsletter might contain other information of interest to the villager: agricultural improvements, practical hints on nutrition and child care, etc.

Other materials, easy to produce, could include flannel-graphs, simple posters and charts, puppets, dolls, songs. The media should explore various means of communication familiar and pleasing to the villager. Contests might be conducted, in the villages or schools, for the best poster or puppet or song. Various resource personnel could be consult-

ed in techniques of preparation, such as Family Planning Extension Educators, the various Family Planning Training Centres, etc. Festivals and demonstrations could be held, using these various materials. These could be connected with *melas* or other village celebrations. Puppet shows and poetry readings are already being utilized quite extensively in the family planning programme. A village could organize its own, with the added advantage of increased enthusiasm and pride of personal achievement.

Local production of materials by new literates is valuable for more vital reasons than specialization of message at reduced cost, however important these considerations may be. Team work by a group of people sharing the common bond of newly-acquired literacy can create a multiplier effect on interest, ability, and morale. In other words, one person can do so much more, and can reach so many more people, as he works in, with, and through his colleagues. Moreover, the multiplier effect will probably not be limited to family planning, if it is properly nurtured and developed, but will spill out into other areas of everyday living.

Knowing the audience being addressed—in fact, actually identifying with their way of living and thinking—is vitally important. The psychology of the villager points out the value of useful illustrations in materials being presented. To quote an old truism, "A picture is worth a thousand words, if it is well chosen."

Another useful technique is constant repetition of a well-chosen message through a calendar, or other article which the villager will save and display in a prominent position. A calendar might connect a family planning message with a picture of a respected God, thereby reducing reluctance to practise family planning because of religious inhibitions.

One powerful vehicle for individualized messages is the local success story. People like to read about people they know. Moreover, they are more likely to accept and understand family planning if they see it through the experience of friends than through abstract facts and figures. Such discussions need not eliminate a frank discussion of drawbacks and difficulties besides pointing out the benefits of family planning. People like to hear the truth, which they will experience eventually anyway. If they know what to expect, they will not be frightened by new experiences they cannot understand.

In summary, then, research indicates an interest in family planning materials among new literates. Furthermore, the psychology of the new literate is such that he can be a potential force in the family planning programme. Through individualized information, the writer for new literates can activate this potential to further the development of India.

WHAT UNIONS WANT FROM ADULT EDUCATION

N.A. Collins

UNTIL recently education within the trade union movement has been almost nil, largely confined to interested local groups working with the W.E.A. or a university extension lecturer. These were usually taking brief courses on topical subjects and hardly measure up to the present growing concept of trade union education.

Old established countries have well-developed trade union education programmes, and even the newly emerging countries have grasped this need, usually following and assisted by the older countries, whilst New Zealand has remained in a vacuum. Only in the last two or three years has there been a welcome realisation, still largely confined to a limited group of educators and a comparative few trade unionists. Because of this only recent activity it is still very much in the experimental and "selling" stage, and what the unions want from adult education must still be confined to general observations and principles.

Trade union education must always be related to and designed to further the aims of the trade union movement—to maintain and improve working and living conditions and to strengthen trade unions for that purpose. Any services adult education give must be subservient to these aims. Furthermore, being a practical man, the trade unionist will ask, "What will further education give to me, what will result for my direct benefit?" and make his judgment on the answer. It follows that the educator must meet needs as the trade union movement sees them and this may not necessarily be as the educator sees them.

Unfortunately the university and the professional is still, in many trade union quarters, viewed with some suspicion as "airy fairy," impractical and not having a workers viewpoint. Whilst this is regrettable and in my view and experience not generally correct, it is a situation we have to live with and work to alter. In the meantime the educator must not appear to be imposing his view on the trade union movement even though he is still the innovator

and "ideas man." He must work through trade unionists to sell his ideas, to encourage and advise, and provide material for convinced trade unionists to use to spread the idea of adult education to the senior trade union officials, local branch officers and rank and file members. One of the great present needs is for more trade unionists in responsible positions to be encouraging and implementing this concept of further education, and this will call for patient work on the part of the adult educator, be he a representative of the University, the W.E.A. or the National Council of Adult Education.

Too few trade unionists yet see the changes in society and industry and the need for changes in trade unions to meet and use them, and too few are ready and equipped to meet them. Technological, scientific and managerial changes are changing industry and society. It is more complex and will become increasingly so and the trade union movement is more and more being called upon to play a responsible role in society, in union matters, in industry and in national affairs. To carry out these responsibilities the trade unionist's natural abilities and experience are insufficient without the further education to equip him for this role.

With the growth of industry many of the potential leaders of the workers are being recruited by the managerial side. This is a good thing. So is the fact that more children of workers have access to universities and greater opportunities even though they could well otherwise have been future trade union leaders. But consequently this largest group in the community, the workers in trade unions, tend to receive the least benefit from changes in society insofar as leadership is concerned. This makes adult education all the more necessary.

So too does the fact that employers, more and more, are equipping industry with university-trained managerial personnel and with continuing courses to keep them up to date. The trade union leader must compete and hold his own at this level. With Government participation and control increasing as we become more complex in society the trade union leader finds himself more and more involved in policy matters at both Government and industry level. He needs new understandings and insights

into subjects which were not previously within his field. He needs a greater knowledge of economics of technology and science in industry, of sociology, of industrial negotiation and industrial relations and the impact of world affairs. He can no longer be concerned only with the wage rate and the local dispute because the role and responsibilities of trade unionists are changing. At present all too few at the top of the pyramid are trying to cope with these new responsibilities and changes as well as, at the same time, the everyday bread and butter type of union activity which is the accepted norm.

Present-day top level trade union leaders just have not the time for continuous educational courses and in any case to start and end with them will not meet the need. I see adult education serving at three levels, within and for the trade union movement and as far as is possible through trade union management.

- (a) At the national and top level of trade unions. For the reason given above I can see this best given in short live-in courses where the full-time officer can get away from his job and give full-time study for the period. This would be centralised.
- (b) The branch officer, delegate and part-time national officer could have local weekend study courses on different subjects or study less intensively by correspondence courses.
- (c) The rank and file member, who will also tend to be more widely scattered throughout the country, would seem to be better served by the W.E.A. Trade Union Postal Education Committee under the auspices of the National Council of Adult Education.

Of necessity there must be priorities and we should be concentrating for some time on those subjects of greater direct interest to trade unionists and their needs. Many other subjects of admitted social interest and desirability are in any case available from existing educational sources. Mr. Joe Mire, the American educator with a close trade union experience, suggests such a list of subjects:

Trade Union History, Philosophy and Structure.
 Protective Labour Legislation.
 The Industrial Conciliation and Arbitration Act.
 Preparation of Submissions to Industrial Conciliation and Arbitration.
 Parliamentary Law and Public Speaking.
 Union Administration.
 Functions and Responsibilities of Job Delegates and Branch Officials.
 Effective Communication: Writing, Reading, Study Skills and Use of Libraries.

Techniques of Organising.

Techniques of Negotiations.

Handling of Local Grievances.

Publicity and Public Relations.

Economic Issues: Relations between Wages and Prices, Inflation and Deflation, Production and Productivity, Monopolies, How to Read Financial Reports, Subsidies, Balance of Payments, International Trade.

Comparative Economic and Social System.

Man and Society: New Insights of Psychology and Sociology.

Problems of Technological Change.

Labour and Politics.

International Organisations: International Labour Organisation, United Nations and subsidiary organisations, International Congress of Free Trade Unions, World Federation of Trade Unions, Trade Secretariats.

These will apply as appropriate to all or any of the three groups.

I see the role of adult education being applied in several ways:

- (a) Infusing into the trade union movement an awareness of the need. Creating the demand and encouraging it.
- (b) The provision of the technical and academic services—the expertise.
- (c) The provision, for some time at any rate, of the administrative services.
- (d) The financial requirements.
- (e) Training of trade union lecturers for specific trade union subjects.
- (f) Acting in partnership with the trade union movement, with trade union requirements of subjects and content as the determining factor, but with full regard for the maintenance of the standards of the educator.
- (g) Working for the removal of suspicion of the university, the professional and the educator within the trade union movement and vice versa.
- (h) Working for the gradual takeover and expansion of trade union education by the trade union movement itself.
- (i) Continued research into subject material and trade union education methods.
- (j) Adult education is a continuation of earlier formal education. Most of the subjects discussed above cannot be continued as they were never started. Adult education might well consider whether it has a role in having

(Continued on page 20)

COLLEGE OF THE SECOND CHANCE

Ian Crichton

A college at Oxford University which is not part of the university; a college where the students are not called undergraduates because they do not get a degree; and where those students are mechanics, miners, school-teachers or civil servants whose average age is 30—what manner of college is this?

It is Ruskin College, where 167 men and women, many of them on scholarships paid for by trade unions, are attending university lectures, using university libraries and joining undergraduate clubs. They follow three main courses: Social Studies, Labour Studies and Literature, sitting the examination for a Diploma after two years.

Ruskin is a triumphantly successful example of establishments providing adult education for people who had to go straight into a job after leaving school at 14 or 15. No wonder these places have been called "Colleges of the Second Chance."

The "Adult Schools"

Ruskin is itself part of the history of adult education in Britain. Its foundation in 1899 was a stage in satisfying the yearning of working men in the 18th and 19th centuries for something that would lift them out of the squalor of the new industrial age. The Adult Schools—the first was formed in Nottingham in 1798—originally owed their existence to philanthropists and religious men who wanted to give labourers a chance to learn how to read the Bible. There were also Mechanics' Institutes, People's Colleges, the London Working Men's College, and Toynbee Hall, which in 1883 brought Oxford dons to

London for social and educational work.

One of the most famous social teachers at this time was John Ruskin, a writer and critic who had been born in 1819 and became a graduate of Christ Church, Oxford. He taught at the Working Man's College and was Slade Professor of Art at Oxford for 15 years. For the last 40 years of his life a stream of lectures, articles and pamphlets came from him as he expounded his doctrines on social and industrial problems, education, morals and religion. He saw Art as a means towards a higher and more spiritual life, and tried to found a model industry on co-operative lines.

It is scarcely surprising that his name was used when a group from the trade unions and the co-operative movement in Britain and America wanted to found a college "to give working men a sound practical knowledge of subjects which concern them as citizens, thus enabling them to view social questions sanely and without unworthy class bias."

This question of the true purpose of adult education soon became intensely controversial. The Workers' Educational Association, founded in 1903, tended to see it as an ambitious attempt to widen the priceless benefits of education, which should be above the narrow interests of political party or social class. Knowledge was valuable enough for its own sake and must be shared objectively by all.

Others did not agree. The Scottish Labour Party, which had been holding classes in Marxist economics, held that education

was for revolutionary ends. In 1907 some of the members became students at Ruskin.

Student Protest—1909

Two years later, they protested against the orthodox teaching of economics and formed classes for themselves. The Governors called for the resignation of the Principal. The students went on strike, and several left with the Principal to form a breakaway College. More recently, in May 1968, the college went "on strike" again, this time as a demonstration against radical discrimination. The "strike" had the support of the Principal and the other teachers, and met with the approval of the Governing Body.

But beneath these excitements lies a hard core of lectures, discussions, tutorials and individual tuition. The programme of studies includes economics, political science, British history, industrial relations and trade union law, public and social administration, or literature and languages, or residential child care.

Many more people apply to join than can be taken. In recent years there have been an average of 2,000 enquiries and over 500 applications for some 80 places. In a report the college put its popularity down to "a growing realisation of the importance of the mature student in modern society—the 'late developer' whose intellectual interest is aroused by the challenges of adult life and experience."

The fortunate few are chosen by interview and the writing of an essay on one of seven subjects, for example: "What are the objectives of an income

policy?" "How far do you consider Great Britain to be a true democracy?"

People give a variety of reasons for wanting to join. A TV mechanic said he had begun to feel the need "for a more balanced background," and a civil servant felt his schooling had not given him "any understanding of society."

About 45% of the college's expenditure is met by the Government through grants from the Department of Education and Science. When the college recently needed £240,000 for a new residential block, study bedrooms, a lecture hall, a games room and a common room, the Department paid half the cost; the other half came from the trade unions, industry and other Oxford colleges.

There are about 40 scholarships a year, provided by the Trades Union Congress and affiliated unions. They cover tuition, board and accommodation fees, and a personal allowance. Awards from local authorities are also available. In 1968 scholarship subjects included topical questions such as the Royal Commission on Trade Unions, productivity agreements and the place of market forces in a planned economy.

What happens at the end of the two years? The Diploma qualifies for university entrance. Of those who go on to get a degree, many have done better than the university average. An example is Mr. Jack Ashley, a Member of Parliament who was at an elementary school and worked as a labourer and as a crane-driver before going to Ruskin. Then he went to Cambridge University, becoming President of the Union. Another MP from Ruskin is Mr. Jimmy Dickens, who originally worked at the Coal Board. Dr. Tom Lupton, also a Ruskin man, became Professor of Industrial Relations at

Leeds University. The Vice-Chancellor of Manchester University, the youngest Cabinet Minister in the last Government, and the Chairman of the new Commission of Industrial Relations are other examples.

Overseas Students

About 15% of Ruskin students are from overseas, many on grants from the Ministry of Overseas Development. In the words of H.D. Hughes, the present Principal: "A number go back to play quite important roles in their countries." One is Mr. T.S. Mangwazu, who was appointed Malawi Ambassador to Federal Germany; another, the late Tom Mboya; a third the Prime Minister of Sierra Leone.

In 1967, the Secretary for Education and Science, Mr. Crosland, opening new College buildings, reminded the assembly that George Bernard Shaw once refused to speak at Ruskin "because a working man ought to have a vulgar prejudice against

Oxford, whose business is to make a few scholars and a great many gentlemen." But, said Mr. Crosland, it was part of the tradition of Ruskin that all its early critics had been confounded. "Both the funds and the artisans have been forthcoming and neither have been corrupted—either by any interest the college may have taken in socialism, or by any interest the university may have taken in the production of gentlemen!"

Sweden to Expand Adult Education

The Swedish Government has announced plans for expanding the country's system of adult education. Grants for part-time educational facilities will be raised by more than 50%, and trials are being conducted with the aim of reaching more potential students with low formal education.

(Unesco Features)

New Publications Checklist

	Rs.P	\$.C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective— J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education —revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education —revised edition	3.50	1.25

Order from :

Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

BENGAL SOCIAL SERVICE LEAGUE

Report for 1969-70

The Bengal Social Service League which has completed 55 years of its existence undertook the following major activities during the year 1969-70.

Teachers Training Programme: It organised two Adult Education Teachers Training Courses in Calcutta with resident and non-resident trainees. 51 trainees completed the course.

Literacy Teachers Training Camps: 32 such camps were held—four in urban areas and 28 in rural areas. 723 trainees completed their training in these literacy camps. These are spread over 50 hours.

Audio-Visual Training Courses: These courses included projected and non-projected aids with emphasis on non-projected aids like flash cards, flannel graphs and posters etc. Two such courses were held and 27 trainees trained.

Farmers' Education and Functional Literacy: The League continued its active association with this project for preparation of literature, training of teachers and supervision of classes.

Bell Cycle Library: About 20 villages in 24 Parganas were covered under this scheme. A librarian on cycle goes round with books in his canvass bag and visits each village once a week.

Citizenship Education: Extension lectures on adult franchise, duties and responsibilities of the electorate and the elected etc., were held this year. One day seminar on this subject with the financial assistance from the Indian Adult Education Association was held at the village Bohuru.

Publication of Chalti Jagat: The publication of fortnightly *Chalti Jagat* for new-literates was continued as usual.

Craft Classes: The Training Centre in carpentry and book-binding for vagrant boys in the age-group 8 to 16 was continued this year. About 35 such boys attended this course.

Educational Film Shows: Regular film shows for different age groups were shown this year.

Gift from Canada: The League received a gift of Land Rover Station Wagon fitted with audio-visual equipment from the Youth of British Columbia under project 100. Mr. G.A.H. Pearson, Counsellor of the office of the High Commissioner for Canada made a formal presentation in January this year. The gift it is hoped will strengthen the activities of the League.

VISITORS FROM NEPAL

Shri Prachanda Raj Singh, Acting Deputy Director of Education Centre, Kathmandu and Shri K.L. Sharma, Technician of the same institute visited the headquarters of the Indian Adult Education Association on July 7, for exchange of ideas and information on different programmes of adult education in India and Nepal.

UAR Bid to Eradicate Illiteracy

The United Arab Republic is about to launch, in collaboration with the UNESCO, a pioneering programme of what is termed as 'functional literacy' in three agricultural and industrial areas of Egypt.

This new experiment follows apparent failure of conventional programmes for eradication of illiteracy in that country. Of a population of over 30 million, there are an estimated 13.5 million illiterates in the UAR.

Under the proposed scheme, persons associated with main production centres will be selected for imparting education which will aim not only at eradicating illiteracy but also promoting efficiency. Courses will be closely related to the kind of work done by the beneficiaries of the scheme.

Keen Interest

The UAR's keen interest in spreading adult education was in evidence during the visit in July to Cairo of the Indian pioneer in social education, Mrs. Kulsum Sayani, close associate of Mahatma Gandhi and winner of the 1969 Nehru literacy award.

During her four-day stay in Cairo, Mrs. Sayani met leading personalities of the UAR in the fields of education and social welfare who evinced interest in the educational projects she had launched in India including "each one teach one" scheme.

Mrs. Sayani said that India was thinking of levying taxes for combating illiteracy. The Indian authorities were also thinking of mobilising all university graduates for teaching before they received their degrees, she said.

Adult Education and Political and Social Change

(Continued from page 10)

improve their wage-earning capacities. It is important that all citizens, and not just a few, should contribute to increased national effort.

Many parts of the so-called developing world are disease-ridden, the average life-span is short, infant mortality is high, and the severe incidence of malnutrition has a negative effect on the productivity of workers and the educational attainment of scholars. However, it is universally acknowledged that the health standards of our people will not improve until they are taught to value the basic rules of hygiene. Where our former colonial masters forced people to build pit latrines, we should use the method of persuasion. Through adult education classes in which hygiene or health science is taught, the basic concepts of healthy living can be more effectively instilled into the citizens, especially the women, who are more directly concerned with the upbringing of our families. Lessons dealing with the importance of personal cleanliness, the importance of providing pit latrines wherever necessary, the importance of immunization against certain infectious diseases such as smallpox, the need to boil drinking water, and other related lessons, form the core of the syllabuses for home economics offered in homecraft centres, which are run by the Department of Community Development. Similar instructions is given to women attending classes in homecraft organized by voluntary agencies like the two mining groups, Anglo-American Corporation Ltd. and Roan Selection Trust.

In recent months, research undertaken by local newspaper proprietors has revealed startling drinking habits on the part of the Zambian people. No well-informed person can dispute that present-day moral decay among the people of Zambia is mainly a result of drinking intoxicating liquor to excess. This trend is in sharp contrast to the drinking habits of our forebears; theirs did not contribute to irresponsibility among the participants. Although the problem of drunkenness in Zambia is a very complex one, and one that requires careful investigation of its causes and remedies, I should venture to state that by increasing the educational effort and the voluntary agencies, the horrible effect of excessive drinking in Zambia will undoubtedly be minimized. I believe that too few people in Zambia and in other African countries know how to use their leisure time. When the majority of our people begin to appreciate the value of participating in sport of one kind or another, when they have developed the incentive to continue educating themselves by further reading, or when they resolve to find time for cinema or theatre entertainment, we shall have gone a long way toward reducing the menace of drunkenness in Zambia. To say that lack of improved wages or higher salaries is

the only cause of drunkenness is to reveal unforgivable naivety. One might ask, do our men-folk, or indeed the women-folk, when they have been given money, really know how to budget? I feel that many don't know how to budget, and this should be taught in all our institutions of adult education.

Unfortunately, even when our women-folk have learned how to budget for the family, they still lack knowledge of which food items are the most essential for their families and should therefore be bought with whatever funds may be at their disposal—money often being insufficient to meet all the basic needs. Many African mothers will buy a coke for a fussing child of three or four years to placate him, instead of buying a pint of milk for the child. If it were not for the powerful influence of manufacturers of soft minerals, I would openly and unashamedly campaign against the production of these drinks, which are so popular and yet so utterly useless insofar as nourishment of the human body is concerned. Coke has no nutritious elements in it; in fact, it affects the teeth very badly. But milk has all the vitamins required by a growing child. The strength of tomorrow's generation will depend on today's mothers, the majority of whom have never been to school. They are the people to whom facilities for adult education should be made available so that their ignorance can be dispelled, their appetite for learning satisfied, and the horizons of their responsibility to family and community widened.

Demographic Problem

Let me now speak briefly about the demographic problems of Zambia. Politicians in independent Africa must be careful when they discuss family planning. Lest readers panic, let me state now that I will not depart from my theme to advocate the need for family planning in Zambia. The yearly rate of growth of the population in our country today is estimated at about 3.2 per cent, indeed, a very high growth rate by world standards, especially in comparison with the older developing countries. When we speak of family planning, and not just birth control, we do not imply a decrease in the total population of Zambia or any other country. Some demographers even suggest that it does not mean a reduction in the number of babies born.

Let us look at a few figures dealing with last year's population and some projections of population up to the end of this century. At the end of December 1968, the total population of Zambia was estimated at about 4,014,000. In 1980 it will be 5,400,000; in 1990, 7,500,000; and in 2000, it will be 10,400,000—more than double the present population. Under these circumstances, I personally cannot rule out the relevance of family planning to the problems of development and social and political change in Zambia. Can we categorically state that our Government will, in the future, be able to find the funds required to maintain, merely to main-

tain, the current social services—education, housing, medical facilities, and so forth—for this large population increase? Short of a miracle I doubt our capability. In January 1968, the Ministry of Education in Zambia estimated that, in the period from 1968 to 1980, two-thirds of school children would not continue with formal secondary education after completing Grade VII.

These estimated figures of dropouts, after the completion of primary education (Grade VII), are alarming. They pose very serious social problems and imminent political unrest. Many of the thirteen-to-fifteen-year-olds who cannot be placed in Form I in government or government-aided schools will also not find paid employment easily, nor will they readily find place in a vocational institution. Yet no one can doubt that some of the boys and girls who do not qualify for Grade VII would be potentially capable of reasonable progress in selected subjects of the secondary curriculum if given the chance. The ideal solution would be to offer all children who complete Form I a place in Form II or in a vocational institution. However, the money required for such a massive programme of education to effect such a policy is just not available. Even if no new roads were built in the next few years, no new clinics and hospitals constructed, no new houses for local authorities built, and so on, the capital funds for universal secondary education would still not be available. Besides, additional qualified secondary school teachers would be required in thousands each year. They are neither easy to recruit from foreign countries nor easy to train locally in the present institutions.

It is against this background of the insatiable, legitimate demand for secondary education for both young and old that I consider the role of adult education as vital. At very little cost to the state, new opportunities could be made available. No additional classrooms and laboratories would be required and the qualified teacher could work part-time if evening classes were given for secondary students. Therefore, the government's costs per student would be reduced. This would help to contain the frustrations of the youth and the adults, who look upon secondary education as the "open sesame" to higher social status and prosperity. More important still is the fact that what the evening class student learns in Form I or Form V makes him generally a much better educated person than his counterpart, who has not had the opportunity of further education in an evening school. In fact, the discipline of private study is in itself useful for further self-development.

Adult Education and the Youth

One of the most dramatic social revelations of the present century is the growing hostility of the youth. It is directed against parents and all other representatives of established authority—the Government, the rector of a university and his staff, or even the Church. Mass demonstrations, particularly of

university students, have been organized in many western and eastern countries during the last three years. The bitterness revealed by these demonstrations has been unknown in the past; the authorities have often been caught completely unawares by the fact that what young people accepted without question yesterday is no longer tolerated, even at the risk of losing their lives in confrontation with forces of law and order under the command of the civil authorities.

It is important that societies in all parts of the world realize that youth is concerned about better prospects of life for itself in the future, a future that is shaped, either to the advantage or disadvantage of the youth, by the older men and women who form the establishment today. This conflict of interests between the younger and the older people of our time could be reduced by comprehensive programmes of adult education for the young boys and girls who require further education and vocational training to minimize their frustration. It is widely recognized that adult education constitutes an important element in promoting better understanding between generations. Providing more adult education facilities in any country helps to increase the educational influence that parents are able to exercise over their children.

In the present supersonic age, an age when man's technological advances have brought about his greatest achievements since the beginning of history, adult education would be useful for providing adults with opportunities to fill the gaps in their knowledge. It is important to enable adults "to prepare themselves for the many new tasks which are continually arising, to become actively aware of contemporary life, and to adapt themselves with flexibility and inventiveness to the new values, ideals and ways of living which are associated with a constantly changing society.

In Zambia

As early as 1964, our Government recognized the important role that adult education was destined to play in the development of our country. We offer increased opportunities to our children for formal education in schools, but at the same time we are fiercely determined to fight the scourge of ignorance in adults; through adult education we expect to increase the productivity capacity of our citizens, Zambia does not really suffer from insufficient manpower. Zambia, at the present time, suffers from a serious shortage of brainpower, that is, a serious shortage of men and women with adequate educational training or technological or other skills. We desperately seek to harmonize all groups in our society by providing equal opportunities for education for as many of our citizens as possible. Statistics show the steady progress that has been made in providing more facilities for education in Zambia since Independence. In 1964, 725 pupils were enrolled in lower and 2,000 pupils in upper primary classes, and the figures for 1968 were 7,489 and 13,831 respec-

tively. Only 1,681 students were enrolled in junior secondary classes in 1964, and this figure was raised to 11,295 in 1968.

The fight against illiteracy was intensified in August 1965, and notable progress has been made in terms of enrolment figures in adult courses and the type of reading material used by adult students. In 1965 the Ministry of Education also started a correspondence course unit for the benefit of adults who lived far away from centres where evening classes were held. At the beginning of 1969, enrolment in the correspondence courses unit stood at 2,700 students, who were taking courses leading to the Form II examinations and G.C.E. "O" level in selected subjects.

There is also a Department of Correspondence Studies at the University of Zambia, which offers tuition to students taking an approved degree course of the university. However, students can enrol in the Department of Correspondence Studies only if they can satisfy the university authorities that they have the minimum requirements for admission to appropriate schools of the university.

The most useful and practical contribution of the university to adult education is made by the university's Department of Extramural Studies. In 1968, five provinces offered 47 classes in which tuition was given in economic and social development (including humanism), history, political science, law and public administration, science, geography, mathematics, and English literature and English language. In all 1,103 participants attended courses, seminars, and conferences held on the university campus and in other centres.

In Zambia, there are many participants in the field of adult education—the central government, missionary organizations, mining groups, voluntary organizations such as the YWCA, Rotary Clubs, and others. Instruction given to the adult student is sometimes specifically geared to his professional or occupational needs; sometimes it enables him to learn the skills of reading and writing; and at other times, the instruction is general, intended to help the adult student to widen his understanding of the problems of his country and of the world. Its real value, as I see it, is that it generally helps the student to learn new information or new skills and, at the same time, the teaching arouses his curiosity.

The continuing education of adults provides opportunities for the acquisition of practical skills and knowledge, and is therefore useful and important to the individual and to the state in terms of material considerations. Yet, to my mind, the most important role of adult education is in the civic, cultural, and moral development of the individual. In this sense, the continuing education of adults is a potential force for development and for promoting political and social change. Kuan Tzu, a famous Chinese poet, once said: "If you give a man a fish, he will have a single meal. If you teach him how to fish, he will eat all his life."

What Unions Want from Adult Education

(Continued from page 14)

some of these subjects introduced into our school system. Most students have little or no knowledge of trade unions or working life and are quite unprepared for them.

In an observation on the proposal that adult education meet the financial requirements it is pertinent to point out that trade unions are not wealthy bodies, have as members the lower paid members of society and cannot, as in business and industry, place the cost of training management as a charge against the commodity or service produced and sold. To quote Mr J. Mire again:

"Practically all education today is subsidised and since an educated and skilled trade union movement is as important to society as educated leaders of business, commerce and other professions or groups, it follows that the training and education of trade union staff and officers deserves equal recognition and support."

In the changing role and responsibilities of trade union in relation to the employer, industry and society and the consequent changes in industrial relations there is a good case for the employer's participation in trade union education and training. A better informed, better educated and therefore more understanding trade union officer in his plant is in his own interests, and time off on pay for selected unionists to attend courses would result to his own advantage.

On the relation between universities and trade unions, Mr Mire said:

"The precise relationship and form of co-operation between universities and trade unions calls for great care and thought. Some form of a *joint advisory committee* with representatives of the universities and trade unions seems a necessary prerequisite to assure a constructive, harmonious and fruitful relationship. Universities must show a willingness to meet the 'felt needs' of the trade unions, that is the needs as the trade unions see them, and they must also show respect and concern for the institutional channels of the trade union movement. Their co-operation must be based on a sincere acceptance of unions as a vital and integral part of healthy labour relations. On the other hand, unions must appreciate and show concern for the need of academic institutions to protect educational standards, academic freedom and intellectual integrity. Given these conditions however, agreement could be reached that universities can render genuine services to workers and that Unions can use these services without fear that in so doing they might impair or dilute their own programmes or objectives."

LITERACY HOUSE, LUCKNOW

Winter Training Courses 1970-71

(August 1970 to February 1971)

The Courses are open to both men and women. Trainees are eligible for stipend: Rs. 30 for Courses 6 and 9; Rs. 20 for Courses 3, 4, 5 and 8 and Rs. 50 per month for Course No. 7. Free board and lodging facilities are given to non-sponsored participants of all Courses except Nos. 1 and 2 which are organised outside campus on requests of Government and voluntary agencies. Expenses on board, lodging, travel and honorarium of Inspectors and participants will be borne by the sponsoring agencies for Courses 1 and 2.

1. **Course in Literacy and Adult Education for University Teachers and Students:** (Date and venue in consultation with sponsors). Orients University staff and students to undertake literacy and adult education projects under National Service Scheme. Duration—10 days.
2. **Course For Literacy Teachers:** (Date and venue in consultation with sponsors). Imparts skills in organisation of Functional Literacy classes. Duration—2 to 4 weeks.
3. **Course For Literacy Supervisors:** (3 August—3 September 1970). Imparts skills in teaching, organisation, administration and supervision of functional literacy work. Experienced graduate field workers preferred.
4. **Course in Puppet Making, Manipulation And Dramatisation:** (14 September—8 October 1970). Imparts skills in making and using glove puppets as media of communication. Matriculates possessing dramatic-musical talents preferred.
5. **Course For Persons Working with Rural Libraries:** (17 September—17 October 1970). Imparts skills in organising literacy and follow-up work for adults through libraries. Matriculate with experience preferred.
6. **XIII Course in Audio-Visual Education:** (19 October—26 November 1970). Imparts skills in preparation and use of Audio-Viual material on functional literacy education. Matriculates with teaching social work experience preferred.
7. **XXII Writers' Workshop:** (2 November 1970—15 January 1971). Imparts skill in technique of simple writing and production of literature for new literates and new reading public. Graduates and experienced writers preferred.
8. **IX Course in Silkscreen Printing:** (7-31 December 1970). Imparts skills in printing through different silkscreen techniques. Persons with artistic aptitude preferred.
9. **IV Course in Journalism:** (4 January—13 February 1971). Writing and production of newspapers and periodicals for adults of limited reading ability. Imparts skills in preparation and editing of readable magazines, periodicals, newspapers, reporting etc. for new literates and average readers. Applicants having bachelor degree and experience of working in newspaper, magazine or publishing concern preferred.
10. **Correspondence Course For Literacy Teachers and Workers:** Next Course commencing on 17 August 1970. Admissions open throughout the year. Lessons sent in Hindi or English as desired. Minimum qualification: Matriculation. Admission and Registration fee Rs. 5 each.

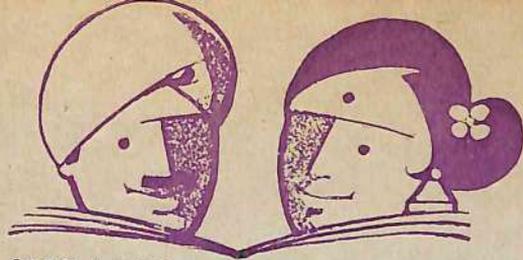
Particulars and Application Forms available on remittance of Re. 1 to Administrative Officer, Literacy House, P.O. Singarnagar, Lucknow-5. Completed Applications must reach at least 15 days before the date of commencement of the Course.

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

September 1970

Volume XXXI Number 9

Life-Long Integrated
Education



Open University



Functional Literacy
as a Factor in Development

Meeting of Experts



*Dr. V.K.R.V. Rao, Union Minister for Education and Youth Services,
inaugurating the Meeting of Experts on Life-Long Integrated
Education in New Delhi on August 10, 1970.*

(Report on page 2)

Editorial Board
Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published every month by the
Indian Adult Education
Association

Subscription
Rs. 8.00 p.a. (Within India)
\$ 3.50 p.a. (Overseas)
Single copy Re. 1.00

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.

IN THIS ISSUE

Life-Long Integrated Education	<i>V.K.R.V. Rao</i>	...	3
The Open University	<i>Walter James</i>	...	7
Functional Literacy as a Factor in Development		...	9
Functions of Adult Education		...	13
Education and Literacy	<i>Pramila Ahuja</i>	...	15
Growing and Learning More		...	16
Book Reviews :		...	17
A Guide to Functional Literacy for Literacy Administrators and Workers	<i>N.R. Gupta</i>		
The I.L.O. in the Service of Social Progress	<i>—J.L. Sachdeva</i>		

1970 Nehru Literacy Award for Mysore State Adult Education Council

THE Nehru Literacy Award instituted by the Indian Adult Education Association has this year been awarded to the Mysore State Adult Education Council, Mysore, for outstanding contribution to the promotion of adult literacy and adult education in the country.

This award was announced on September 8, at an official function held in New Delhi on the occasion of the International Literacy Day.

The Mysore State Adult Education Council established in 1941, is a non-official voluntary organisation, having a constitution approved by the State Government. It organises many programmes including literacy programme, follow-up work, publication of literature, library service, education through audio-visual media, training, research and rural youth leadership training in its Vidyapeeths.

Over 1500 literacy classes are conducted every year with an enrolment of over 30,000 adults. The council has an effective net work of library system in the state. There are 2650 rural libraries, 12 circle libraries and 12 central libraries.

Vidyapeeths

The council has made pioneering efforts in establishing Vidyapeeths—residential colleges—on the model of Danish Folk High Schools in the state. The Vidyapeeths impart liberal education to selected youngmen from the villages. The youths get training in rural leadership laying emphasis on cultural, social and physical development with agriculture and handicrafts as the base.

The first Vidyapeeth was started at Nanjangud in 1947 and now there are 10 Vidyapeeths functioning throughout the state. For this work the council has received assistance and appreciation from Unesco, Ford Foundation and Danish Government.

About 3300 rural youths have been trained in these Vidyapeeths. As a follow-up, a Vidyapeeth bulletin is sent to old students and refresher courses are conducted for them.

Besides the regular training courses of five months duration imparted at Vidyapeeths, short term courses for rural youths are also conducted.

Follow-up Work

The Council has published 216 follow-up books on varied topics for neo-literates. It has also organised two writers workshops in 1967-68. A weekly news-sheet called 'Belaku (Light)' and a monthly magazine, 'Pustaka Prapancha' are also published.

The research section of the Council guides in preparing text books, evolving teaching methods and improving reading material. The council also organises audio-visual programme in the state through mobile vans, equipped with projectors, recorders and public address system.

The decision to give this award to Mysore Council was made by an award committee consisting of Dr. M.S. Mehta, Dr. K.G. Saiyidian, Shri J.C. Mathur, Shri S.C. Dutta and Shri N.R. Gupta. The Award Committee had examined the recommendations received from state governments, voluntary agencies and adult educators from all parts of the country.

Rao Stresses Informal System of Life-long Education

THE Union Minister for Education and Youth Services, Dr. V.K.R.V. Rao, said in New Delhi on August 10, 1970 that the emphasis now should be shifted from the formal system of education to an informal system of life-long education which was elastic enough to encompass, within its scope almost every individual, at almost every moment of his life.

He said stress would have to be laid on the development of the informal system of education, which included the press, the book development programme, radio, film, television and agencies like museums.

Prof. Rao was inaugurating the week long-meeting of experts on "life-long integrated education", sponsored by the Asian Institute of Educational Planning and Administration.

He advocated the idea of having 'open universities' in the country for dealing with the problem of higher education.

The open universities, he added, would be complementary to part-time and correspondence courses. He said that the present system of higher education did not provide opportunities for the growing millions to have higher education.

Printed Word

The Minister was firmly of the view that the most important tool

of self-education was the printed word. The spoken word, radio, film and television might supplement it to a very great extent, and, in the largely illiterate developing nations, they could also play a very significant role in the initial stages.

Prof. Rao also underlined the need for organising a network of public libraries:

Earlier, Prof. M.V. Mathur, Director, Asian Institute of Educational Planning and Administration, in his welcome speech, emphasised the need for integrating the mass media with formal schooling to bring into alignment with the non-formal system.

The meeting studied the requirements of life-long integrated education in the Asian context and suggested guidelines for adapting the formal and non-formal system of education to the goals of life-long continuing education in the future plans of educational development in this region.

A number of distinguished experts from developed nations and from the Asian region participated in the meeting.

Dr. M.S. Mehta, President, IAEA, represented India and Shri S.C. Dutta, Hony. General Secretary, represented the Association.

The full text of Dr. V.K.R.V. Rao's speech appears on page 3.

The President of the Indian Adult Education Association, Dr. M.S. Mehta, left New Delhi for Montreal, Canada, on August 22, to attend a World Conference on "University Adult Education in a Changing World" from August 25 to 29, 1970. The Conference has been convened by the International Congress on University Adult Education.

Dr. Mehta will also participate in an International Seminar on the "Contribution of Educational Research and Educational Planning for Promoting Workers Education", in Florence, Italy from September 7-13, 1970. This Seminar has been organised by the International Federation of Workers Educational Associations in collaboration with the International Labour Office.

Dr. Mehta is likely to return to New Delhi on September 20, 1970.

Reception to Experts

The Indian Adult Education Association gave a reception to the Experts on Life-long Integrated Education, on August 10, 1970.

Among those who attended the Reception were: Dr. M.S. Mehta, President, Indian Adult Education Association, Prof. Cyril Houle of Chicago University, Dr. Alan Thomas of Ottawa, Mr. Paul Lengrand of UNESCO, Prof. M. Shimbori of Tokyo, Mr. Abdullah Sultan of Kaula Lumpur, Miss H. Benzoza of Manila, Prof. Gunge of Ceylon, Shri J.C. Mathur, Additional Secretary, Department of Agriculture, Prof. M.V. Mathur, Director, Asian Institute of Educational Planning and Administration, Dr. Amrik Singh, Secretary, Inter-University Board, Shri D.L. Sharma, Commissioner, Kendriya Vidyalaya Sangathan, Dr. Chitra Naik, Specialist, Asian Institute and Mr. Jackson of CUSO.

LIFE-LONG INTEGRATED EDUCATION

Dr. V.K.R.V. Rao

THE expression 'life-long integrated education' emphasises two main aspects of the programme.

The first is that education is a life-long process from birth to death. It has taken man centuries to accept so obvious a truism. For a long time, it was believed that education begins at about the age of six or seven when a child is sent to school and that it ends at various periods, ranging from 16 years to 24 or 25 years when the child has absorbed all that the educational system has to teach or which he desired to learn. There was no concept of an education before the primary school nor was any necessity felt of a continuing education for the adult. This concept, in spite of its obvious limitations, worked very well when social change was slow and one could utilise an education received till the age of 15 or 25 throughout one's life. But such a concept cannot stand the strains of modern life where, because of science and technology, knowledge is being almost doubled every ten years and the pace of social change has become fantastically rapid. A continual re-education is necessary if an individual is to keep in touch with the reality of the present. Similarly, the significance of a proper upbringing of children and of pre-school education is now being realised more and more as recent advances in psychology have shown that a child's personality is more than half formed by the age of six. In the modern world, therefore, education has become synonymous with life and one lives on a lower animal level if one is not continually being educated. The whole world will soon have to accept this.

The second aspect of the programme which is emphasised in the expression—life-long integrated education—is its integrated character. Education was at one time, wrongly equated with the mere imparting of information and placed an over-emphasis on the memory. But this is an extremely restrictive interpretation of education. We now look upon education as a total process which develops the full personality of the individual. It imparts information; it develops skills; it cultivates the proper interests, attitudes and values; it trains the mind or the intellect, and it also emphasises the training of the body and the proper sublimation of the emotions. Education, in the full sense is not merely academic; it is also vocational and cultural. At the same time, although aimed at the fullest development of the personality of the individual, education cannot restrict itself to mere individual needs. The fullest

development of the individual depends largely on proper social organisation and vice-versa; hence education now emphasises socialisation of the individual, and the cultivation of a sense of social awareness and social responsibility. In short, the integrated programme of education we now have in view, aims at the fullest development of the personality of the individual, combined with an adequate realisation of his social, national and international responsibilities.

Universality

The concept of life-long integrated education also implies indirectly two other aspects to which I would like to invite your attention. The first is *universality* or the idea that the programme of life-long integrated education must cover every individual. There is a saying in sanskrit "A Brahmin is one who studies all his life" and the history of our country over the last 2,000 years is replete with great scholars who lived fully according to this maxim. Life-long integrated education for the individual was accepted in the past. What is new to the modern world is its universalisation to cover every individual. This is the essence of democracy and the basic foundation on which alone a social order based on the dignity of the individual, justice, equality and liberty can be created and sustained.

The second indirectly implied aspect of this concept is that the traditional method of dealing with play, education and work in an isolated fashion must come to an end. In the earliest stages of education, the emphasis was on play. When a slightly older child went to school, play came to an end and he devoted himself exclusively to education. Later on, when education came to an end, an individual entered the life of work and in practice, almost completely eschewed both education and play. Such an approach is no longer accepted for very obvious reasons, and we now realise that play, education and work enter the life of an individual throughout, from birth to death. What changes from time to time is only a shift of emphasis. For the balanced development of an individual and for his bodily and mental health, play, education and work have to be inter-mixed with one another as a life-long process. Previously, more emphasis was laid on book-learning or the attainment of knowledge. Now education seeks to develop the total personality of the individual, cultivates proper interests, and also emphasises the framing of the body.

Inaugural Address at the Meeting of Experts on Life-Long Integrated Education held in New Delhi from August 10-17, 1970.

A very perceptive Indian educationist and social reformer, Swami Vivekananda, emphasised on "Man Making Education". I always feel that proper edu-

education is man making education, education that leads to the fullest development of the individual. I also believe that the individual's personality should have a proper social organisation. Hence education must emphasise the socialisation of the individual which means the cultivation in him of a sense of social awareness and social responsibility. In this sense, social development of the personality of the individual connotes a combined realisation of social, national and international responsibilities. The main issue is how to prepare the formal educational system, through an in-built element, for integration of work, play and education in the total life-span of an individual. What motivations can be offered? What facilities will be required? What can be done to make the formal educational system responsive to the new concept of life-long integrated education in which work, play and study are continually combined?

Relevance to Modern Life

What is the relevance and significance of this concept of life-long and integrated education to modern life? The essence of the matter lies in the development of science and technology, the consequent explosion of knowledge and the introduction of kaleidoscopic social changes. Life changed very slowly in the past, Robert Louis Stevenson said of the pacific islands where life was so similar from day to day that "Tuesday came for the simple reason that Wednesday was not due till tomorrow." Societies changed very slowly and the quantum of knowledge was very limited. A person could learn all that was known in a short time and was able to live safely on the basis of that learning. But this is no longer valid. The introduction of science and technology has created a "knowledge" industry which has become one of the major concerns of mankind, and is engaging more and more persons. Knowledge has begun to grow very fast and a university degree is no longer valid for a long-time, as in the past. Unless the individual continually re-educates himself, he soon becomes a back-bencher in the onward march of knowledge. In the sphere of social change, there are more changes in a decade than in a century formerly. In the future such changes may become even more rapid, forcing an individual to constantly re-educate and re-adjust himself to them. A programme of life-long integrated education is thus essential, not only for the development of the individual, but for his very survival. No nation can hold its own without providing a programme of life-long and integrated education of high quality to all its citizens. In my view, the pursuit of this objective must be one of the major concerns for all countries of the world during the Second Development Decade (1970-80); and particularly so for the developing countries.

If the need for a life-long integrated education is conceded, what remains is to work out some

guidelines. Such details of major programmes which have to be promoted to provide life-long integrated education to every individual have to be worked out, and we have to look for the necessary resources. I would, therefore, place before you a few broad ideas.

Shift of Emphasis

If life-long and integrated education is to become a reality for every individual, we must shift the emphasis from the formal system of education now prevalent. It is only the informal system of life-long education which is elastic enough to encompass, within its scope, almost every individual, at almost every moment of his life. The stress in the educational reconstruction of the years ahead, therefore, will have to be laid on the development of the informal system of education. Development of an informal system of education can be considered in various ways. The formal system can be informalised through the introduction of suitable elements or supplementary informal education may be added to formal education. Secondly, it may be possible, when informal education is developed to a certain level, to introduce some formal element in its programme. Another issue would be to establish a full articulation between the formal system of education and the informal system, i.e., provide linkages between education of the somewhat terminal character and education which continues throughout life. Various media of communication and different kinds of teaching-learning materials may have to be utilised for this purpose. This includes the press, the book development programme, radio, film and television. It also includes agencies like museums. Unfortunately, the educational potential of these forms of informal education is neither fully realised nor fully utilised. In large parts of the world—the developing nations—many of these media are yet in their infancy and even in those countries where they are more developed, their use for educational purposes is comparatively limited. I think, that, in the seventies, we shall have to devote a good deal of our time to the consideration of the problems of such education, develop the necessary expertise for their promotion and effective utilisation and also invest increasingly larger amounts for their provision.

Printed Word

To my mind, the most important tool of self-education is the printed word. The spoken word, radio, film and television may supplement it to a very great extent; and, in the largely illiterate developing nations, they can also play a very significant role in the initial stages. But they can never replace the power and effectiveness of the printed word in the long run. I, therefore, attach a very great importance to a proper development of the press and the book industry in the years ahead. I wish more attention were paid by UNESCO to the

task of book production. It is true that UNESCO is helping developing countries for bringing in new media of instruction and communication. However, the habit of extra reading is something to which I attach very great value. That is the only way towards voluntary attainment of further knowledge. The problem to which we must turn our attention in this context is the motivation required by the individual for keeping his curiosity constantly alive. The Meeting of Experts may try to find answer to the question of how to increase the desires and aspirations of citizens, voluntarily, for continuing to learn for ever. Dissemination of knowledge through books is a programme to which I attach very great importance. I attach very great significance to the organisation of a net work of public libraries all over the country. Books on every subject and of every type should be available to every individual within easy reach and at a cost which he can conveniently afford. The effectiveness of the printed word depends upon a universal base of functional literacy. But the banishment of illiteracy in about ten to fifteen years is a must for any effective implementation of an educational programme.

Mass Media

My emphasis on the printed word as the principal tool of life-long integrated education should not be misunderstood. I also value greatly the supplementary role which agencies like the radio, film and television can play and I attach a considerable importance to their catalytic role in the present situation when the bulk of our adult population is illiterate. I am, therefore, of the view that very early steps have to be taken to create the necessary infrastructure to make the services of radio, film and television available to all persons in the developing world for educational purposes. This programme, should be promoted on a high priority basis in the activities of the seventies. I would also like to emphasize that in the development of this programme, the soft-ware side is even more important than the hard-ware side. The necessary hard-ware can be easily imported and it is not beyond the reach of the finances of developing countries. But what is more difficult and needs greater attention is the development of the soft-ware side of the programme; by which is meant educational content that will be used over these mass media to educate people on the right lines.

The third thing which I would like to emphasize, is the change that has to be brought about in the formal system of education in order to make the programme of life-long integrated education effective and universal. What is needed here is a radical transformation of the formal system of education based as it is on full time education for children and young people. In the first place, the formal system of education has to develop two alternative streams to the existing channels of full time education, name-

ly education through correspondence courses and education on a part-time basis. The formal educational system should also cease to think in terms of its present generation of students and concern itself more and more with its alumni and their educational needs. The role of the universities and institutions of higher education has to be reexamined and clear guidelines have to be set forth to enable them to provide programmes of further education to their own alumni. A medical college, for instance, should not merely content itself with the turn out of graduates of medicine. It must also provide periodical refresher courses to its alumni in order to keep them up to date in their profession. The alumni community of every educational institution will include, not only its full-time students studying but also the much larger community of its past alumni and others to whom it will provide some services on a part-time basis or through correspondence courses. We shall have to strain every nerve to make the people concerned realise the significance and implications of this revolution and to work out its details.

Kindle Curiosity

There are two more programmes essential to the success of any programme of life-long integrated education. The first is to keep the innate curiosity of each individual alive so that throughout his life, he remains ever in quest of new knowledge. This instinctive curiosity is very often stifled by the formal system of education and by an unfavourable social atmosphere. This sense of curiosity should be roused and lasting habits of self-study inculcated. Side by side, we should create a social atmosphere in which continuous self-learning will be valued as an individual and social virtue and become an accepted pattern of life of the average citizen. It is this basic build up of individual curiosity, initiative and effort which will enable every person to make the best use of the infrastructure of the press, library, museum, radio, film and television services.

Voluntary Organisations

The second condition for the success of a programme of life-long integrated education is the development of voluntary organisations which will provide the bulk of this educational programme. The role of voluntary organisations in the provision of life-long integrated education is vital. Voluntary governmental support cannot induce individuals to take to learning. They must come together in voluntary groups and help themselves to learn more and continuously. Community groups could come together for increasing their own knowledge and skills. Work of this kind is going on even at present, but only in the upper-middle or higher classes of society. Henceforward, the provision for life-long integrated education must be taken right into the rural areas, because it is there that the masses of our people reside. The major issue in this country is

how to provide continuing education to millions of people. I feel that the mass-media can be used to the best purpose for spreading education wider through the device of the open university. I am very keen on this idea of the open university and I expect that the Experts' Meeting will give me some guidance in this matter also. This advice may also show us the way towards transforming the formal system of education into an informal one, through gradual experimentation in new content and techniques of education. The State can play an important role mainly through financial support. It is, however, obvious that the effectiveness of these services will largely depend upon the extent to which they arise from and cater to the voluntary desires and aspirations of the citizens.

15-Year Plan

I shall now turn to my last point, namely, the development of a programme of life-long integrated education in India, over the next 10-15 years. I think that such a programme will have to be developed through sustained simultaneous efforts on several fronts. At the pre-school stage, the facilities available serve only the upper-middle or higher classes. A more intensive effort is needed to develop these programmes in the rural areas and for the poorer sectors of the urban society. At the primary stage, we

should take steps to see that the constitutional directive of providing continuous education to all children till the age of 14 is revised as soon as possible, preferably by the end of the Second Development Decade. Side by side we will also have to organise a programme for the liquidation of mass illiteracy. At the secondary and university stages we will have to develop part time education and correspondence courses and even new institutions like the open university.

Most important of all, we will have to develop programmes of continuing education for adults which will cover general education, improvement of vocational proficiency, cultural interests and physical education and recreation. At the same time, we will have to lay stress on the development of the radio, film, and television for educational purposes in a big way. This is a situation which calls for fundamental thinking and an energetic approach. We are now trying to introduce television, on a pilot project basis and in a few areas, in the Fourth Plan. We hope to cover the entire country by the end of the Fifth Plan. If such measures are adopted side by side with the transformation of the formal system of education, a programme of life-long integrated education will be within the reach of every citizen of this country well before the present century comes to an end.

MOST DEPENDABLE AID



'MEGH' Marked Quality Slated Roll-up Black Boards are the most dependable Teaching Aids because they are useful for all kinds of training such as Industrial, Technical, Agricultural, Medical, Civil & Military.

Almost all BIG & SMALL Training Centres have been using them with great advantage !!!

MEGH Boards are available in PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC & OUT LINE MAPS OF ALL COUNTRIES.

For literature contact:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,

BARAMATI (Poona) INDIA



The Open University

Walter James

WHEN Britain's Open University goes on the air next January, it will not be the first time that broadcasting has been used in the service of higher education. Nor, despite its original name, "The University of the Air," is it a university in which all the teaching will be done by television. Part will be by radio and television, part by correspondence course material, by home experimental kits, by audio tapes, by programmed learning texts, by summer schools, by tuition in viewing and study centres: the University is indeed quite Open as to the teaching methods it will use.

More important—and this is its main originality—it is Open to all students; no formal qualifications, no testimonials are needed; there is no age bar (provided you are 21 or over), no sex bar, no residential bar.

So far, more than 35,000 people have applied for enrolment in the courses beginning in 1971, so it is perhaps churlish to question the need for the Open University. In any case, the facts behind the decision to create the University are these: Britain's university system is elitist; despite the existence of many "new universities," there are still too few places for all school-leavers qualified for higher education, and the result is that a large number of them go straight into employment every year because no university has room for them. The promoters of the Open University believe that if only 10% of this untapped brain power can take advantage of its facilities, it will be a significant and socially positive achievement.

What are the Open University's other characteristics? In the first place its students will be part-time, a situation allowed to only about 3% of students at undergraduate level in other British universities. Most adults could not afford to stop work for

three years to become full-time students, and in addition their contribution to the national product would be lost if they did. They will take courses which will normally run from January to December, not October to July, and a year's course in one subject (10 hours a week for 36 weeks of the year, plus attendance at summer school and examinations) will count as one credit; six credits will earn him a general degree and eight credits an honours degree. One or two courses (but not more) may be taken in a year. An exceptionally hard-working student might obtain a degree in 3 years, but 4 or 5 years is more likely. There is no time-limit involved, so that a person who needs to interrupt his studies will be at liberty to do so.

A further innovation is that an inter-disciplinary approach will be built into the Open University from the start, and the courses themselves will integrate studies which are often separated traditionally. "Foundation Courses" in Humanities, Mathematics, Social Science and Science, in two of which students must gain credits before proceeding to further courses, initiate this process: "Science", for example, combines a study of chemistry, geology, physics and biology, set firmly into a social framework, and "Understanding Society" combines psychology, sociology, economics and social anthropology. The Science Foundation Course incidentally includes an analysis of atmospheric pollution: students will be provided with a kit to record the make-up of the air on their own doorsteps, yielding valuable data on pollution all over the British Isles as a by-product.

These new courses are likely to prove exciting to students and teachers alike, and already some interesting new ground has been covered. The Mathematics

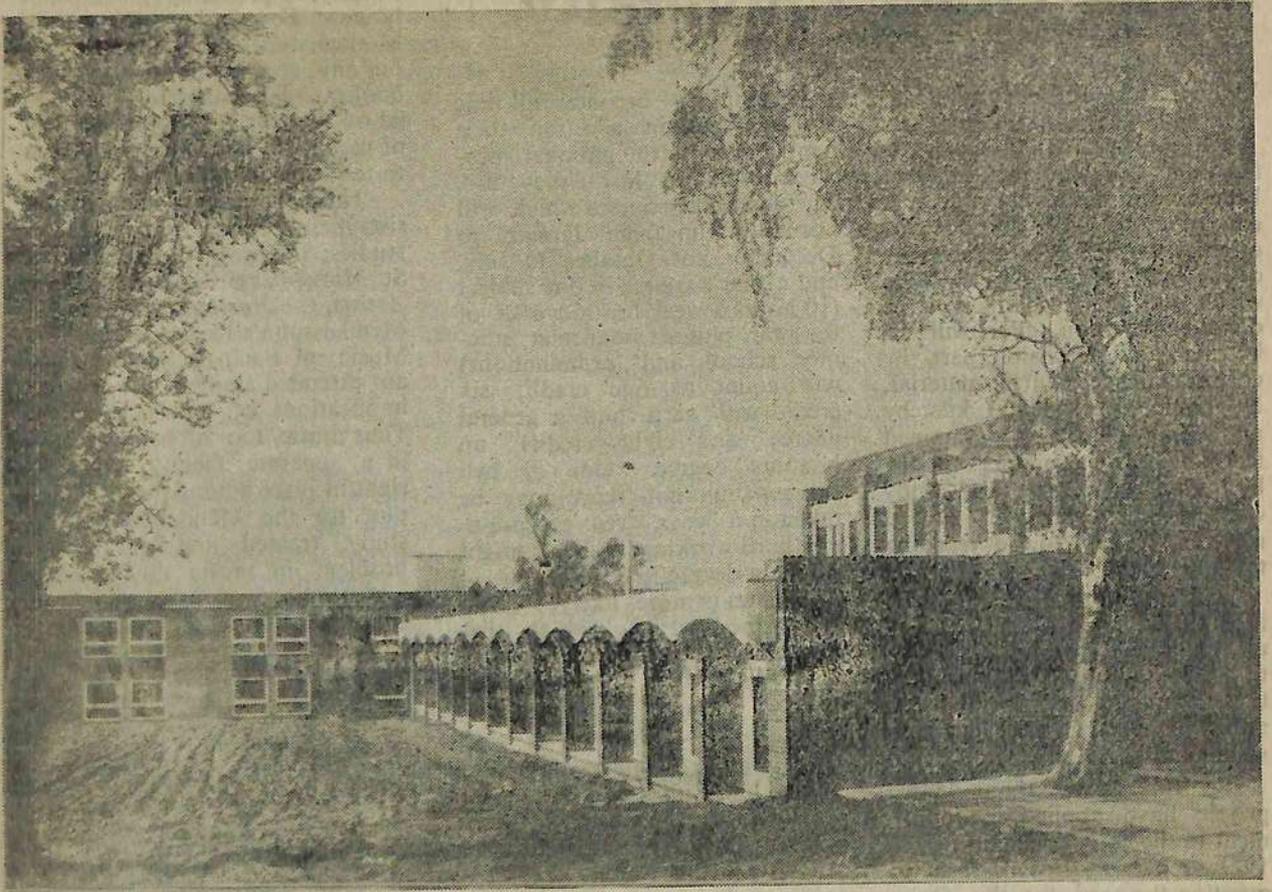
Faculty, in preparing a completely new Foundation Course in Mathematics, found itself without any acceptable existing textbooks, and has therefore launched on the vast but rewarding task of preparing a new introduction to the subject from scratch.

The Humanities Course consists mainly of a series of case-studies: Socrates, the Gospel of St Mark, Vasari's *Lives of the Artists*, *Hamlet*, Descartes, Mendelssohn's Rediscovery of the Music of Bach, culminating in an extended study of the cultural implications of industrialization. Thus music, too often sealed off in a separate faculty, takes its rightful place among the Humanities, for the Mendelssohn case-study, treated first of all as a problem in music and musicology, will serve as a point of entry into the whole question of Romanticism, standards of bourgeois taste, and so on. Foundation Course will be offered from 1972 in Technology.

One further line, Educational Studies, which is expected to make a special contribution to in-service training and upgrading of those with previous experience or knowledge, will offer no Foundation Course, but will concentrate on courses at the second level and beyond.

2.6% of Applicants—Workers

Who are the students of the Open University likely to be? An analysis of the first 30,000 applications shows that almost 40% are from teachers, 11.2% from professional people, 9.6% from housewives, 6.5% from administrators and managers, and the same number from scientists and engineers. In addition, 6.4% came from draughtsmen, laboratory assistants and technicians, 7.5% from clerical and office staff, and 1.8% from members of the armed forces. But only 2.6% came from workers in manufacturing industry, mining, construction and transport, 1.4% from workers in the electrical, metal and allied trades, and 3.1% from shopkeepers and workers in sales and service industries. It is thus



Some of the new buildings of the Open University

likely that a quota system will be introduced to ensure that every category of applicants receives an allocation of places.

The important thing is that the Open University will offer the opportunity of higher education to people who have never had that before. Others will not have wanted higher education at an earlier age, but have come to see themselves as unfulfilled and underdeveloped without it. Some may not want a degree, but see some courses as relevant to their professional advancement, giving them a qualification they lack, or updating knowledge which has become increasingly anachronistic since they originally acquired it.

Some critics have suggested that the Open University is an extravagant way of producing

graduates. But, even assuming a drop-out rate as high as that of existing correspondence colleges (in which the correspondence teaching has no reinforcement from broadcasting, tutorial services or summer schools), the graduates will each cost very much less than the cost per graduate of the other universities. If allowance is made for the estimated income from fees (each student will pay £140-£170 for a full degree course, often partly or wholly reimbursed by his employer or local education authority), and from the marketing of the University course materials, the net cost per graduate may well be lower. And this is of course to ignore the benefit obtained by the estimated 200,000 "eavesdroppers" who are expected to follow the radio and

television parts of the courses without actually enrolling, and by the "drop-outs" who qualify for one or more credits but do not wish to continue to a full degree.

Package Courses

Nor will the benefit of the Open University courses stop there: in a sense, it will remain Open even outside the United Kingdom. There are many places, and not all of them in the underdeveloped parts of the world, where needs for education outstrip the supply of staff and facilities. The OU package courses are easily exported, and institutions in other countries will be able to secure them for their own use. The idea of the Open University was born in minds in the United Kingdom

(Continued on page 18)

Functional Literacy as a Factor in Development

Introduction

THE period since the Second World War has seen a growing awareness on the part of the peoples of the Third World of the underdeveloped condition of their countries. This fact constitutes a major event, a "great awakening" (G. Myrdal) which is accompanied by a determined call for change and development. Misery, disease and ignorance are no longer suffered with resignation, but are being actively fought.

Thus illiteracy is recognized today as something quite abnormal and totally unacceptable.

Consequently, literacy for the people constitutes one of the basic aspirations and stated aims of the peoples of the Third World. Illiteracy is looked on not only as creating social injustice but also as hampering both the integration of communities into nations, and their economic and social development.

This clearly shows the significance and scope of the literacy campaigns, both public and private, which are being organized in various forms in all the countries where illiteracy is rife. Statements by Heads of State and governments, spiritual leaders, ministers, those in charge of development sectors, trade unionists, writers and scientists, and the recommendations of conferences, seminars, study groups and the like, bear witness to the realization by the international community as a whole of the fact that the struggle against illiteracy and the struggle for progress are one and the same.

As emphasized by Mr. Rene Maheu, Director-General of Unesco, "We cannot speak of illiteracy as we speak of other problems. Literacy work leads us to the very root of the evil inherent in societies and in the legacy of the past. It is one of the most important undertakings whose consequences may truly revolutionize Man's rule on earth...."

I. THE PROBLEM

The situation is indeed alarming. In spite of the fact that many countries have succeeded in cutting down their illiteracy rate, the total number of illiterates is inexorably increasing. If illiteracy continues to diminish at the present rate, in 1970, there will be 810 million illiterates in the world out of a total adult population of 2,335 million. In 1950 there were 700 million in an adult population of 1,579 million.

Recent statistics for twenty countries show that the number of illiterates is on the increase in countries with an illiteracy rate of 70% or above, but is decreasing where the figure is below 35%. These two figures thus seem to constitute two critical thresholds. It can be assumed that in any given country the struggle against illiteracy can be looked on as succeeding only when the percentage of illiterates is brought below 35%.

In any case, the effects of the population explosion appear to be gaining the upper hand over literacy efforts. On the least favourable assumption, the number of illiterates will have increased between 1960 and 1970 by an absolute figure of 70 million, whereas the illiteracy rate will have diminished by 4.5%.

In some countries the population increases so rapidly that the most that can be achieved by literacy campaigns is to slow down the spread of illiteracy. The population increase forecast for the period 1960-1980 is 60% in Asia and 65% in Africa.

All the main areas of illiteracy are situated in the countries of Asia, Africa and Latin America, areas where the percentage of children at school, and the level of development are the lowest. It is in fact noticeable that from the economic point of view, there is a significant correlation between illiteracy and gross national product. In other words, the level of literacy appears to be closely linked to that of average per inhabitant income. The countries where the percentage of adults able to read is below 30% are also those in which the national income is below \$200 a head.

The struggle against illiteracy is thus a struggle for economic and social development. Depending on the political and historical background of each country, mass literacy drives have taken on a variety

of forms and produced a variety of results: it is useful to analyse their strategy.

II. STRATEGY

Schooling for Children

The provision of schooling for all children may appear to be the decisive method to conquer illiteracy at its source. It is for this reason that the countries of the Third World sometimes set aside as much as 30% of the national budget for education.

There is no doubt that compulsory schooling for all children will make it possible gradually to eliminate illiteracy. But this is a long-term solution, and no country can wait indefinitely for its people to obtain the minimum levels of instruction necessary for economic and social development.

Account should also be taken of the wastage, which is sometimes considerable. The records show that while the figure for those attending primary schools in Central Africa increased by 1.8% between 1961 and 1966, the percentage of drop-outs for the same period was 68%. Since literacy requires at least four years' schooling to become definitive, and out of 5,350,000 children aged 6 in 1960, only 1,235,000 reached their fourth year, we may expect in 1970 to find 4,115,000 15-year-old illiterates in Central Africa.

In Arab States, according to a Unesco survey, it is foreseen that out of 2,700,000 adolescents who will reach the age of 15 in 1970, 1,300,000 will be illiterate or semi-literate. Since 1965 the illiteracy rate for this age group has gone down from 59 to 48%, but the number of illiterates has decreased by only 100,000.

The total number of illiterates thus represents a considerable human potential, which could be rapidly converted to its real value.

Literacy Campaigns

With the end of the Second World War and the accession of many States to independence there was a wave of campaigns and crusades against mass illiteracy in Europe, Latin America, Asia and Africa. The examples followed, either explicitly or otherwise, were the achievements of the widespread literacy campaigns which had been successfully conducted in countries where literacy and education for the masses, as a driving force, became part and parcel of radical economic and social changes.

If one reflects that it took more than twenty years of sustained effort, organization and mobilization to eradicate illiteracy in the USSR, one can gauge the risks that were run by certain campaigns which, for lack of adequate preparation, organization and resources, produced only limited results or turned out to be failures.

A number of these campaigns, after a promising start, came to nothing. The scope of the problem vastly exceeded the resources and methods employed. Departments of adult education, set up for the purpose in ministries of education, were made responsible for quietly getting on with the task of mass literacy teaching. Notwithstanding the talent and devotion of their leaders and professional staff, such departments cannot hope to bring about the eradication of illiteracy, even in the long term. They have generally insufficient resources, staff and funds to be able to contemplate action on such a scale.

Attention should however be drawn to national campaigns, such as that in Cuba, which came to an end some years ago, or those being carried out in Iran, Indonesia and Guinea, which demonstrate the stubborn determination of governments to do away once and for all with mass illiteracy.

Functional Literacy as a Goal

It appears increasingly necessary to find a strategy which will not rely so much on school education and which will be less hazardous, more realistic, and more effective, taking account not only of the scope and complexity of the problem but also of what development entails.

If there is indeed an objective correlation between illiteracy and under-development, is it not logical in all cases to replace it by the dynamic partnership of literacy development?

Importance of Human Capital

This restatement, in opposite terms, of a causal relationship, is largely the consequence of the modern idea of the economic function of education and of the resulting importance of human capital. Education is seen as one of the essential factors decisively influencing economic development itself.

As far back as 1924, a Gosplan survey in the USSR showed that one year's functional training in the factory increased by 12 to 16% the productivity of a worker who had previously been illiterate.

The Director of the International Labour Organisation writes:

"The new techniques science has provided in industry and agriculture demand more and more qualifications from workers in modern society. Every working man must understand his work, and no serious vocational training is conceivable without a good basic education, while no community can afford to leave unused a source of potential intelligence and manpower essential for its development."

This stream of thought gradually produced the idea of literacy-cum-education conceived as a factor

in economic and social development. It was no longer possible to remain within the limits of mere instruction in reading and writing; it became essential to aim at providing illiterates with the type of training which would enable them as human beings to play their part in promoting development for their own ends.

The Teheran Congress

It was in Teheran that the expression "functional literacy" came into its own. The World Conference of Ministers of Education on the Eradication of Illiteracy, held by Unesco from 8 to 19 September 1965 at the invitation of His Imperial Majesty the Shahinshah of Iran, was an international milestone in the history of literacy. It was in Teheran that the representatives of 89 countries adopted a new selective strategy placing the emphasis on executing "intensive" projects rather than "extensive" campaigns. The great discovery of Teheran was the principle that there is a relation of cause and effect between literacy and development.

The Director-General of Unesco stated during the Conference: "Just as illiteracy is an integral part of underdevelopment, so the promotion of literacy must be an integral part of development; this is the basic axiom which...sums up the concept of functional literacy." The final report contains the following passage: "Adult literacy, an essential element in overall development, must be closely linked to economic and social priorities and to present and future manpower needs. All efforts should therefore tend towards functional literacy. Rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better understanding of the surrounding world, and should ultimately open the way to basic human culture."

It should be emphasized that the adoption of this policy was preceded by a long and detailed analysis of the various aspects of the struggle against illiteracy which had been carried on by the Secretariat of Unesco, by survey missions in various countries, and at meetings of the International Committee of Experts. It originated in resolution 1677 (XVI) of the General Assembly of the United Nations, adopted in December 1961, which invited Unesco to make a general review of "the question of the eradication of mass illiteracy throughout the world, with the object of working out concrete and effective

measures, at the international and national levels, for such eradication." The selective strategy which was now to link development and literacy work had elicited the interest and support of many Member States even before the Teheran Meeting, as witness the many resolutions adopted at international meetings at Unesco, at sessions of the General Assembly of the United Nations (1963), of the Economic Commission for Africa (ECA) (1964), the Economic Commission for Asia and the Far East (ECAFE) (1964), and the Conference of Ministers of Education of African Countries (1964).

The Experimental World Programme

It was to confirm the existence of a correlation between functional literacy and economic and social development that Unesco proposed to launch an Experimental World Programme of Functional Literacy. To date, 52 Member States have indicated their intention to participate. Currently the Programme comprises:

- (a) nine autonomous projects financed nationally, with a substantial international contribution from the United Nations Development Programme (UNDP) and technical assistance from Unesco and other Specialized Agencies (Algeria, Ecuador, Ethiopia, Guinea, Iran, Madagascar, Mali, Sudan and Tanzania);
- (b) one project financed nationally, with international technical assistance (Venezuela);
- (c) two projects devised as components of functional literacy in the context of wider agricultural development projects, with financial assistance from UNDP and executed in co-operation with FAO (India and the Syrian Arab Republic);
- (d) eight micro-experiments in the form of small short-term projects designed to study specific problems such as literacy teaching methods, experiments with teaching aids, and the use of audio-visual media (Algeria, Brazil, Chile, India, Jamaica, Nigeria, Tunisia, Upper Volta).

These various projects correspond to the conceptual requirements of functional literacy, and are accordingly executed on selective and intensive lines. They are grafted on to development projects. Each pilot project groups together two or three sub-projects, each of which constitutes an operational unit corresponding to a development programme or a sector of economic activity in which literacy can be taught in relation to concrete problems, with the object of overcoming specific difficulties standing in the way of development.

Literacy and Industrial Development

As regards development, most of the countries of the Third World have adopted two major objec-

tives, which are the *industrialization and the modernization of agriculture*. Industrialization requires capital, raw materials and a supply of power; it also presupposes an advanced technology, professional skills, and real ability. *It is unthinkable without a skilled labour force, specialized at all levels within each industrial firm*. Obviously the industrialization of a country entails training not only technical personnel but also workers of all kinds, possessing the necessary skill and ability. But a country embarking on the process of industrialization does not initially have workers with experience in industrial production. Very often firms are forced to recruit unskilled workers from rural areas, who must adapt themselves to working conditions in the firm and to the notions of output and productivity. Whereas in their villages they were used to regulating their activities according to the elements—sun, rain, the lunar month, the seasons—they are suddenly forced to submit to the working rhythm of machines and to the need for precision, accuracy, punctuality and rigour imposed by industrial production. The difficulties they have in adjusting are the source of many problems, which slow down production and make prices high and uncompetitive. Examples are frequent cases of faulty manufacture, the wasteful use of raw materials, repeated breakdowns of machinery, poor maintenance of equipment, spoilt tools, industrial accidents, and a high rate of absenteeism. If industrial activity is to be productive, workers must be trained at various levels according to the type of work. But industrial training in that countries of the Third World requires a type of instruction which is more than a mere copy of that provided in industrialized countries. **It calls not only for the acquisition of skills and ability, but also for an overhaul of living and working conditions. Teachers are required not only to provide vocational instruction or impart manual and physical skills, but also to stimulate a new outlook and introduce the idea of a professional pride in one's work.** Industrial training includes elements such as vocational technology, industrial design, arithmetic, industrial safety and hygiene, socio-economic questions and civics, which can only be learned where there is already a certain level of literacy. This is where functional literacy comes in.

Functional literacy is a form of training aimed both at developing the intellect and social conscience of the worker and at helping him to adjust to an industrial environment and its technical demands. An extension of the benefits of functional literacy to the largest possible number of illiterate workers results in increasing the overall productivity of a firm, and this, it will be remembered, is a precondition for national development. It is obvious that functional literacy training in an industrial environment calls for suitable teaching staff. The traditional educationist cannot assume the task of introducing the worker to the technicalities of his work, which is the basis of functional literacy. Ideally, the teacher

should come from the same social and vocational background, and should have received appropriate teacher training. But cases arise where it is necessary to have recourse to literacy teachers with only general training. In such cases they should be provided with additional technical training of a practical nature.

Literacy and Agricultural Development

The modernization of the agricultural sector also constitutes a priority objective in many countries.

To show how useful and indeed essential it is to teach fundamental literacy as part of an agricultural extension campaign, let us consider what is involved, from the training point of view, in operations such as irrigation and the use of chemical fertilizers and insecticides, which it would be superficial to assume lie within the competence of any agricultural worker. The agricultural worker must not only be able to read and to understand the instructions for the use of the products he has to deal with; he must also, and this is most important, be able to do simple sums. He must calculate the quantity of seeds necessary to sow his fields; the amount of water needed to produce optimum crop growth; the quantity of fertilizer needed for a specific area, based on the formula indicated per hectare or acre; the quantity of insecticide to be diluted in the appropriate amount of water, depending on the capacity of the spray used. Briefly, he must be able to work out surfaces, volumes and contents, apply the "rule of three", and calculate percentages. But the number of illiterate or semi-illiterate rural workers is still very large and their low level of education constitutes a particularly serious handicap, since it bars the way from the outset to any real possibility of continuing technical progress in the agricultural sector. It can be said that these low levels of education are totally inconsistent with agricultural development. Any analysis of modernization in the agricultural sector concludes with the twofold need to organize suitable vocational training and to raise the level of general knowledge among agricultural workers. Functional literacy work takes these two essential requirements into consideration, as also the fact that in certain cases it may be intended for a population which has received some partial school education. To put it more precisely, it is a question of providing individuals with an intellectual equipment and bringing them up to the stage where their knowledge can be used in technical work.

III. FUNCTIONAL LITERACY AND TRADITIONAL LITERACY

The following are some of the main features characterizing these two different approaches.

Strategy

In defining objectives, the traditional approach
(Continued on page 19)

Functions of Adult Education

Dr. (Mrs.) Pramila Ahuja

Lecturer in Education, Dibrugarh University

THE problem of illiteracy in India is a gigantic one in view of the fact that nearly 70 per cent of the people are steeped in darkness of illiteracy. No doubt the progress made in these years in the field of education would seem very great, but in fact the benefits of those achievements are swamped every year under the floods of excess births. Besides this, paucity of funds, uncoordinated efforts of Government, voluntary agencies, educational institutions and individuals, lack of proper understanding among workers about the nature of their problems, dearth of trained personnel and suitable literature, etc. have been some of the obstacles responsible for not establishing the literacy movement on sound footing. The Report of the Committee on Emotional Integration (1962) points out, "The problem of illiteracy has had to be tackled at one stage or another by countries like the U.S.A., the U.S.S.R., the United Kingdom, Germany and Japan which are today economically advanced and a study of their progress in this field reveals that it is those countries which have most successfully eradicated illiteracy, which are also materially the most prosperous. Operations on a mammoth scale will have to be undertaken to wipe out illiteracy from this country within a reasonable period, as the problem is colossal. That this can be done, given the necessary drive and a sense of urgency, is apparent from the success such a programme has had in the U.S.S.R. where a nation that was 43 per cent illiterate managed to achieve full literacy within a decade."

The majority of our population are not only illiterate and uneducated, but also extremely poor. Our adult population must have an education which can make them socially responsible citizens and which at the same time should be of practical value to them as individuals in helping to raise their standards of production, their income and their general cultural level.

Changing Concept of Adult Education

The concept of adult education has been varying from time to time, country to country, depending upon their particular existing social and educational patterns and upon the different needs of urban and rural life. The 1962 World Conference on Literacy and Society held in Rome took literacy to mean the fluent reading of ordinary newspapers or the equivalent of five years ordinary schooling. From the Philippines comes the following definition of literacy for good citizenship: 'A good citizen should be able to read with understanding newspapers, bul-

letins, advertisements, tax notices and letters, and to write an ordinary letter.'

In India the idea of adult education came into being in British regime. But the main object of this programme at that time was only to give the people the knowledge of 3 R's (reading, writing and arithmetic), which was narrow and lacked in vigour and purposefulness. In recent years, it has been increasingly realised that the aim of adult education is not merely to teach an adult the 3 R's but to equip him or her both mentally and physically to take a proper place in the society. In nutshell, adult education should educate the minds of the people and train them for better work, better rest and better recreation. Mahatma Gandhi also emphasized the need of functional literacy. He said, "The dry knowledge of 3 R's is not even, now it can never be a permanent part of the villager's life. They must have knowledge given to them which they must use daily. It must not be thrust upon them. They should have the appetite for it. Give the villager village-arithmetic, village-geography, village-history and the literacy knowledge which he must use daily."

Need of the Hour

No body will deny this fact that adult education is need of the hour. If we have to be on par with progressive countries of the world, we should liquidate illiteracy in as short a time as possible.

Illiteracy is a drag on economic development. If it continues, it will come in the way of the progress of the country. Apart from it, every individual in the present democratic set-up of the country, has varied roles to perform. These roles necessarily demand the education of every member of the democratic society. In India the majority of adult population work in the agricultural sector. These adult farmers must be educated so that they can make the best use of modern methods of agriculture to raise their standards of living and to contribute their best to the nation. Along with it they should be given necessary education in the acquisition of certain simple skills for different types of works which they can do at their homes during their spare time. The Farmers Education and Functional Literacy project will go a long way in achieving this objective and it is a step in the right direction.

Programmes of Adult Education

The Report of the Education Commission (1964-

66) has suggested three stages for the programme of adult education. The initial stages will consist of acquaintance with reading, writing, arithmetic and some general knowledge relating to civic and national problems in which the entire society is evolved and to the profession in which the learner is engaged. The second stage should deepen the knowledge and skills gained in the initial stage and train the adult in using literacy gained for solving personal problems and enriching personal life. The third stage should lead the adult to one of the programmes of continuing education. According to the said report, an effective programme of adult education should envisage liquidation of illiteracy; continuing education; correspondence courses; libraries; role of Universities in adult education; organisation and administration of adult education.

Functions of Adult Education

The most important functions of adult education in our country should be to provide every adult citizen with an opportunity for education which he or she can use for personal satisfaction, professional advancement and effective participation in social and political life. The scope of adult education goes beyond mere reading and writing. For example it frequently embraces the idea of community development. It is also more comprehensive than the mere class-room teaching. Adult education aims at training people to become well-informed and useful citizens. It also educates them to play their role as responsible members of the society. The World Conference on Adult Education held in Montreal in 1960 describes the role of adult education in the following terms.

The best in the traditional culture of each country should be preserved and enhanced, and people should be encouraged to feel pride and dignity in their own cultural heritage. People must be encouraged to understand and promote change. Every man and woman should have opportunity for individual personal development to the extent of which he or she is capable, to become a mature and responsible person. In education, man must be subject, not object.

Adult education is needed to promote international understanding, mutual sympathy and tolerance of different points of view and to put every adult in the way of arriving at the truth. Through adult education, deficiencies in earlier formal education must be made good. It can also be a means of creating better understanding between divided groups in society, for example, between different generations. Every adult must be able to equip himself to play as full a part as he or she wishes to take in social and civic life. Every adult should have the opportunity of discovering how he or she can most satisfyingly and recreatively use his or her leisure.

For imparting the knowledge certain activities can be followed, keeping in view the mental and psychological level of the adults. Some of them

are—organising literacy and post-literacy classes; organising group discussions on health, sanitation and civic problems; writing suitable books for the neo-literates; organising good library services, reading rooms and such other facilities; and holding vacation camps for adult education with the help of students and teachers. Apart from these activities, organisation of follow-up classes for the encouragement for advance-education is also equally important. Unless the adults are kept in touch with literacy through interesting methods of teaching such as radio-listening groups, film shows, mobile exhibitions, etc., there is every chance of relapse into the stage of pre-literacy.

Motivation : A Step towards Success

Many comprehensive literacy programmes in our country have failed to arouse any sustained interest in adults. There are certain major causes of reluctance in adults towards coming to literacy classes which have been listed below :—

1. Adults feel that this literacy is not fit for bringing out immediate changes in their standard of living.
2. Due to the acuteness of the problem of earning a living the adults do not find more time and energy for getting literacy.
3. The adult illiterates feel that now it is too late for them to learn.
4. Due to some social customs and demands the adults are not able to attend the literacy classes regularly.

The reluctance on the part of adults is perhaps largely due to inadequate motivation. To make the programme of adult education a success, proper motivation is very essential. Some incentives in the form of free tuition, free or very low-priced books and materials, household articles for those attending literacy classes, distribution of agricultural materials, publicity for those who have successfully completed literacy courses, better prospects of employment, etc. may be given as per need and requirements.

Research in Adult Education

Research is also necessary in various areas of adult education. Adult learners might not be finding it most convenient to attend the classes at fixed timings. There may be other reasons for the decrease of interest in studies. All these and many more which creep up from time to time under different circumstances and situations, call for a careful study through research techniques.

To conclude it may be remarked that a nation can never be considered secure in the hands of the illiterate population. Every individual in the present democratic set-up has to perform many roles—towards his family, society, state, country, nation and the world at large. Adult education helps the individuals to play their part as responsible members of the society and helps in the efficiency of the democratic set-up of the country.

EDUCATION AND LITERACY

ILLITERACY is growing in the country, but fortunately not as fast as population is growing. In other words, the growth of literacy is faster than the growth of population. Presented in these terms the position may not appear so disheartening, but the fact remains, according to the Deputy Minister for Education, that the number of illiterates in the country was 349 million by the beginning of the current year, and this staggering figure is growing at about one per cent a year though this is ahead of the population growth rate of more than two per cent. The net result is that literates as well as illiterates are growing in number.

The Kothari Commission painted an even gloomier picture. India, it said four years ago, was more illiterate in 1961, with 36 million more illiterates, than ten years earlier. In 1966, it had 20 million more illiterates than in 1961, in spite of an unprecedented expansion of primary education and in spite of literacy drives. The commission added the despairing suggestion that existing programmes may not enable us to reach the goal of universal literacy even by 2000 A.D. Therefore, conventional methods of spreading literacy must be replaced by a massive unorthodox national effort and a direct attack on mass illiteracy.

The Deputy Minister says that the responsibility for eradicating illiteracy rests on state Governments. This, of course, does not mean that those parts of the country which are directly under the Centre have a better record of success than the states

in increasing the percentage of literacy. In any case the question is obviously not who is responsible but how quickly the objective of making everyone literate can be achieved. The Deputy Minister reminds us that the Fourth Plan provides for central or centrally-sponsored programmes for the spread of literacy. It also recognises different kinds of literacy—functional literacy, specially for the rural population, adult literacy, and literacy acquired for the purpose of higher education.

The Kothari Commission emphasised that literacy if it is to be worthwhile must enable the literate to use the tools of literacy to acquire relevant knowledge on his own. Five years ago a world conference of Education Ministers organised by Unesco held that rather than an end in itself, literacy must be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training, consisting merely in teaching to read and write. The process of learning to read and write should be made an opportunity to acquire information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, greater participation in civil life, better understanding of the surrounding world, and ultimately open the way to basic human culture.

This is a wordy statement of objectives, but the commission accepted it and made detailed

practical suggestions for achieving the objectives. That was four years ago, and from what the Deputy Minister has stated, no great advance has been made towards carrying out the suggestions. Finance is admittedly a problem, and the recent conferences in Delhi of education secretaries and directors of education has considered the levy of an education cess in rural and urban areas to finance free compulsory primary education.

Adequate material resources by themselves cannot bring about universal literacy. The training of teachers of the right type calls for something more than financial resources. To teach children at the primary stage is in many ways more demanding than to teach students at higher stages. But in the last year or two technological progress has made revolutionary teaching aids available. Instructional television programmes broadcast over vast, inaccessible areas with the aid of satellites will improve and refine the new techniques still further, and the process of education at all stages will soon become infinitely more pleasant and effective than ever before. But not only the techniques but the content and concept of education are changing rapidly. The world, we have been told, is engaged in a race between education and catastrophe. This is a striking definition of the alternatives before us, but education in many advanced countries seems to have brought catastrophe nearer, and that shows us what to avoid.

—Courtesy National Herald

Growing and Learning Every Day

“I wouldn’t be young for anything—I’ve discovered the excitement of being 54,” says Dr. Jack London, eminent educationist and Professor of Adult Education at the University of California, Berkeley. He was recently on a short visit to Delhi.

What is the secret of enjoying old age? “Keep mentally alert and alive,” he answers promptly: “I’ve known people of 93 whose minds are more clear than those of my 21-year old students. One must keep learning educating oneself all the time. You know, that old Roman Cato started learning Greek when he was 88. Someone asked him “why are you learning something new at 88? and he answered, ‘Because what other age do I have?’ No, I do not believe in the saying that one can’t teach an old dog new tricks. Look at Churchill—his career really began after 60. Robert Frost wrote his first poems only after he was 40 and he continued writing for another 40 years. “Senility,” continues Dr. London, “is by and large a psychological problem, enhanced by the insults of old age that old people suffer in a youth-oriented society like ours in America.”

These observations have been drawn from years of experience in teaching adults. Adult education, explains Dr. London, is an educational programme that serves the total society—the illiterates, the partially educated as well as the fully educated. “A man with a Ph. D. needs to continue his education just as much as does a high school graduate. No longer can anyone say that he has completed his education—in a changing society like ours. I feel degrees or certificates should have a time limit, just like a passport. After that time limit expires the degree should become void and the holder should bring

himself up to date with the new developments in his field before he gets a renewal of his degree.”

In America, says Dr. London, 24 per cent of the adult population is engaged in adult education of some sort. And these days industry is spending more on education and training for its employees than all the money spent on higher education in the U.S.A. Studies have shown that the more education an adult has to begin with the more likely he is to participate in adult education programmes, because he is more aware of the value of continuing his education. Another maxim of Dr. London’s: “If you stop learning for some time you lose the ability to learn.” Though an acknowledged expert in his field, he himself says he learns something new every day. “I believe in Gandhi’s words—live each day as though it were your last day. My philosophy and convictions come out of my own experience—since the age of 15 I’ve been working and supporting myself until I got a Ph.D.”

Trained as sociologist at the University of Chicago, Dr. London has worked in such different fields as metallurgy, workers’ education, industrial relations and vocational rehabilitation for war veterans. Author of several books his two most widely read works are “The Worker Views His Union” and “Adult Education and Social Class.” He spent the past year in Tanzania setting up an adult education programme there.

New Publications Checklist

	Rs.P	\$C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective— J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education —revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education —revised edition	3.50	1.25

Order from :

Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

Book Reviews

A Guide to Functional Literacy for Literacy Administrators and Workers

by *Virendra Tripathi, Lucknow, Literacy House, 1970.*

WHENEVER we ask a person to do a work, the questions that arise in his mind are: What is it that he is being asked to do? Why is he required to do it? How will he be able to do it? What will he need to do it? Who will be the persons with whom he would be dealing in doing it?

If he or she is able to get satisfactory replies to these queries either from within or from those who assign the job the difficulty is solved and the individual feels convinced that he or she is well equipped for the effective performance of his/her duties and starts with his work in right earnest.

The literacy teacher of adults is no exception to this rule. He is rather more susceptible to this reaction because he/she is not generally sufficiently qualified for the job, he is required to do and the job involves numerous complications of psychology, content and procedure as well as the tools to do the job. While the adult learner doubts his educability, the teacher equally doubts his competency.

The teacher is not also sure whether he would be accepted as such by the adult learners and as to how he/she would measure the success or otherwise of the programme of work, which is not uniform for all groups, for all places and for all times. As such the work involves a lot of imagination, initiative and adjustment on the part of the teacher for successful implementation.

It is some of these problems that Shri Virendra Tripathi has tried to solve in his book "A Guide to Functional Literacy for Literacy Administrators and Workers."

Valuable attempt has been made in the book to throw light practically on all aspects of the programme of spreading literacy among the adults and taking it to a level where it becomes functional. This only means that the adult learner develops the skills of reading, writing and accounting of a standard which enables him to use his skills for further learning and for competency in the performance of his day to day work.

Functional Literacy is not thus any special type of literacy but it only relates to the standard of literacy skills achieved by the learners. Shri Tripathi has tried to explain this concept in one of the chapters and has also given enough guidance material for equipping the teachers for the arduous task, they are called upon to do as their contribution to the programme of National Development.

The ILO in the Service of Social Progress Geneva, ILO, 1969.

The book under the series "Worker's Education Manuals" is a new version of *Labour Faces the New Age*, published in 1965 by the International Labour Office.

I.L.O. should be congratulated for producing this revised manual. The earlier edition was more or less meant for specialists engaged in workers' education. But the present edition can profitably be read with interest even by laymen. The book is important for every educator concerned with the education of workers.

The organisation of the book is orderly and follows a logical sequence. The three parts combined provide a complete picture of I.L.O.

The first provides a background. It outlines the circumstances in which I.L.O. was born and the phenomena which have helped to shape its activities.

The second part describes the organs through which the organisation works—the International Labour Conference, the Governing Body, various committees and meetings of a technical or regional nature and the International Labour Office and the principal means by which I.L.O. seeks to achieve its ends.

In the third part the I.L.O. activities in the field like development of human resources, improvements of conditions of life and work and promotion of social institutions have been outlined.

The illustrations and examples given to highlight its major activities are of high standard.

Two appendices at the end of the book are very useful especially appendix 2 which gives suggested topics for discussion. This will be helpful to the organisers of seminars and conferences and for further study and research.

The lay-out of the book is quite attractive. The over-all physical appearance is A-one.

The manual it is hoped will be welcomed in all quarters and read with interest. This book is a useful addition to the series.

—J.L. Sachdeva

The point that effort on literacy will be washed if the programme does not provide for follow up service for stabilising the knowledge and building further upon it has also received attention. The problems of irregularity and unpunctuality in attendance have also been touched and sufficient guidance has been provided to give the programme a disciplined gravity.

It is our hope that the book will be widely used and the experience of the author would be profitably utilised.

—N.R. Gupta

J.C. Mathur

The Vice-President of the Indian Adult Education Association and Additional Secretary, Department of Agriculture, Ministry of Food, Agriculture, C.D. and Cooperation, Shri J.C. Mathur left New Delhi for Canberra, Australia on August 22 to attend a FAO Regional Conference.

Shri Mathur will meet and address adult educators during his visit to Australia.

On his way back, Shri Mathur will visit Tokyo. He is likely to be in New Delhi on September 15.

Continuing Education and Universities

Conference in Madras

The Indian University Association for Continuing Education

(formerly known as University Adult Education Association) in collaboration with the University of Madras, will hold a conference on "Continuing Education and Universities in Asian and South Pacific Region", in Madras from December 23-27, 1970.

A number of Vice-Chancellors from Asia, South Pacific and India are expected to participate.

Adult Education Seminar in Bangalore

The Ministry of Education and Youth Services, will organise a National Seminar on "Adult Education in the Seventies" in Bangalore on September 8-10, 1970.

The Seminar is one of the five National Seminars which the Ministry of Education and Youth Services is organising as a part

of the International Education Year.

The Hony. General Secretary of the Indian Adult Education Association, Shri S.C. Dutta, has been invited to attend the Seminar.

THE OPEN UNIVERSITY

(Continued from page 8)

who recognized the significance of educational development using broadcasting and correspondence in other parts of the world. It will perhaps be made of repaying that debt if the Open University can make a contribution beyond the shores of the country in which it is established.

(UNESCO FEATURES)

Seminar on Adult Education and People's Participation

The Indian Adult Education Association, in collaboration with the Central Institute of Research and Training in Public Cooperation, will organise a Seminar on "Promoting Adult Education Through People's Participation" in New Delhi from January 4 to 8, 1970.

Training Course for Literacy Supervisors in Bikaner

The Bikaner Adult Education Association, organised a training course for literacy supervisors in Bikaner from August 1 to 14, 1970.

23 supervisors including four women received the training.

Tolley Medal goes to Raybould

Dr. S.G. Raybould, Professor of Adult Education, University of Leeds, (England) has been awarded William Pearson Tolley Medal for Distinguished Leadership in Adult Education by the Syracuse University of the United States.

In 1969, this Medal was awarded to Dr. M.S. Mehta, President of the Indian Adult Education Association.

D.R. Mankad Dead

The Vice-Chancellor of Saurashtra University, Shri D.R. Mankad, died at Aliabada near Jamnagar on August 29. Shri Mankad had been ailing from heart trouble and was confined to bed for some time. He was seventy.

He was the member of the Executive Committee of the Indian University Association for Continuing Education. Shri Mankad had also been a member of the Executive Committee of the Indian Adult Education Association from 1961-64.

A condolence message has been sent to the bereaved family.

Frank Laubach Passes Away

Dr. Frank C. Laubach, the Literacy Expert, died in Syracuse, New York, on June 11, 1970. He was 85.

Dr. Laubach's sound-syllabic method has been applied to 312 languages in over 100 nations in the world.

Functional Literacy as a Factor in Development

(Continued from page 12)

aims at teaching, reading, writing and arithmetic to the largest possible number of illiterates using methods which are diffuse and extensive. With the functional approach, on the contrary, the chosen objectives are linked to questions of socio-economic development. Strategy is seen to be selective, operating at three separate but connected levels: the choice of the industrial or agricultural development projects given high priority in national development plans; the selections of problems or activities which call for functional literacy work because of the existence of a bottleneck in a development programme; and the selection of the individuals who are likely to benefit most from literacy teaching.

Literacy teaching is also intensive, in the sense that it represents a training effort organized with a view to the acquisition of professional skills and knowledge which can be used in the working environment.

Radical differences appear between the two kinds of literacy as regards the conceptions of the systems applied.

Programming

The programming of a literacy campaign is generally based on a territorial approach, and devised according to the number of illiterates and the resources available. Traditional literacy programmes follow the broad lines of curricula, with their distribution by subject.

The methods employed—the type of organization, the human, physical and financial resources, or the methodology itself—have one sole aim, that of teaching the pupil to read and to understand communication in writing or print. With the functional approach, the programming of the actual training is much more complex. It takes into account varying socio-economic objectives, and defines the methods to be applied in each particular case, in the light of the needs of the individual and of the community. At the present stage of development of the Experimental World Programme the systems applied tend to make use of a number of variable methods rather than remain within the limits of a single system, which is the characteristic of traditional literacy teaching.

These variables relate to administrative support structures, organization, the elements making up the training (preliminary or further vocational training, socio-economic and civic training, health instruction, literacy proper, etc.) contents, types of liaison between the elements, the kind of teaching techniques and equipment, methods for training teachers, their social and professional background, and so on.

For example, in the project being carried out in Iran, nineteen different programmes are being

applied, which have resulted in the production of teaching materials designed to promote teacher training. The teachers themselves (teachers and technicians) come from different social and professional backgrounds. Radio is used, depending on each case, to provide tele-guidance to literacy workers. The elements making up the training are integrated, and the vehicular language is used to teach literacy from the outset.

Each project in the Experimental World Programme tests various systems of functional literacy teaching. These experiments should result in demonstrating the most significant variables and the systems which are the most effective, the easiest to adopt generally, and the least expensive.

Methods and Techniques

The methods and techniques used in traditional literacy teaching are generally based on the use of one single alphabetical primer. Reading material becomes varied only with the books for supplementary reading. Teaching personnel is primarily recruited from among primary school teachers, or even volunteers. Functional literacy programmes, far from being standard, are variable and flexible, so as to cater for a variety of situations and immediate objectives. Teaching personnel is recruited preferably from among vocational training teachers, skilled workers, technicians, trade union or co-operative leaders, to work as a team with professional educationists. The programme of work should no longer be based on the school year, but on planned training or production requirements for industry, and on the agricultural cycle, in the rural areas.

A direct impact on the production sectors is essential if the programmes are to succeed. It is not merely a question of co-operating with various socio-professional groups in the preliminary studies and the preparation of programmes, but of a general acceptance of responsibility by these groups for functional literacy teaching, and even of setting up a suitable infrastructure for example a manpower training centre in each firm.

Traditional literacy teaching looks on the illiterate as an individual entity, frequently in isolation from his social group and surroundings. Functional literacy teaching looks on the adult illiterate as an individual forming part of a group, against a background of a given environment and with prospects of development. Its aim is to train the individual to become a factor in the transformation of his own environment. Depending on circumstances, this training is either vocational, industrial or agricultural. Literacy training and vocational training are not carried out in parallel, or separated in time; they are integrated activities, the one being an integral part of the other.

Finance

Since most governments consider mass literacy

teaching to be a political or social undertaking, finance is provided either through the mobilization of voluntary resources or as part of the national budget, where it comes under the heading of social expenditure. State financial assistance is often limited, and always insufficient. In contrast, finance for functional literacy work is included in expenditure under the heading of economic investment. The budget is no longer drawn up on "programme budgeting" lines but on "project budgeting" lines. Unit costs are calculated on the basis of each individual literacy operation, i.e. on the cost of training all the workers in a given branch of activity.

Evaluation

In mass literacy campaigns evaluation is quantitative; it relates primarily to the number of those who become literate. In contrast, the main purpose of the evaluation of functional literacy is to judge the economic and social effectiveness of the operation, whether it be the overall productivity of an industrial enterprise or the adoption of innovations for the modernization of the agricultural sector.

IV. THE STRUGGLE AGAINST ILLITERACY: CONCERTED ACTION

The struggle against illiteracy can be seen as a vast enterprise calling for concerted action by many bodies and national and international institutions. Non-governmental organizations are taking part in this vast effort of international co-operation. Depending on circumstances, they organize with help from Unesco, study courses, training courses, study tours, conferences and seminars; and produce teaching material and hold literacy classes.

For their part, the Specialized Agencies of the United Nations system are very closely associated with the execution of the Experimental Programme. Unesco has concluded agreements with the International Labour Office and FAO whereby experts in industrial vocational training and agricultural extension work appointed to functional literacy projects will be responsible to these two organizations.

Business and financial circles are taking an increasing interest in functional literacy and the part it can play in development projects. In February 1969 the Director-General of Unesco convened in Rome a Round Table of bankers, economists and business directors from different parts of the world to examine literacy teaching as an economic investment. The participants unanimously recognized the economic and social importance of literacy as a factor in increasing and developing production in industry, trade and agriculture; and recommended that "The resources of modern enterprise, industrial and agricultural, as well as of banks, national, regional and international, of different types, and specialized credit agencies, should be brought to bear on training illiterate workers and farmers."

For his part, Mr. Robert MacNamara, the Presi-

dent of the International Bank for Reconstruction and Development, has recently suggested that from now on there should be "less emphasis on physical construction—'bricks and mortar' and that on the contrary greater attention should be paid to training and educating people, in particular to 'functional literacy for adults in those countries where the growing pool of adult illiterates constitutes a serious obstacle to development.'"

These policy statements are all the more significant and important since for the first time, the international community is now contributing financial assistance to literacy projects. The Experimental World Programme, of which the present cost totals \$50 million, is already receiving financial assistance amounting to approximately \$10 million from UNDP, the remainder of the programme to be financed by the countries concerned.

Although the struggle against illiteracy in general and carrying out pilot projects in particular, are mainly the responsibility of the States concerned, Unesco's role remains important. The Organization provides the necessary technical assistance for the implementation of projects receiving UNDP aid: the recruitment of experts, supplies of equipment, the organization of courses for fellowship-holders, and general administration. It also makes available on request the assistance required by countries to give effect to mass literacy programmes; and organizes courses and joint orientation seminars for national experts and specialists, together with missions of consultants or members of the Secretariat appointed to carry out inspections or to study aid possibilities, particularly as regards methodology and evaluation. At the same time, a network to provide information and documentation is being gradually installed.

Conclusion

At a time when the unsuitability of education and training systems to meet the needs of a rapidly changing society has produced a profound crisis in many countries, the functional approach to literacy can be useful in thinking out educational and training problems afresh in the light of development needs.

Since such an approach relies upon a thorough knowledge of the environment and its aspirations and resistance; since it aims at giving those concerned a reply "made to measure," i.e. taking into account their attitudes, knowledge and ability; since to achieve this it uses teaching methods and techniques suitable to local needs and possibilities; and since its results are systematically evaluated, functional literacy is a type of innovation which will enrich the process of education and create closer links between school and everyday life, by strengthening the interdependence between school and out-of-school education. It thus opens up new prospects for a fresh study of the guiding ideas and principles of education considered as a factor in development.

New Publication

**Adult Education
and
National Integration**

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

**Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-1**

Still Available

**EDUCATION
FOR
PERSPECTIVE**

by J.R. Kidd

**Foreword by M.S. Mehta
Rs. 24.00, \$ 6.00**

Available from :

**Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-1.**

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

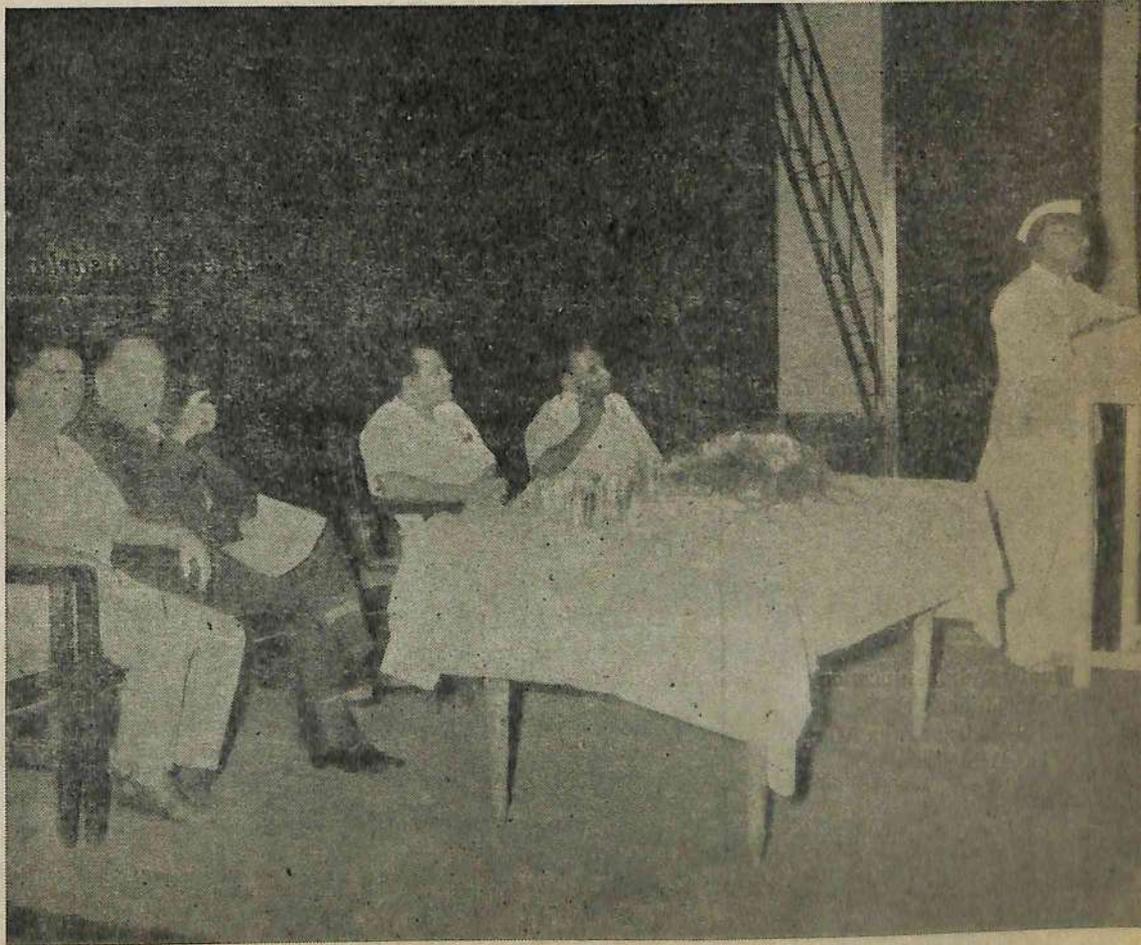
ADULT EDUCATION

October 1970

Volume XXXI Number 10

International Literacy Day

24th ALL INDIA ADULT EDUCATION CONFERENCE NUMBER



Shri Bhakt Darshan, Minister of State, Union Ministry of Education and Youth Services, inaugurating the International Literacy Day in New Delhi on September 8, 1970. Seated on the dais are (L to R) Shri V.N. Wanchoo, Joint Director of Education, Delhi, Dr. D.G.A. Bouteau of Unesco Mission in India, Shri D.S. Misra, Director of Education, Delhi and Shri N.R. Gupta of IAEA.
(Report on page 24)

Editorial Board
Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published every month by the
Indian Adult Education
Association

Subscription
Rs. 8.00 p.a. (Within India)
\$ 3.50 p.a. (Overseas)
Single copy Re. 1.00

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.

IN THIS ISSUE

- Early History of Adult Education in India
—*Ranjit M. Chetsingh* 3
- Film and Adult Education
—A Conceptual Framework
—*Saulat Rahman* 11
- Workers Education Programme
in India
—*M.A. Chansarkar* 17

Indian Journal of

ADULT EDUCATION

Vol. XXXI

October, 1970

No. 10

ADULT EDUCATORS COOPERATION SOUGHT IN FAMILY PLANNING

THE 23rd All India Adult Education Conference of the Indian Adult Education Association held in Gauhati in October 1969, passed a comprehensive resolution on Adult Education and Family Planning. The resolution said that before integrating family planning in the programme of adult education it would be desirable to organise training programme for the adult educators engaged in this programme. This resolution was passed on to the concerned Ministry for necessary action.

It is heartening to note that Ministry of Health, Family Planning, Works, Housing and Urban Development, in its recent letter has directed all State Family Planning Officers to secure the assistance of the Association and its institutional members to educate and motivate eligible couples to accept family planning. The Ministry has urged the officers to arrange for orientation of adult education workers.

The list of institutional members of the Association has been forwarded alongwith the letter.

The relevant portion from the letter is reproduced below:

...“the Association can be a great help to you in educating and motivating the eligible couples to accept family planning. But, before the workers can take up such education, they themselves need training and orientation...”

“I am, therefore, directed to request you kindly to contact the members of the Association in area, arrange for orientation of the workers engaged in adult education and provide all other facilities so that they can be fully involved in spreading the message of family planning to the adult population. A list of 76 institutional members is enclosed herewith.”

Mehta Returns to New Delhi

The President of the Indian Adult Education Association, Dr. Mohan Sinha Mehta, returned to New Delhi on September 30, after his visit to Canada, England, Germany, France, Switzerland, Italy and Norway. He participated in three conferences and met a number of adult educators during this visit.

Dr. T.A. Koshy

Dr. T.A. Koshy, Head of the Department of Adult Education, N.C.E.R.T and Associate Secretary, Indian Adult Education Association, has been appointed as a Member of the Advisory Committee of the International Institute for Adult Literacy Methods, Teheran. The function of the committee is to advise the Governing Board and the Director of the Institute on the programme and its execution.

Dr. Koshy attended the first meeting of the committee at Paris on Sept. 28-29, 1970.

The International Institute for Adult Literacy Methods, established in 1969 by Unesco in collaboration with the Government of Iran, provides documentation, research and training services on methods, media, material and techniques for adult literacy.

International Literacy Day in Bikaner

The International Literacy Day in Bikaner was celebrated by the Bikaner Adult Education Association on September 8, 1970. A paper on 'Adult Education in Rajasthan' and the report of the Fourth Summer Adult Literacy Campaign were presented.

1190 people including 118 women were made literate during the summer campaign. Thirty-two Literacy Workers were awarded merit certificates for outstanding work.

Nutrition Programme for Adults in Madras

The Adult Education Association, Madras, in collaboration with the Mobile Food and Nutrition Unit, Madras, organised a nutrition programme in Madras during April-June, 1970.

The main aim of the programme was to educate the public on various aspects of food and nutrition such as planning and popularisation of low cost balanced diets, scientific method of cooking, importance of raw vegetables and green and sprouted grams in daily diet of a person.

Colombia and Mongolia Win International Literacy Prizes

At a ceremony in Teheran on September 8, International Literacy Day, Unesco's, Deputy Director-General, Dr. Malcolm S. Adiseshiah, presented two international awards for outstanding literacy work: the \$5,000 Mohammad Reza Pahlavi Prize donated by the Shahinshah of Iran, and the new Nadezhda K. Krupskaya Prize of 5,000 roubles donated by the Government of the U.S.S.R.

Colombia's "Radio Schools of Sutatenza"

The winner of the Mohammad Reza Pahlavi Prize was a private organization famous throughout Latin America—the "Radio Schools of Sutatenza" run by the Accion Cultural Popular. This literacy campaign began in the Colombian village of Sutatenza in 1948 when Father Jose Joaquin Salcedo began an educational radio programme for his parish. It has since spread all over Colombia. Its methods: an "audio-visual" approach using radio mainly and worked out through careful and continuous study of the problems of the people served.

So popular has been this campaign that it won support from the Government as well as from the religious and business world. Today long and short wave transmitters carry instruction to more than 160,000 radio sets distributed throughout the country. Several thousand young volunteers, trained in rural institutes, act as teachers. The organization prints its own primers, reading materials, periodicals and visual aids.

Mongolia's Institute of Language and Literature

The Institute of Language and Literature, a part of the Academy of Sciences in the Mongolian People's Republic, received the first annual Nadezhda K. Krupskaya Prize. This Institute, was awarded the new Soviet prize for successfully completing a challenging task begun in 1921 under the slogan "Learn yourself, teach others."

By 1940, 23.8% of the population of the country had been made literate, by 1963 the figure was 90%, and today illiteracy has been virtually abolished. Today Mongolia has more than 1,100 libraries and the Institute, its literacy task completed, has become a scientific centre for research in linguistics, the history of literature and folklore.

The jury which selected the winners for the two main prizes was led by Princess Ashraf Pahlavi of Iran and included Mrs. M.I. Zhuravleva, U.S.S.R. Vice-Minister of Education, Mr. Ato Akalework Habtewold, Ethiopian Minister of Justice, Mr. Rodolfo Baron Castro, Secretary-General of the Iberian-American Bureau of Education, and Mr. James Robbins Kidd, head of the Department of Adult Education, University of Toronto.

(Unesco Features)

EARLY HISTORY OF ADULT EDUCATION IN INDIA

Ranjit M. Chetsingh

IN considering the beginnings of the adult education movement in India it is well to remind ourselves of one or two fundamental facts of our ancient heritage. We can be thankful for the treasures of folk-lore and the rural tradition of gathering in considerable numbers to listen to recitations and expositions and to join in community singing or watching village drama. All this provided information and recreation. But the universally prevalent social and group inhibitions and restraints restricted their limited educational value and reduced their scope for promoting real development of the mind. The fact should be acknowledged for the good of our souls and in the interests of India's progressive potential that education and learning was always viewed as the privilege of the elite or of the priestly or administrative classes. It was never meant for all. This can bear repetition in the psychological phase of extolling the past un-reservedly and of mixing fact and fiction and letting our imaginations think of the past as the glittering golden age.

The joint authors of the Montague-Chelmsford Report had wisely observed that in India "Progress must depend on the growth of electorates and the intelligent exercise of their powers." They pointed out the need for them "to become competent electors by acquiring such education as will enable them to judge of candidates for their votes and of the business done in the Councils (legislatures)." In fact nothing was done by the government to implement the implied recommendation. Nothing in the way

of an adult education drive was initiated. It was left to some of the socially concerned patriots and welfare workers to put forth sporadic and often lone efforts to make a beginning. The first world war had inspired many and opened their eyes to the human potential which was being allowed to go to waste for want of foresight or through neglect on the part of those in places of privilege and responsibility and endowed with authority.

I

Initial Pioneering Efforts

The poet Tagore had begun as early as 1920 to train some adults in rural reconstruction and in cultural subjects, in his famous seat of learning at Shantiniketan in Bengal. This was followed by the Servants of India Society in Poona starting some schools for adults in Maharashtra as early as 1925. In the next year the rural department of the Y.M.C.A. began to train some adult workers for rural reconstruction work in South India. Among the provinces of India the Punjab led the way by inaugurating an Adult Literacy Campaign as far back as 1921-26 for the collective teaching of adults, both by Local Bodies and by private educational agencies in their respective schools, mostly through the help of teachers working in out-of-school hours at night, who were paid a meagre honorarium for this extra work and a small allowance for contingent expenses. At first it seemed to mark a phenomenal advance but this was followed by an even more rapid collapse and the adult schools and their enrolment suddenly dwindled insignificance. But after the visit of Dr. Laubach to the Punjab a decade later, a fresh attack on adult illiteracy on

a large and vigorous scale started in the province; and it profited much by the bitter lessons learnt from past failures in this matter. Dr. Laubach's visit to India with his splendid record of literacy work in the Philippines, did much to stimulate interest in adult literacy work especially in Christian missionary circles; and the National Christian Council of India, Burma and Ceylon provided a notable lead in producing charts and literature for adult literacy work in different Indian Languages based on the Laubach method. Long before the advent of Dr. Laubach in India, Dr. Sahibzada Syed-us-Zafar Khan had experimented with adult literacy work in jails when he was the Minister of Education in the Bhopal State; and he evolved an ingenious technique and instruments of his own adapted to adult needs. This work continued in the activities of the Chand Bagh Adult Education Society of the Doon School at Dehra Dun.

Quite independent of all this, and among the earliest promoters of adult education in modern India, must be noted the name of Mr. Sanivarapu Subba Rao, who through numerous articles that issued from his facile pen in the Telugu Press from his home in the West Godavery District in the heart of Andhra country in eastern India, proclaimed throughout the twenties his passionate conviction that the only solution of many of our chronic Indian problems lay in a sound system of adult education. At least he gave practical effect to this conviction by himself founding a Rural Reconstruction School at Tadepalligudem in 1929 and another at Rajahmundry in 1931; and later the Peasant's Week-end School and the Andhra Desa Adult Education

Shri Chetsingh is Vice-President,
Indian Adult Education Association.

Committee in 1937. Inspired by his example and closely associated with him in this work since 1929, was Professor N.G. Ranga, M.L.A. (Central) who brought to the movement the fruits of his study of the theory and practice of Adult Education in many famous institutions abroad, such as the National Adult School Union, the Workers' Educational Association, the Labour Research Department School at Cober Hill, Toynbee Hall in London, Woodbrooke Settlement in Birmingham, the Ruskin and Catholic Workers' Colleges and Barnett House at Oxford and various Women's Institutes and University Extension Schemes in Britain, besides the Folk Schools in Denmark and the Working Men's Clubs in Germany. Impressed by the scope and possibilities of Adult Education, Professor Ranga on his return to India succeeded in persuading two brothers and an uncle to convert their family trust founded by his grandfathers in 1900, consisting of lands, buildings and library worth over £2,000 into the Rama-Needu Adult Educational Institute named after his grandfathers, and the excellent Ranga Library named after himself. Both the Institute and the Library were inaugurated by Mahatma Gandhi on December 23rd, 1933. But the work of this institution and the many activities centering in it, have throughout stressed the education of the masses in that area in such social sciences as history, economics and politics, taught from a specifically socialistic standpoint.

The credit for having been the real pioneer of Adult Education pure and simple in India, without any trace of political or sectarian bias or tinge of any ulterior propaganda whatsoever, and of having aimed at organizing it on a province-wide scale, belongs indisputably to Sir R.P. Masani, the eminent scholar, who founded in 1934 the Bombay Presidency Adult Education Association. The Bombay Presidency Adult Education Association supple-

mented the splendid work of such well-established bodies as the Bombay Social Service League, the Bombay City Literacy Association and the Nagpada Neighbourhood House; and it was itself organized along three district lines, namely: (a) the diffusion of literacy among illiterates; (b) the establishment of reading-rooms and libraries to prevent relapse into illiteracy by providing attractive reading material and other facilities for those who have already become literate; (c) and lastly, Adult Education Classes on a variety of subjects corresponding to the University Extension Schemes of Western Countries. In striking contrast to other efforts in India noted above, it has the following ambitious and comprehensive list of objectives: (1) to educate the whole man and give unity to life; (2) to keep men's minds open; (3) to help men to base their judgment on facts; (4) to help men to keep abreast of new knowledge; (5) to insure social stability and at the same time; (6) to direct social change; (7) to enlarge men's horizons; and (8) to prepare men for new occupations.

II

It was the Indian Army which saw the first large-scale organized effort at the education of adults. The Army Education Directorate sent the following account in response to a query from the Editor of the Indian Journal of Adult Education in 1944:—"One result of the experience gained during the Great War of 1914-1919 was the decision to make educational training an integral part of the Indian soldier's training. It was realized that the complexities of modern warfare demanded a higher standard of intelligence and education than ever before. And it was admitted that something ought to be done to make the soldier, on leaving the army, educationally fit to take his proper place in civil life.

Although to a certain extent the Indian Army could draw on

the experience of the British Army the problem was infinitely more difficult in India than in U.K.

The educational standards of Indian soldiers were very much lower than those of British soldiers. In India there was no tradition of adult education on which a suitable scheme could be based. Satisfactory text books did not exist and trained instructors were not available. The experience of universities and colleges was of little value as these institutions dealt with the higher education of adults with a definite educational background. The problem of the Army authorities was the education of the adult with little, if any, previous educational experience.

However, a beginning was made in 1921 with the opening of a school of education at Belgaum to train instructors, to compile the necessary text-books and to experiment. This was staffed by officers of the Army Educational Corps from the U.K., reinforced by officers with Indian experience.

It was decided that educational training should be essentially practical, based on the requirements of the soldier as a soldier; though in the early days vocational training and instruction to make the soldier literate in his own vernacular were included. Later these were dropped.

Various certificates of education were instituted which it was recommended and generally accepted, should be minimum educational qualifications for promotion to the different ranks. The syllabuses laid down for these certificates were based on the educational requirements of the ranks for which they were the accepted qualifications.

The certificates instituted at different times included four certificates of education to be taken in Urdu; three certificates of proficiency in English and one—the Special—taken in English, of

roughly the standard of the matriculation.

It was not forgotten that two of the main objects of educational training are to make the soldier more trainable in other directions and to develop his intelligence so as to qualify him as a leader. Stress was therefore placed on intelligent methods of instruction.

And it was not forgotten that the soldier by nature of his profession does not escape the responsibilities of the citizen; nor does he lose any of his essential rights. Included in the syllabuses of instruction, therefore, was the subject 'Citizenship, Rural Reconstruction and General Knowledge.' Rural reconstruction was added because the majority of recruits in pre-war days came from the villages and it was considered that they would be, if suitably educated, a potent influence in the development of the rural life in India. The inclusion of this subject in the curriculum and the general raising of the soldier's intelligence and educational abilities as the result of his educational training fulfilled the responsibilities of the army authorities towards the soldier as a prospective civilian.

The most interesting feature, in view of later developments, was the introduction of Urdu, written in the Roman script, as the lingua franca of the army and the general medium of instruction. By Urdu is not meant the literary language of the educated Muslims but the simple every-day language of the ordinary people as used as a general means of intercommunication. The alphabet as evolved was a simple one; a compromise between absolute phonetic accuracy and simplicity.

The outbreak of the war in 1939 with the consequent large expansion of the army and a widening of the scope of recruitment placed a great strain on the educational resources of the army. Men were enlisted speaking a

multitude of languages and with varying standards of education. It was necessary to raise their general standard of knowledge and intelligence so that they could be trained quickly and easily in the intricacies of their new profession. And it was essential to teach them a common language in which such training could be carried out.

To meet this situation army educational staffs were increased, and a number of Indian Commissioned officers with educational qualifications were absorbed. Indian civilian instructors were enlisted to supplement the limited unit staffs. The syllabuses of the more elementary certificates were reduced to include only those subjects necessary for the soldier in wartime. The higher certificates were, however, retained in their entirety to meet the requirements of those soldiers who wished to qualify as educational instructors or to continue their education with a view to post-war requirements.

The most interesting recent development is the application of the system of wartime education, explained in the article on the army education of British troops.

The objects of this are two. Firstly it is intended to provide the Indian soldier with the knowledge on which a satisfactory morale is based: the knowledge of why he is fighting, where he may have to fight, against whom he is fighting and what the war means to him. And secondly it aims at preparing the wartime soldier to play a proper part in the peacetime development of India by keeping before him the problems, personal, local and national, that will then arise and by teaching him the principles on which the solutions of these problems must be based.

The principle of this instruction is the discussion in a small

group under the conduct of the officer responsible for the training of that group and its leadership in war. Apart, from the knowledge of subject matter gained, the officer thus learns the difficult art of man management and the group acquires the habit of good-tempered, orderly discussion which leads to a decision.

The discussions are an integral part of the soldier's training, included within parade hours. To supplement the work of the unit officer there are numerous voluntary activities, connected in different ways with the subject matter of the wartime education discussions, in which the soldier can take part out of parade hours. These consist of practical work under supervision in the unit garden, demonstrations of better farming and developments in industry, exhibitions to illustrate improvements on the conditions of living, radio and gramophone recitals, lectures by touring civil experts, cinema shows, touring and unit drama parties and visits to places of interest in the vicinity of the lines.

Courses have been instituted to train officers in the conduct of wartime education."

III

A good deal of effort was put into literacy classes for adults in the Punjab under the liberal Director of Education, John Anderson. The Y.M.C.A. of Lahore which ran a Broadcasting station in the early thirties organized talks and dramatic programmes for villagers and the masses. From this station were broadcast the first ever health, rural welfare and recreational talks in the Punjabi language for the benefit of the common man. In 1932, weekly Urdu and English summaries of the Round Table Conferences in London interpreted over the air for the

IV

The All India Adult Education Conference in 1938. Through the farsightedness of Prof. J.B. Raju and Prof. H.B. Richardson an All-India Conference was called in 1938 which met in the old Viceregal Lodge which had then been made over to the Delhi University. The Chief Justice of the Federal Court of India, Sir Shah Mohamed Sulaiman, presided over a few of the sessions. It drew earnest men and women, mainly non-official voluntary workers, from different parts of the country. At one time it seemed that academic and educational emphasis as distinct from political socialistic and near-communist trends were so much in conflict that the conference would break up! However, a small sub-committee presided over by Ranjit M. Chetsingh was able to bring about understanding and accommodation between the main exponents of the clashing points of view, namely Prof. J.B. Raju, Mrs. Asaf Ali and Prof. N.G. Ranga and they agreed to work together to promote the cause.

The Resolutions adopted at this conference are reproduced in full in Prof. N.G. Ranga's *Adult Education Movement* published by the Andhradesa Adult Education Committee, in 1938. One of these should be noted here as it shows the broad vision of adult education the promoters cherished:

"That this Conference is firmly of the opinion that the adult education movement in India should not be cramped or handicapped in any way, by any partial or narrow view of its nature and scope, by its being identified with any one or other single aspect such as literacy work or handicrafts; but that it should take a broad and comprehensive view of the curriculum of studies and methods of training to be provided for meeting the varied needs of men and women of India."

A Provisional Organising Committee was elected by the

Conference consisting of the following:—

President

Hon'ble Justice Sir Shah Mohd. Sulaiman, 8 Albuquerque Road, New Delhi.

Vice-Presidents

H.I.H. The Princess of Berar, Hyderabad.

Raj Kumari Amrit Kaur, President, National Council of Women.

Prof. A.N. Basu, Calcutta.

Prof. J.B. Raju, Delhi.

R.M. Chetsingh Esq. Friends' Settlement, Hoshangabad, C.P.

N.M. Joshi, Esq. M.L.A. Vice-President, Servants of India Society, Poona.

Hon. General Secretary and Treasurer

R. B. Richardson, Esq. 8, Underhill Lane, Delhi.

Hon. Joint Secretaries

Miss Gokhale, C/o Servants of India Society, Bombay.

Professor N.G. Ranga, M.L.A. Principal, Peasants' Institute, Nidubrole, S. India.

Professor B.R. Khanna, D.A.V. High School Hoshiarpur, Punjab.

Rais-ud-din Ahmad, Esq. Daryaganj, Delhi.

Professor Eric Franklin, Jubulpore, C.P.

V

The Indian Journal of Adult Education. In November 1939, the vision of Ranjit M. Chetsingh took shape in an independent pioneer venture in *The Indian Journal of Adult Education*. It was issued from the Friends Settlement, Hoshangabad, C.P. In the course of a brief editorial it was said: "The last three years have seen what must be called an outburst of activity in the field of adult education..... The common impression is that things are moving very fast and are moving satisfactorily.

The serious student of social

and educational movements will pause, however, before allowing any such sense of satisfaction to take possession of himself. All that glitters is not gold. And if all this floating and at times garrulous interest makes anything clear it is this: That the need for intelligent planning, co-ordination of activity, and canalising of enthusiasm and effort is paramount. The fact that in three Provinces of our "Sub-continent-country" a determined effort has been made to tackle one aspect of adult education takes away nothing from that conclusion.

"It was a happy augury that the first All-India Adult Education Conference set up in March 1938 a provisional All India Committee to try to bring together more workers to pool experience and to link up local effort. The Committee has arranged for such a coming together to take place in Bhagalpur (Bihar) on December 2nd and 3rd with the active help of Dr. Syed Mahmud, till recently Minister of Education, Bihar. We look forward to fruitful results from this meeting.

"We have long felt that the adult education movement in India needs an organ to be a medium of exchange of information, a forum for discussion, and an instrument of evaluation and co-ordination. *The Indian Journal of Adult Education* will endeavour to meet this need. Last April, the Executive of the All-India Provisional Committee encouraged us to bring out such a journal. We invite all those engaged in the work of adult education, as also those who desire true progress for India, to contribute, subscribe to it and to help in its circulation.

"For the present the Journal will be published in the first week of each even month in the year. It will try to foster a systematic, scientific and unbiased discussion of the varied administrative, educational and social problems which face adult education in India. In doing so it will endeavour to present helpfully the ex-

perience of adult education movements in other lands. It will be its unfailing dominant object to serve the interest of a steady, independent and forward-looking movement in India."

Distinguished educationists, social workers, Ministers and politicians sent messages of good will and good wishes for the Journal and hailed its appearance. From its very inception it became a clearing house of ideas and information and helped in formulating, promoting and encouraging projects and experimentation. Soon it became a recognized organ of the movement by governments in different parts of the country. It helped to undergird and build up the Indian Adult Education Association which was formed a few weeks later, while the Association carried no responsibility, editorial or financial, for this organ of service. In welcoming the projected venture, the U.P. Minister of Education wrote from Lucknow on October 13th 1939;

"I am glad to learn that the Friends Settlement, Hoshangabad, is bringing out a journal of Indian Adult Education. The problem of Adult Education is one of the most vital problems in the country today. No scheme for the amelioration of the condition of the people can be successful under a democratic constitution until the people are able to co-operate with it, and with the best will in the world they cannot contribute anything useful if they are steeped in ignorance. The magnitude of the problem of educating the masses of India is colossal but at the same time their education is the foundation on which alone the progress of the country can be based. It can not be delayed. It brooks no postponement."

A special Education Expansion Department was created in the U.P. in August 1938 appropriating Rs. 1,00,000 for adult education and under Shri Srivastava, it did good work. In Bihar, Dr. Syed Mahmud inspired

a sustained drive. "The man in the street", he said "must become imbued with civic, political and national consciousness as the members of a ministerial cabinet; democracy could not otherwise be safe.... Purity of a democratic government can only be maintained by constant contact with and check by enlightened masses."

Mysore had already launched a well-planned scheme covering considerable rural as also urban areas. Both Bengal and South India had functioning Adult Education Associations. Soon interest in literacy and social education began to spread. The political awakening in the country had not a little to contribute to this enthusiasm. Sir Rustam Masani, President of the first conference of the Indian Adult Education Association at Bhagalpur in challenging words appealed to voluntary workers "Let us not think of the present and its passing phases but the times which are yet to be when men may rise on steppingstones of their dead selves to higher things:—

"Come my friends—

Souls that have toiled and wrought and thought with me

'tis not too late to seek a newer world."

The first office-bearers of the Association were:

President:

Dr. R.P. Masani, Bombay;

Vice-Presidents:

Her Highness the Princess of Berar;

Mrs. Vijay Lakshmi Pandit, Allahabad;

Dr. Syed Mahmud, Patna;

Mr. C.J. Varkey, Madras;

Prof. N.G. Ranga, M.L.A.

Prof. A.N. Basu, Calcutta;

Hony. General Secretary :

R.M. Chetsingh;

Hony. Treasurer:

Prof. H.B. Richardson.

In 1944 the office of the Association moved to Delhi where Ranjit M. Chetsingh arranged to accommodate it at the Quaker Centre, 24, Rajpur Road.

The Association succeeded in bringing about a sense of comradeship and active co-operation among workers in different parts of the land. It supported a whole-time Regional Secretary, Sri P.M. Gopalkrishnan, for disseminating knowledge and enthusiasm especially in rural areas in South India. It prodded into action numerous voluntary bodies and succeeded in many instances in helping them to secure finances from Government and other sources. It helped to highlight on an all-India basis the successful efforts of government and voluntary bodies and caused recognition to be given to the efforts of individuals like Shri Parulkar and Mrs Kulsum Sayani in Bombay; Messrs Roche P. Victoria and Harsavottama Rao in Madras Presidency; the Delhi Students Literacy League under the leadership of Shri V.S. Mathur; the work of the Delhi Anglo-Arabic College staff and students. The *Journal* made known the various efforts at bringing out suitable literature for adults by the Mysore Literacy Council; the Jamia Millia in Delhi under Shafiq Rahman Qidwai; the U.P. Christian Council in Kasganj; by the Friends Settlement, Hoshangabad; by Messrs G. Sundram and Sajjad Mirza in Hyderabad and Shri Salig Ram Pathik in the U.P. It also publicized the Annamalai University's pioneer projects in running Summer Schools for Adult farmers etc. at the end of each academic year; the work of the Delhi Adult Education Association in providing Training Courses for adult education workers under the leadership of Ranjit M. Chetsingh and V.S. Mathur each summer as also in many other centres in India.

In the autumn of 1944 at the request of All India Radio, the Hon. Gen. Secretary of the Association arranged for five talks on different aspects of adult education to be broadcast. Among the speakers were Messrs R.M. Chetsingh and S.R. Qidwai from Delhi, Shri Roche Victoria

from Trichinopoly and Dr. M.S. Mehta from Udaipur. The Association had secured the services of a whole-time Executive Secretary by now and in this capacity Messrs R.K. Balbir, V.S. Mathur and S.C. Dutta helped to broaden the base of the Association by visitation and extension work in the country. On the departure from India after the second World War a successor had to be found for Prof. H.B. Richardson. The late Shri Raghunandan Saran of Delhi was persuaded to take on the duties of Treasurer. It was about this time that the Government of India was persuaded to make its first token grant to the funds of the Association. Dr. A.N. Jha, as President helped to build the Association on a sound

financial basis. In 1948, the Association office was moved to 30, Daryaganj, Delhi where it continued till the building of the permanent headquarters of the Association in Indraprastha Marg could be accomplished in 1961. The steady labours of Shri S.C. Dutta as Hon. General Secretary did much to contribute towards this achievement. By 1949, the Association was sufficiently well-grounded to take over responsibility for the *Indian Journal of Adult Education* from R.M. Chetsingh and the Quaker Centre in Delhi.

After 1951, India entered a new phase of expansion in welfare work. The adult education association came in for some

recognition of the contribution it had made during the previous decade towards the building up of an autonomous movement through its quiet, steady pioneer efforts. In this new era some of the early dreams and schemes of the Association and its builders for the creation of University Departments of Adult Education and the setting up by government of a Central Board of Adult Education are beginning to be realised. May the movement not succumb to the temptation of bartering away its freedom of action and its loyalty to the ideal of building up free, well informed and independent human beings as members of the human family!



SINCERE FRIEND

'MEGH' marked quality slated roll-up black board is the only sincere friend as it helps you in variety of ways such as Reporter, Recorder, Announcer, Director, Revisor, Teacher, Trainer, Explainer and Educator in Science, Arts, Industry, Medicine, Agriculture, Law and Military.

MEGH ROLL-UP BLACK BOARDS ARE AVAILABLE in PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC & OUT LINE MAPS OF ALL COUNTRIES.



For the price-list, please write to:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA

FILM AND ADULT EDUCATION

—A Conceptual Framework

By **Saulat Rahman**

Professor, Visual Communication

Indian Institute of Mass Communication, New Delhi

OUR reactions to film are spontaneous, primitive, not quite free from a sense of wonder and very similar to the reactions of audiences watching films for the first time and getting thrilled to see the life-like portrayal of movement on the screen, irrespective of what moved and how. This is understandable because the medium of film is yet young and literally new for many in the developing countries. The bulk of our people in the country-side have never seen the light emanating from the lamp of a movie projector. Around our capital cities also, it is still possible to drive for a couple of hours on the main road and turn into villages which have never been visited by a mobile cinema van. Among the urban educated, more exposed to the influence of the film and other mass media, an informed and critical attitude towards film or film use is lacking. There is ignorance about how a film is made and few are aware of the economics of the cinema industry and the laws of production and distribution which affect the very quality and character of the films we see. The film as a

source of recreation and amusement has so dominated our thinking that regard for its use in the struggle for social advance and economic development has been relegated to the background. Yet, the tremendous power of the film is acknowledged by those who decry it as an evil influence as well as by those who wish to see it serve development and social change.

A Different Medium

The film is quite different from anything known or seen in the impact it creates. The life-like manner in which it presents an idea or an object or an event, the total concentration that the moving images impose on the viewer, the sense of completeness that sound creates and the dream-like quality of a new experience which wraps the audience, taking it away, albeit for a few moments, from the drabness of reality—all this, barely perceived and never expressed—makes up the intrinsic fascination of film.

The sophisticated among us can advance arguments in support of the power of the film: its capacity to bring the distant

past and the present into the now and here of the viewer and so to inform and stir his imagination; its ability to present ideas and events in a manner more real than the reality itself from which flows its propagandist value; its capacity to provide substance to the shadowy figures in fiction or history involving us in their joys and sorrows on which depends its entertainment and recreational value.

Those of us who are engaged in welfare and social activities are tempted to seek in the film a persuasive and powerful audio-visual medium which can overcome, or be made to overcome, the barriers of illiteracy. Film can be used over and over again with diverse and separate audiences, allowing the message to be repeated in identical fashion every time. This is another factor which seems to make the film an important and powerful medium of mass communication. The question then is: how can this medium be harnessed for purposes of adult education?

Characteristics of Adults

Before we seek an answer, it is necessary to understand what we mean by adult education and what the characteristics and needs of the adults are for whom education is intended. In simple terms, anyone over the age of 18 in our country is an adult; therefore a broad based adult education system should cover all activities which assist and equip the adult in coping more effectively with his problems both as an individual and as a member of society. Literacy classes and programmes of continuing education organised by departments of extra-mural activities in universities are the two ends of an action-programme spectrum. Only the adults for these programmes are different. And so different are they, so diverse their needs, their environment, their experience of life and their level of social responsibility that they have really nothing in common except a voluntary quest

for experience beyond everyday routine, motivated either by an effort for self-improvement or by a desire to escape from a world which yields little to their aspirations or dreams.

The proper exploitation of the potential of the film and other mass media for adult education and other developmental programmes assumes a situation very different from that which obtains in developing countries. Basically, the problem is one of creating adequate awareness among policy makers of the role that mass media can be made to play in educating the masses and thereby aiding in the processes of development and change.

Programmes of development must first seek to create an environment in which there is a favourable response to the programmes themselves, leading to their acceptance. Persuasion must seek to bring about change in value systems and attitudes to life and work. New ideas and programmes have to be carried to the people who have to be helped and sustained in the difficult and tedious process of adopting them. In this process the mass media, if only because of their capacity to reach out, would have a special contribution to make.

Mass Media and Policy

But inadequate awareness of the potentialities of the mass media, particularly television, comes in the way. In spite of all the talk about the urgency of a scientific approach to our problems, the fact remains that we continue to regard the mass media primarily as purveyors of entertainment. Television, in ten years, is still within the confines of Delhi State. That the tremendous possibilities of a mass media system for developmental purposes are not given due regard is evident from the perfunctory consideration given to them in the Fourth Five Year Plan (1969-74) document.

Where we should expect a whole chapter devoted to an imaginative consideration of the role of mass media in national development, we find sundry references to their very existence in different chapters. For instance under *Education and Manpower*, the Plan states "the further development of television and the experiments with satellite communications, which are to begin from 1972-73, may have significance for education, especially adult education."¹ The responsibility of using television has been thrust upon the future, though the medium has been with us for some time and has passed well beyond the experimental phase. Under *Transport and Communications*, provision for the expansion of broadcast and television has been detailed without comment.² Under *Other Programmes*, the information services and plan publicity are briefly discussed,³ while mass media come in for special mention in *Health and Family Planning*.⁴

Thus an overall view on the mass media—notwithstanding the existence of the Ministry of Information and Broadcasting—is totally lacking. The planners, it seems, had no over-view of their own. Bits and pieces about the media are included as the enthusiasm—or the lack of it—in a particular set-up dictated. There is absence of clarity too, for while for public health and family planning, the Plan visualizes an intensified programme of mass education with the use of mass media, no such conviction is expressed in connection with other programmes. In fact the Planning Commission has overlooked the primary function of the mass media, which is to educate the masses, and has, instead, assign-

ed to them the secondary role of imparting information about the Plan. It is perhaps not realized that information in the midst of overwhelming illiteracy cannot become meaningful unless it is conveyed in terms which have significance for the illiterates. Therefore, mass media must first contribute to the improvement of human understanding before they can become effective as carriers of information. In this situation, the information programme acquires the dimensions of an educational process.

Mass Media as Aids

Even educational thinking regards the mass media at best as "aids" for a traditional teaching system and hence subservient to the teacher. It is yet to be realized that the mass media, functioning by and large outside the classroom, constitute an environment by themselves for the total education of society. In this respect mass media can be regarded as a separate, if not altogether independent force, for moulding and changing society. Failure to recognize the almost revolutionary role that the mass media can play has had its repercussions on all aspects of our development, and has in particular arrested change and innovation in education. In two areas, namely, the improvement of the quality of instruction and the refashioning of the educational system to suit the increasing numbers of students, the mass media could have a special contribution to make. But far from opening new windows on the educational scene, we have perpetuated a system which virtually rejects the power of the media.

Recent history has witnessed the failure of the school broadcast programme and the radio rural forums. The University Film Council come to a close after a brave beginning. The Children's Film Society has still to make a mark. Programmes for the production of educational films do not exist even in blue

1. Fourth Five Year Plan 1969-74, Chapter 16, p. 361.

2. Ibid, Chapter 15, pp. 350-351.

3. Ibid, Chapter 23, pp. 441-442.

4. Ibid, Chapter 18, paras 18.22 and 18.30.

print. In the face of all this evidence, the efforts of the Ministry of Education to promote the use of films can only be described as half-hearted. The net result is that in twenty-three years less than 3,000 educational institutions have been persuaded to make use of the free services of its film library.¹

Education Commission Report

Even the Education Commission (1964-66) in its search for a system which would bring about an "educational revolution in the country"² could not think of a radical approach to the use of mass media for educational purposes. In fact mass media as such do not come in for discussion at all—as if they have nothing real to contribute to educational reconstruction except text-books and library books; as if the total influence that mass media are capable of exerting on the minds of people and society cannot be channelized and harnessed for serving the ends of education.

In the part dealing with teaching methods for school education, the Commission considers as feasible the use of films, simple visual aids and school broadcasts, but rules out the possibility of the "more sophisticated forms of the newer techniques" at the current stage of our educational development.³ One wonders what these techniques are and why

they should not be used now when the task of educational reconstruction is so acute? And if not now, when should they be used? The fact is that the new technology is viewed merely as an aid—expensive and therefore out of reach of the present school system and not a force in its own right. The "bold new methods" remain pious wishes of an approach to education bound rigidly to traditional ways.

While discussing adult education, the Commission recommends the fullest exploitation of the mass media of communication but the implications of this important recommendation are not explored. The Commission does not give any indication of what it has in mind. All that it does is to give a non-critical endorsement to the recommendations made in the Chanda Committee Report.⁴

In the discussion on adult education and mass media, two points are worth noticing. Firstly, the Commission does not have a correct concept of mass media as is indicated by the reference to "mass media of communication and films and other audio-visual aids."⁵ Surely the Commission was aware that film is one of the mass media. Also, it could have drawn a distinction between audio-visual aids "wall posters, pictures and the like"⁶ and the mass media—press, film, radio and television. Secondly, if the Commission was convinced that the eradication of illiteracy was a time-consuming process and therefore "education of the people should not wait till they become literate; it should precede, accompany and follow the programmes of literacy"⁷ then the Commission should have given serious thought to what this education of the people should be and how it should be achieved. The Com-

mission would not then have concerned itself only with a programme for the liquidation of illiteracy for the illiterate masses. (All other programmes of adult education are for the literates.)

Adult Education and Media

There is failure to recognize even the existence of mass media in other spheres of educational activity. The constitution of the National Board for Adult Education could have been drawn up in an era preceding the electronic age for it gives no representation to a single mass media interest or agency, in its large body of 60 members.

More recently, we are turning towards television as the ultimate answer to our problems of education and information, particularly in the teaching of science and in creating scientific temper among the people. An enlightened and creative approach must be brought to bear on the exploitation of this latest technological gift and those who are at the helm of affairs should be able to assign to television a task and a responsibility which far exceeds the subsidiary role of "aid" in a school, university or adult education centre.

Film an Urban Medium

In India, the film, of all the media, is the poorest in its reach. The feature and the documentary films are confined largely to the cities and towns and cater to urban tastes. The production of short films—documentary, information, general interest or instructional—is centred mainly in the Films Division of the Ministry of Information and Broadcasting. Though the Division is the largest producer of short films in Asia, its average of about 50 titles (excluding newsreels) per year can scarcely meet the film needs of the entire country.⁸ Independent film production of short films has not

1. The Central Film Library of the National Council of Educational Research and Training has an all-India membership of 2867 schools, colleges, government department and organizations engaged in social welfare activities. Of this number 400 institutions only are on the active list i.e. borrow films at least once a year. And of this number 286 institutions are in Delhi alone. (Data provided by the Department of Teaching Aids, National Council of Educational Research and Training, Ministry of Education.)

2. See letter of Chairman, Education Commission to Minister for Education while submitting the Report of the Education Commission.

3. Report of the Education Commission 1964-66, Chapter IX, para 9.24, pp 232-233.

4. Ibid, Chapter XVII, para 17.29, p 430.

5, 6 and 7 Report of the Education Commission 1964-66, Chapter XVII Para 7.29, p. 1430.

8. The Films Division produced 64 documentaries in 1968-69 and 31 in 1969-70.

established itself because channels for distribution are virtually non-existent, while the film units of the State Governments have yet to make a significant contribution to communication programmes.¹ All in all film production resources are scarce and the films produced are too few to meet specific needs. On the other hand poor distribution and restricted exhibition arrangements and absence of training in film use, inhibit the proper utilization of even those films that have been produced. The majority of people living in the rural areas seldom get a chance to see a film, much less to extract out of it anything by way of education or information. In fact they are not linked with the film in any way. The film really is not a medium of mass communication.

The inadequacy of communication facilities is in respect of other media also. India is one of the 100 countries which have less than the bare minimum of the communication hardware prescribed by Unesco. Against the minimum of 10 copies of daily newspapers, five radio receivers and two cinema seats, India has 1.9 copies of newspapers, 1.3 radio receivers and only 0.6 cinema seats per 100 people. The figures, low in any case, appear depressing when one considers the tremendous technological developments that have taken place in mass communication, the most striking of which is the exchange of information and ideas through satellites.

Adult Education and Illiteracy

In its chapter on Adult Education, the Education Commission has relied on a significant statement made by Professor V.K.R.V. Rao, then Member, Planning Commission which reads as follows:

1. In 1968-69, 64 documentaries and 53 newsreels produced by the State Governments were released by the Films Division on all-India basis or in their respective regions.

“Without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content, or quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should therefore take a front place in any programme for economic and social development.”²

The precedence given to adult education over adult literacy seems to indicate that Professor Rao has in mind a kind of adult education which precedes and is possible without adult literacy. The Commission should have discussed the statement and visualized the manner in which such a programme of adult education could be implemented. If the Commission had engaged itself in a serious discussion of this view, it could have definitely discovered the particular role of mass media in adult education.

It was however left to Gunnar Myrdal to make the forthright statement that one (and the first) of the several main avenues of improving educational conditions in South Asia is to use the mass media “to disseminate knowledge and skills and influence the attitudes of the population at large and special groups”³ which would—it is important to note—include both the literates and illiterates.

In the final analysis, the question is one of ordering our priorities. Given the limitations of our resources, what shall we do with the medium, how shall we make it work, who are the

2. As quoted in the Report of the Education Commission 1964-66, Chapter XVII: p. 423.

3. Asian Drama, An Inquiry into the Poverty of Nations by Gunnar Myrdal, Volume III, Chapter 32, p. 1651.

adults for whom film is the most vital, if not the only, medium of communication?

In all the varied approaches to, and programmes of adult education the film medium, ideally speaking, could have a place and a role to play. But in the far from ideal context obtaining in developing countries it is necessary first, to provide a primary focus to adult education activity and second, to search for ways and means whereby the film can be made to play a dominating, if not a central role in that activity. Film should be used only where nothing else could serve just as well. In other words, the fundamental characteristic of film as a visual medium should find its exclusive use in education.

Focus on Adult Education

The question of focus is important to us because without it adult education activity, which operates in areas of huge needs and scarce resources, tends to get diffused. Adult education effort in our country has been largely co-terminus with programmes for the eradication of illiteracy. That not much progress has been made in this direction can be gauged from the fact that the Department of Adult Education of the National Council of Educational Research and Training is still grappling with the problem of preparing suitable primers for adult education.

Undoubtedly, illiteracy is a shameful blot which must be wiped out but so discouraging are the circumstances in which programmes for the eradication of illiteracy operate that in spite of all our efforts, of government and non-government agencies, we have not been able to make a dent. The fact is that in absolute figures we are more illiterate today than we were twenty years ago. There are, in the age-group 14-45 years, 145 million illiterates today, of which only 2 million are being made illiterate each

year.¹ One can ask whether it is possible, through conventional or other methods, including the use of film and television, to achieve literacy for the masses in a short enough period of time. And one does not have in mind the kind of literacy that is achieved through short duration adult literacy classes. Literacy has to be sustained and fostered by a network of supporting services and indeed requires time before it can become a tool for modernization.

One could ask whether, apart from the ethical consideration that illiteracy may be the denial of a human right, it is even necessary to base adult education activity on literacy programmes. The argument could be carried further to question whether universal literacy is at all a compulsive goal. Indeed the argument acquires validity in the "selective approach" and "functional literacy" concepts generated by the traditional response to the intractable problem of adult education. The selective approach concedes the point that some sections need literacy more than others. It follows that some, perhaps large sections, do not need it. As for the functional literacy approach, it places emphasis on the adult functioning (indeed, better) with literacy. Could this limited objective not be achieved without recourse to a literacy programme?

For we must involve, here and now, the adult population in programmes of national development, irrespective of whether they are literate or not. The immediate need for development is the functional individual and in large numbers and not necessarily at the literate level. The fact that the Constitution universalizes the right to vote strengthens the argument that it is more important for the people to be functional than to be

literate. The fact that change has taken place even against a background of illiteracy would suggest that the role of literacy has, perhaps, been over emphasized. It is in context of this need for functional adults that adult education should be fashioned and the mass media, including film, be put to use.

Place of Film

The most elementary function of the mass media in developing countries is to establish contact with the people and break through centuries of isolation. The radio and the film can perform this function. The film can do it better. The process of establishing contact and enlarging horizons can be developed by a film programme designed to inform us of the country in which we live and the larger world of which we form a part.

The process can be intensified and made relevant to more specific needs through films which create an awareness of the country's developmental programmes and interpret the objectives of economic growth and social change. New ideas can be conveyed in a convincing and persuasive manner through the power of visuals. The fashioning of a scientific attitude among an illiterate mass can best be achieved through the lucidity and force that good films can command. The emotive power of film can be used for inducing acceptance of new values and programmes and for bringing about change in attitudes. Whether it be persuasion for adopting new seeds or living in harmony with one's neighbour, or creating a desire for literacy itself, the film medium offers tremendous potential. And finally, a well-made film, whatever be its content, offers a never failing source of entertainment.

The use of film is least effective in the area of direct instruction and should be eschewed. There are instructional aids—the

loop film and the filmstrip—which can do the work better and at much less cost. It will be a very well endowed system indeed in which instruction is chiefly, if not entirely, film based and we unfortunately have no such system.

It may seem that the education of an entire people is too great a responsibility to be placed on the film medium. But if the film cannot do that, it can do little else usefully. If its peculiar persuasiveness and its capacity to be shown to large audiences over and over again cannot be made to serve the crucial needs of developing countries, the film—along with electronic media—have really no justification for their existence or for the heavy investments they demand.

Need for Thinking and Action

For the film to do all that we would want it to do, we need infinitely larger resources for distribution and use of film than we have at present. We would need to increase the volume, quality and categories of film. We would need to create among policy makers and film makers alike a deep insight into what can and what cannot be done with the film. We would need to recognise the existence of the illiterate or the partially educated sections of our people and make an effort to understand how their minds and eyes function. We would need to create new types of films for the revolutionary task we have set ourselves. And above all we would need to recognise that there is no such thing as communication for the masses; it is always the individual, the human being, that we are trying to reach whatever be the medium we may employ for the purpose.

Visual Illiteracy

And here we come up against the ironic fact that the illiteracy that we are trying to overcome is itself an obstacle to communi-

1. Data provided by the Department of Adult Education, National Council of Educational Research and Training, Ministry of Education.

cation through the visual medium.¹

It is not generally recognised that the visual, like the written medium, has a language of its own which needs to be acquired. We readily admit the existence of illiteracy in respect of the written medium, but few would as readily admit the presence of visual illiteracy. And yet, we are surrounded by instances of visual expression—excessively enlarged photographs in exhibitions, posters which express ideas in the language of colour, form and balance, advertising visuals which can be explicitly understood in the context of cultural and social norms, the whole world of new relationships that are thrown up in films—which should teach us that perception through the visual simply cannot be taken for granted, that even with written or oral support, communication can be deceptively inaccurate or incomplete. So used have we become to the sophisticated style of documentary and the over-drawn expression in a feature film, that we find it difficult to believe that any audience anywhere can fail to understand film language. And yet the ability to see and comprehend the close-up, depiction of space, the concept of time and sequence, and creative association of ideas which are the very life-breath of film, are not innate human equipment. Nor have films been made to exploit the inherent powers of the medium for simple yet forceful explanation. We have looked upon the film so far as a medium

of communication with urban and educated audiences alone.

Films Suited to Audiences

The solution of this problem lies firstly, in making films which will take into account the powers of comprehension of our specific audiences and secondly, using films in an intensive, sustained and long-term effort. We will need to launch a large scale programme of films which will progressively be able to adjust with the pace of development of the human being. We will also need to make better use of these films. A word here about the present system of film use in the villages. It is a self-evident truth that a programme of even the best films shown to an audience once in a long while cannot achieve anything by way of education or instruction. And yet our films, carried by a very small number of mobile cinema vans maintained by Central and State Government, do not reach more than an estimated 10 per cent of the rural audience and that too at intervals of month or years. In these circumstances we are not in a position even to put the power and the potentiality of the medium to the test with rural audiences.

The question can be asked whether we have the resources for producing the films, for distributing and projecting them all over the country, particularly in the rural areas and at intervals which are frequent enough for the films to contribute to the education of the people.

Television, The Answer

The main hurdle in the way of proper film use even today is the inadequacy of projection faci-

lities. Mobile cinema vans are expensive and difficult to maintain and in view of the rapid changes in electronic technology are bound to become out-moded. The answer points to television, which as a product of the new technology, provides a built-in system of distribution. This system of distribution can be extended to far flung rural areas through the communication satellite. Technology is compelling us to have a fresh look at our problems in a quest for new solutions which are more feasible than those yielded by earlier stages of development. Today, perhaps, we have no choice but to hasten the development of television. Television alone can serve the dual purpose of teaching the language of visual communication through constant exposure, and of creating a permanent environment for education and change.

The need of the moment is a new strategy for adult education and a fresh approach to the function that should be assigned to mass media, particularly films. The answer would lie in a closer involvement of mass media in the total and larger educational endeavour. In the field of adult education, the films, through television and satellite communication, will probably be the most effective tool for educating millions of people spread over a sub-continent. What is stated so simply is indeed a complex and challenging proposition. The details will need to be clearly worked out. But what is fundamental is the realization that the gigantic powers of the mass media can be harnessed for educating the illiterate mind for the needs of today and tomorrow.

1. Findings of a research project undertaken by the Indian Institute of Mass Communication on the evaluation of audience reaction to documentary films in rural areas (Unpublished)

WORKERS EDUCATION PROGRAMME IN INDIA

M.A. Chansarkar

THE idea of a massive Workers Education Programme for India was conceived in the Second Five Year Plan. The Plan envisaged that creation of industrial democracy was a pre-requisite for the establishment of the socialist society. "For the achievement of industrial democracy a strong trade union movement is necessary. This can be achieved by improving the finances of trade unions, granting them representative character and promotion of leadership from within. Training of workers in trade union philosophy and methods becomes necessary if the workers have to find their leaders from within their ranks".

The Team of Experts appointed by the Government of India in 1957, observed, "An effective workers education programme needs to be adopted and that too against the background that only a rudimentary, unorganised workers education movement is in existence. While it is recognised that everything cannot be accomplished by means of workers education alone nor within the compass of the next five years, the consensus of opinion among the union rank and file members; union office bearers, employers, educationists and Government personnel is that a great step forward will be taken by the immediate inauguration of this programme".

The Recommendations made by the Team of Experts were endorsed with some modifications by the Indian Labour Conference at its meeting held in July, 1957. These recommendations visualised the setting-up of a semi-autonomous Central Board consisting of representatives of Government, Employers and Workers, as well as educational institutions for administering the Workers Education Programme. The Central Board for Workers Education was accordingly registered under the Societies Registration Act XXI of 1860 on 16th September, 1958; and with this began the present workers education programme in India.

The first Regional Centre was opened at Indore in February, 1959 and two years later the first Sub-Regional Centre was opened at Akola in April, 1961. There has been considerable expansion since then. At present there are 30 Regional Centres and more than 100 Sub-Regional Centres functioning at important industrial centres throughout the country. The

programme is being implemented through them with the following aims and objectives:—

- (i) to develop strong and more effective Trade Unions through better trained officials and more enlightened members;
- (ii) to develop leadership from the rank and file and promote the growth of the democratic process and tradition in trade union organisation and administration;
- (iii) to equip organised labour to take its place in a democratic society and to fulfil effectively its social and economic functions and responsibilities; and
- (iv) to promote among workers a greater understanding of the problems of their economic environment and their privileges and obligations as union members and officials and as citizens.

If we were to state the philosophy of Workers Education in one sentence it would be that strong and enlightened trade unions could be of great value in the rapid industrialisation of the country, particularly with bold and imaginative projects included in the successive Five Year Plans. For the realisation of these aims the Central Board for Workers Education has devised a number of regular as well as ad-hoc training programmes. The most important of these are: (a) training of Education Officers, (b) Worker-Teachers training and (c) training courses for Workers at the Unit-Level.

Training of Education Officers

The Workers Education Programme seeks first to train Education Officers who could then train Worker-Teachers. The Education Officers are drawn from two distinct groups—those who are to join the Central Board for Workers Education on its staff and those who belong to the Trade Union Movement and are nominated by their organisations. The first 6 months course of training Education Officers was organised in 1958 with 57 participants. This training has made considerable progress and by now 376 Education Officers have been trained in eight courses. Of this, 108 were nominated by the trade union movement.

The training course for Education Officer is conducted by one Deputy Director (Education) with the assistance of three training officers. Advance planning precedes the commencement of each Course. Guest speakers from different Trade Unions,

Dr. M.A. Chansarkar is Director, Central Board of Workers Education, Nagpur.

Employers' Organisations and Educational Institutions and Government Departments are invited. The trainees are given Practical Training by way of Attachment to Trade Unions, Management and Government Offices. Seminars, group discussions, panel sessions, role-plays, debates and discussions with the aid of films and filmstrips provide the trainees an opportunity to express themselves and participate in the learning process. This is supplemented by adequate library facilities coupled with reading assignments and tutorial guidance. Since the Education Officers are the trainers for the Worker-Teachers, this training course is of vital importance.

In addition, refresher courses are conducted by the Central Board for Workers Education for the benefit of Education Officers. Two hundred and four education officers have participated in these refresher courses.

In order to make satisfactory permanent arrangements for the training of education officers and other allied matters, Indian Institute of Workers Education has been set up by the Board at Bombay. The Institute had conducted three refresher courses for education officers since March, 1970. The Institute will arrange for the conduct of Training Courses for education officers, Regional Directors, trade union officials and deal with other important matters, relating to publications and research.

Training of Worker-Teachers

While the Education Officer is an integral and essential part of the workers education programme the actual impact of the entire effort depends on the success of the Worker-Teacher. When the worker-teacher is successful, the workers education programme has a reasonable prospect of fulfilling the objectives with which it has been set up. It is, therefore that the worker-teacher is to be selected most carefully. He has to be a person who has the basic qualifications, experience, aptitude and capability to communicate with others and to be able to teach adults as also the dedication to continue his work without much cash reward year after year.

The worker-teachers are nominees of Trade Unions. Their selection is made at each Regional Centre by a selection sub-committee, which usually consists of 3 to 6 members who represent trade unions and the educational bodies represented on the Local Committee. The employers are not normally associated with the selection of workers for the worker-teachers Training Course though they release the selected workers for three months and pay to them release time wages. While in a large number of cases the employers do, in fact, release persons for training as worker-teachers, and on completion of the training enable them to conduct unit-level classes: some cases have arisen in which the persons nominated by trade unions have not been released

by their employers. The matter is generally settled through discussion so that an alternate nominee of the trade union concerned is released by the employer for subsequent course. Having released a person for becoming a worker-teacher, the person concerned is not generally shifted from his place of employment except on special considerations, so that he has the opportunity to conduct the unit-level classes at the place from which he was nominated.

Before any person is called upon to start a unit level class it is essential that he should receive appropriate training. At present after a group of selected workers have been sponsored by the employers a training course is organized for them at the Regional or Sub-Regional Centres. The training course for worker-teachers is of three months duration on a full-time basis. Emphasis is placed on two-way communication methods of teaching. Out of 250 hours taken up by the training course, about 100 hours are devoted to talks by education officers with the help of audio-visual aids. Discussion method is encouraged. In addition, there are 20 group discussions, 10 seminars, 20 hours of practice teaching and 10 hours each for discussion with the aid of film, filmstrips, case-studies, role-plays and debates. Worker-Teachers are supplied written and published material. Class-room teaching is supplemented by guest talks and study tours.

The first training course for worker-teachers was organised at Indore in February 1959. By the end of July, 1970, 895 training courses for worker-teachers have been organised in different parts of the country and 20,151 persons have been trained as worker-teachers.

The syllabus of this full time three months training includes topics like objectives, Organisation and Administration of Trade Unions, their History and Development, Union-Management Negotiations, Conciliation, Adjudication and various Labour Laws. The economic aspects are also included and matters



A group discussion of Worker-Teacher Trainees in progress at a Regional Centre.

like Wages, Productivity are covered by the syllabus. Instruction is also imparted about the Five Year Plans, Industrial Housing, Health and Safety, Family Planning, etc. The medium of instruction is the regional language.

The educational level of worker-teachers trained by the Central Board for Workers Education by the end of December, 1968 is indicated below:—

<i>Educational level</i>	<i>Number</i>	<i>Percentage</i>
Up to Primary	2,159	14
Above Primary but below Matric	7,321	48
Above Matric & below Graduate	4,265	28
Graduates	866	6
Post Graduates	80	1
N.A.	612	3
Total:	15,303	100

It would be observed that 14 % Worker-Teachers were not of a satisfactory educational level when account is taken of what was required of them on the completion of their training. But, looking at the results achieved this has not constituted a big impediment in implementation of the programme. The responsibilities of the worker-teacher are so significant that it would be unfair to expect a worker-teacher who has not had the benefit of high school learning to show any worthwhile results (exceptions apart) and this fact has been recognised to some extent in sponsoring and selecting workers for training as worker-teachers. But, ultimately the Board has to depend upon the candidates sponsored by the trade unions. Where appropriate, women are also trained as worker-teachers and their services are utilised for the training women workers in particular. The skill closeness is found most rewarding. There must be a relationship of easy understanding, approach and attitudes between the group of workers and the worker-teachers.

It is necessary to appreciate the responsibilities of the worker-teachers who are principal partners in the programme of workers education. The worker-teachers have to pass on knowledge and ideas to groups of workers of different ages, skills and experience and salary levels in a large variety of subjects. This is not an easy assignment. They have to accomplish this in three months by taking classes of one hour at the end of the work-day. In the case of a full-time class he has to accomplish this just in three weeks. If the worker-teachers make a success of it, the gains are obvious. But if they fail, apart from the loss to the group of the workers who attended the unit level classes, the workers education programme stands to lose. In considering the qualifications, the age group, the kind of training provided for them, the conditions of their employment, the selection of individuals on the basis of their experience and personality, the above facts have to

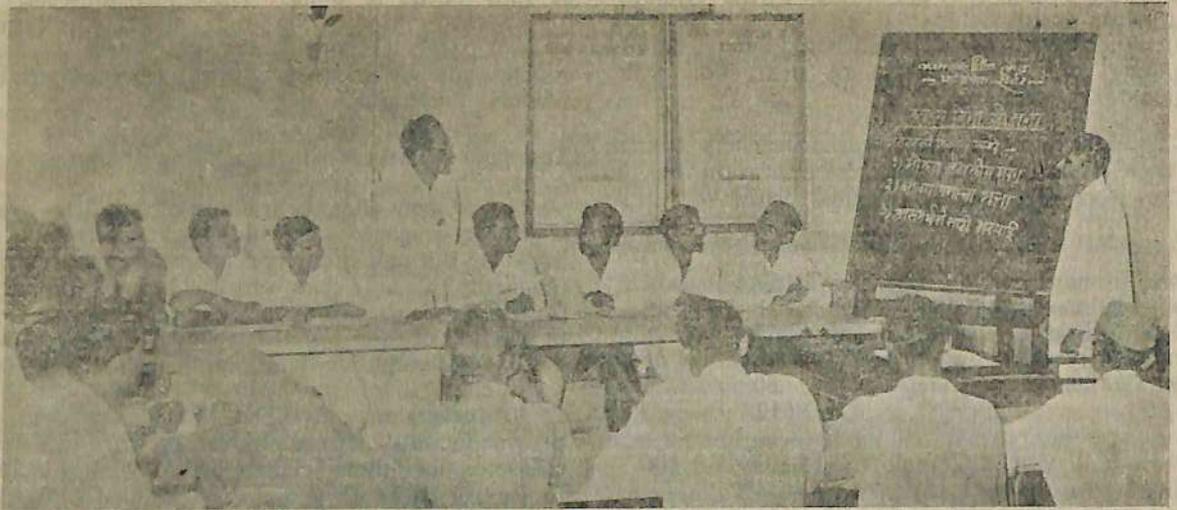
be fully borne in mind. These facts must also be fully borne in mind by the trade unions when they sponsor particular persons for the worker-teachers courses and by those who are concerned with the process of selection.

Training of Workers

Immediately after the training of the first group of worker-teachers was completed, the training of workers through unit-level classes was started. Originally the daily class was of 1½ hours duration for five days in a week and the course was completed in a period of three months. This pattern has been continued though the duration of the present unit-level class is of one hour. Each class has about 25-30 workers on roll. The Managements usually provide facilities of accommodation, furniture, time off, etc. for these classes. The syllabus includes topics like (i) Workers and the Union, (ii) Workers and the Industry, and (iii) Workers and their families and the country. The first unit-level class was organised at a Textile Mill in Indore in July, 1959. Since then 9582 unit-level classes have been conducted and 9,34,715 workers have been trained till 31st July, 1970.

Steps are being taken to improve further the quality of training for workers at the unit-level classes and to provide all the required inputs to achieve this objective. In this connection the recommendations of the Committee on Workers Education appointed by the National Commission on Labour for improving the unit-level classes are very significant. The following recommendations are relevant:—

1. "The emphasis on the improvement of quality should continue, more particularly, in the unit-level classes".
2. "Unit-level classes now shaped on the fashion of one-teacher schools, may be replaced by three-teacher schools".
3. "The quality of training programmes can be improved by arranging more guest lectures in the unit-level classes than at present".
4. "The education officers should also be associated with the teaching at the unit-level".
5. "More film-shows should be arranged at the unit-level. Necessary equipment in the form of film-cum-library vans, projectors, etc. should be made available to all the Regional and Sub-Regional Centres".
6. "Education officers should spend adequate time on inspection and supervision of the classes run at the unit-level. It should be laid down that at least fifty percent of their time should be devoted for inspection, guidance and supervision work".



A Worker-Teacher conducting Unit Level Class. The subject of discussion is Employees' State Insurance Scheme.

In order that the training at the unit-level classes should be of an acceptable standard throughout the country, all these improvements are essential. The workers stand in need of the introduction of almost the same inputs of knowledge as in the case of worker-teachers but while this may not be feasible within a short period, this fact needs to be borne in mind in planning the number of worker-teachers who have to be trained. The number perhaps, has to be much larger than what may be appropriate on the basis of the present arrangements.

In addition to the three main training courses described above, the Board organises special training programmes for trade union officials, middle management personnel and members of Joint Management Councils, etc. The Board also organises diversified short-term programmes like One-day Schools, Three-day Seminars and study circles for workers. The topics for discussion in the short-term programmes relate mostly to labour matters but subjects like Five Year Plans, Family Planning, National Integration are also covered. 1,54,627 workers participated in these short-term programmes up to 31st July, 1970. The Board has recently started Correspondence Course on Trade Union Organisation and Administration, primarily for the benefit of the Trade Union Officials. Three such courses have been completed so far. This is a home study course for those who cannot attend regular classes. The course now comprises of ten lessons to be completed in six months and is open to those trade union officials who are matriculates and are recommended for the course by their respective union. At the conclusion of the course, the participants have to appear at the final examination. Successful candidates are awarded certificates by the Board.

Progress

The last four years (1966-70) after the Third Five Year Plan, can be described as a period of consolidation and stabilisation. During this period emphasis was mainly directed towards qualitative improvement. Besides fulfilling and exceeding the physical targets, the idea of setting up of the Indian Institute of Workers Education was conceived and implemented. The Indian Institute of Workers Education has started functioning in Bombay since March, 1970. Increased attention was also paid among other things to the liberalisation and simplification of grant-in-aid rules with the object of securing deeper involvement of trade unions in the Workers Education Programmes. Film-cum-library vans were supplied to two regional centres of the Board located in plantation areas towards greater association of universities with the Board, programmes. Proposals for the Fourth Five Year Plan (1969-70) were formulated.

A brief review of the Workers Education Programme in India will reveal that by the end of March, 1969, 4,142 enterprises from public and private sectors were reached; and 16,465 worker-teachers and 7,38,363 workers were trained.

The largest number of worker-teachers have been trained from engineering, transport and textile industries, followed by plantation bodies, mining and commercial services.

The largest number of enterprises covered by the workers education are medium sized employing between 100-1000 workers. The expenditure on Workers Education Programme has increased from

Rs. 0.55 lakhs in 1958-59 to Rs. 60.81 lakhs in 1968-69.

The entire expenditure on the programme is being met by the Government of India. According to the Rules of the Central Board for Workers Education, the funds of the Society shall consist of the following:

- (i) Grants made by or through the Government of India or any State Government.
- (ii) Grants, donations and contributions, etc. from other sources.
- (iii) Income from investments.

The per-capita cost of training a worker at the three months unit-level class was Rs. 348/- in 1959-60. This has come down to Rs. 42/- in 1968-69.

Worker-teachers and workers have been trained both from the public and the private sector enterprises.

The Central Board for Workers Education has received assistance from abroad in the form of services of Experts, equipment and fellowships through the I.L.O., the Colombo Plan and the U.S.A.I.D. So far 28 Regional Directors and 9 Education Officers of the Board have received higher training in Workers Education in the United States, the U.K., the Scandinavian Countries and the Philippines. India has also been rendering assistance to some Asian and African countries in the field of Workers Education. Facilities have been provided to Labour Educators from the following countries to study the organisation, methods, material and tools of Workers Education Programme in this country:—

Country	Labour Educators
1. Ceylon	6
2. U.A.R.	4
3. Iran	3
4. Malaysia	2
5. Mauritius	1
6. Iraq	1
Total	17

For implementation of the Workers Education Programme during the Fourth Five Year Plan (1969-74) a sum of Rs. 460.86 lakhs has been tentatively suggested. The targets laid down for the Fourth Plan period are:—

- (i) Training of about 5,65,000 workers at the Unit-level classes.
- (ii) Training of about 9,960 or say 10,000 worker-teachers.

- (iii) Training of 100 additional education officers for employment under the Board and another 100 Trade Union nominees.
- (iv) Opening of 6 more Regional Centres.
- (v) Conversion of 7 more Regional Centres into Residential Centres.
- (vi) Expansion of the Indian Institute of Workers Education.
- (vii) Financing of workers education activities of Trade Unions/Institutions and Universities through Grants-in-aid.
- (viii) Construction of building for the Head Office of the Board, Indian Institute of Workers Education and the Regional Centres at Bombay.

Teaching Material

The teaching material produced so far by the Central Board for Workers Education consists of notes, working papers for seminars and group discussions, scripts for role plays, lesson plans, scripts for discussion with the aid of films and filmstrips, material for periodical tests, case studies, etc. To supplement the teaching material, visual aids like flip charts, flash cards, fiannel graphs, filmstrips, graphs and pictorial charts etc. have also been produced. Besides, 648 booklets in 13 languages have also been published by the end of March, 1969 to provide important basic teaching material. The Board has also brought out an audio-visual manual and a leadership training manual. These manuals are designed to provide guidance in the performance of teaching and field duties. The teaching material in the form of working papers, role-play scripts, lesson plans, textual booklets, visual aids, is available in English and also in regional languages.

Involvement of Trade Unions

It is essential that the trade union movement should be in a position to participate in the Workers Education Programme in India to the maximum possible extent. The extent of participation today is manifold. The trade union movement is represented on the Central Board for Workers Education. Of the total number of 16 members, 4 are from the trade union movement. The trade union movement is also represented on the Board of Governors. Of the total number of 12 members, 3 are from the trade union movement. It may be emphasised that the Rules and Regulations of the Society lay down that the number of members representing government, employers and labour on the Board of Governors should be equal. The union representatives are also serving as members on the selection sub-committee and on other committee set up by the Board, like the literature committee, the syllabus committee, finance committee, building committee and the reviewing committee. They are also represented on the local committee attached to

the Regional Centres. Besides co-operating at the all India level and at the regional level, the trade union movement has also been participating in the workers education programme by sponsoring candidates for training in the courses organised for education officers, and sponsoring candidates for training as worker-teachers. The trade union movement has been assisting the Workers Education Programme in some other ways also—providing guest speakers, helping worker-teachers to organise the unit-level classes and to maintain attendance at such classes, making contributions towards expenses on Study tours in some cases, etc.

The courses are organised by the trade union movement and other institutions on their own with the grants-in-aid sanctioned by the Board. The Board gives grants-in-aid for approved courses to the extent of 90 per cent of the actual expenditure incurred by the trade unions. Thus only 10 per cent of the expenditure has to be borne by the trade unions. The grants are of two kinds. The first is called the 'Maintenance Grant' which is meant for catering to the running expenses of the training courses. The other is called the 'Equipment Grant' which is meant to cover expenses relating to audio-visual aids, library and other equipment required for the training courses. The grants are not intended to meet capital expenditure on construction or maintenance or repairs of buildings. The following institutions are eligible for receiving financial assistance from the Central Board for Workers Education:—

- i. Indian National Trade Union Congress, All India Trade Union Congress, Hind Mazdoor Sabha and United Trade Union Congress.
- ii. Other Federations of Trade Unions—National, Regional or Industrial, of not less than three years' standing.
- iii. Trade Unions registered under the Indian Trade Unions Act, 1926, of not less than three year's standing.
- iv. Institutions, Educational or Social, constituted by statutes or registered under the Societies Registration Act of India and Bodies affiliated to any such Institution of not less than one years' standing.

Those who receive grants can conduct any of the following courses on the approved pattern:

- (a) *One-day School*—The estimated expenditure for one-day school is Rs. 185/- for 40 participants. If the number of participants is less than 40, the grant is reduced proportionately.
- (b) *Three-Day Seminar*—In this 40 trainees or less can participate. The estimated expendi-

ture for a Seminar of 40 participants is Rs. 510/-.

- (c) *One-Week Camp*—The estimated expenditure for One-Week Camp is Rs. 1600/- with 50 participants. The participants could be less than 50. In that case the grant is proportionately reduced.
- (d) *Study-Circle*—The estimated expenditure for each Study Circle is Rs. 125/- for 15 participants.
- (e) *Full-Time Training Courses for Workers*—These are on the pattern of the Board's three-week full-time training courses in which between 20 to 30 trainees are admitted. The estimated expenditure for the whole course is Rs. 1100/-, but it could be less depending upon the number of participants.

Applications are made by the unions indicating the courses proposed to be conducted and the expenditure likely to be incurred. When the grant is sanctioned, the amount is released in three instalments. The first instalment (25% of the amount to be paid) is released immediately when the course is sanctioned. The second instalment (65%) is released on receipt from the organisation conducting the course a progress report and the Statement of actual expenditure incurred. The third instalment (10% of the total amount) is released when the Board receives the final audited statement of account regarding the total expenditure incurred.

By the end of July, 1970, several trade unions and adult education bodies have received grants from the Central Board for Workers Education amounting to more than Rs. 1,98,000/- and 17,873 workers have been trained so far by the grantees, mainly through short-term programmes like one-day schools, seminars, and workers education camps. Recently, there has been a very encouraging development in the field of trade union participation in the Workers Education Programme. The INTUC and the HMS decided to set up a Workers Education department to conduct Workers Education Programme in collaboration with the Central Board for Workers Education on a regular and continuing basis. Both have applied to the Board for grants-in-aid on a large scale. The Departments will have a national office as also regional and sub-regional offices.

Role of Universities

The National Commission on Labour has recommended that, "National trade union centres should draw up a suitable programme for union officials and union organisers in collaboration with universities and research institutions. It should cover practical field work and education in the fundamentals of trade unionism, industrial relations, labour

laws and evolution of the country's economy. The Government should encourage universities to provide extension courses for the benefit of union leaders and organisers."

Recently the Board established in consultation with the university grants-commission a committee to secure active collaboration of universities. The committee consists of representatives of Andhra, Baroda, Bombay, Patna, Agra, Lucknow, Udaipur and Delhi Universities. At its last meeting the committee recommended that the Board may seek help from the university specialists for further improving the contents, scope and material of the Correspondence Course. The lessons of the correspondence course could be standardized in consultation with the university experts. It was decided that the universities should collaborate with the Board in the production of teaching material and literature of high quality for education officers and worker-teachers. The specialists and the areas of collaboration should be clearly identified. The specialists when selected should be requested by the Board to offer suggestions for improving scripts of publications, teaching material, lesson plans, etc. It was agreed that the Board should make special efforts, in collaboration with the universities to reach the young through Yuv Vani Programme. The kinds of programmes and the material to be put across in the Yuv Vani Programme should be carefully selected. Similarly, full use of the existing facilities of the All-India Radio should be made to promote the Workers Education Programme. It was suggested that the Central Board for Workers Education should draw support from the universities to have a part-time faculty of experts for the education officers and worker-teachers training programme. This will ensure continuity of collaboration of the universities and will improve the quality of workers education. The universities said that they would be glad to collaborate with the Central Board for Workers Education on matters of research, training and evaluation if approached. It is expected that such collaboration will go a long way in further improving the quality of workers education programme in India.

The Board collected information from Regional Centres in respect of positions occupied in their unions by the worker-teachers trained up to 31st

March, 1969. It is noticed that out of 16,465 worker-teachers trained by the Board till 31st March, 1969, as many as 8,198 worker-teachers had gained positions of responsibility in their respective trade unions. The break up of the positions occupied by the trained worker-teachers is indicated below:—

1. President	...	423
2. Vice-President	...	476
3. Secretary	...	1640
4. Treasurer	...	317
5. Executive Committee Member...	...	2347
6. Representative	...	2995
		8198
Total	...	8198

It is seen that out of 8198 worker-teachers holding positions, 5% are presidents, 6% Vice-Presidents, 20% secretaries, 4% treasurers, 29% are executive committee members and 36% are representatives. These facts show that at the local level the worker-teachers are assuming positions of leadership and responsibility, which has been one of the objectives of the Workers Education Programme. The unions are now entrusting the trained workers and worker-teachers with responsible positions and are regarding them as a second line of leadership. This is most encouraging aspect of workers education.

A Committee on Workers Education was set up by the National Commission on Labour in 1967 to carry out a comprehensive assessment of the Workers Education Programme. According to the findings of the Committee "the need and usefulness of Workers Education has been amply established. The trade union representatives who met the Committee admitted that the scheme had created a general consciousness about the need of Workers Education and had provoked the workers to think for themselves. The Scheme has been successful in turning out an enlightened worker aware of his duties and responsibilities as a citizen. The foundation has been well laid. The workers have become aware of the disadvantages of trade union rivalry and multiplicity of unions and are craving for a change in the present state of trade unionism in the country. These are indeed valuable contributions of the scheme and are good indicators for the future".

International Literacy Day In Delhi

IN his address at the International Literacy Day on September 8, 1970, in New Delhi, Shri Bhakt Darshan, State Minister for Education and Youth Services, emphasised the great need of eradication of illiteracy from among the major work force of the country which number about 150 millions. Functional literacy was the topmost necessity for the country's progress, he added.

Shri N.R. Gupta, representing the Indian Adult Education Association stressed upon the need and importance of adult education for promotion of skills of reading and writing, for population control, for increasing agricultural and industrial production and for promotion of education for responsibility and national integration.

The international literacy celebrations this year were extended over a week. Various organisations in Delhi organised programmes during the week.

The Directorate of Education organised a Seminar for the teachers of evening schools for adults; the Regional Centre for Workers Education had a Seminar on the role of adult education in promotion of trade unions; the Delhi Adult Education Association arranged a cultural puppet programme for the promotion of adult education; the Delhi Social Welfare Board, organised a Seminar for the teachers of schools for condensed courses for women and children; the Literacy International organised a Seminar for field workers on the organisation of functional literacy projects. The Indian Adult Education Association actively participated in these programmes.

The Association also issued a brochure on "Adult Education in Various States and Organisations in India" on September 8, the International Literacy Day.

New Publications Checklist

	Rs.P	\$C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective— J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education —revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education —revised edition	3.50	1.25

Order from :

**Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.**

Seekhna aur Seekhana

**Hindi Translation of the famous book
'How Adults Learn' by Dr. J.R. Kidd**

**'.....the first basic and comprehensive
textbook in the field of adult learning
and programming available in Hindi
Language'. Seeds of Promise—A Four
Year Report of University Adult Education
in Rajasthan.**

Price Rs. 7.50

Can be had from :

**Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.**

New Publication

**Adult Education
and
National Integration**

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

**Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-1**

Still Available

**EDUCATION
FOR
PERSPECTIVE**

by J.R. Kidd

**Foreword by M.S. Mehta
Rs. 24.00, \$ 6.00**

Available from :

**Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-1.**

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

November 1970

Volume XXXI Number 11

Editorial Board
Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published every month by the
Indian Adult Education
Association

Subscription
Rs. 8.00 p.a. (Within India)
\$ 3.50 p.a. (Overseas)
Single copy Re. 1.00

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.

CONTENTS

- Adult Education in the Seventies
—S.C. Dutta 5
- Role of Adult Education in the Green Revolution
—B.B. Chatterjee 7
- Adult Education, Cooperatives
and Green Revolution
—K.C. Jain 9
- Role of Adult Education in Urban Development
—B. Chatterjee 12
- Workers Education in the Seventies
—P. Sinha 14

New Publication

Adult Education and National Integration

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

Indian Adult Education Association

17-B, Indraprastha Marg, New Delhi-1



SINCERE FRIEND

'MEGH' marked quality slated roll-up black board is the only sincere friend as it helps you in variety of ways such as Reporter, Recorder, Announcer, Director, Revisor, Teacher, Trainer, Explainer and Educator in Science, Arts, Industry, Medicine, Agriculture, Law and Military.

MEGH ROLL-UP BLACK BOARDS ARE AVAILABLE in PLAIN, GRAPH, COPY-LINE, DOTTED, MUSIC & OUT LINE MAPS OF ALL COUNTRIES.



For the price-list, please write to:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Poona) INDIA

Indian Journal of

ADULT EDUCATION

Vol. XXXI

November, 1970

No. 11

FASTER SPREAD OF ADULT EDUCATION URGED

THE 24th All India Adult Education Conference of the Indian Adult Education Association was held in Bhubaneswar, Orissa, from Oct. 15-19, 1970. It was inaugurated by the Governor of Orissa, Shri S.S. Ansari. The Governor urged those engaged in spreading adult education to strive to do it fast among the illiterates, so that the latter could adjust themselves emotionally and mentally to the rapid changes in the social, economic and political life of the country and make effective contribution in these spheres.

Shri Ansari said that adult education should also include family planning, women's education and eradication of social evils.

Presiding over the Conference, Shri B. Patnaik, Orissa's Education Minister, emphasised the need for functional literacy. He said, "Literacy training is necessary. One must know reading and writing. But it is not all. It is not an end but only a means". He urged the need to correlate the teaching with the daily needs of the people.

The Education Minister asked the adult educators to include health education in their programme. He also laid emphasis on producing books on all aspects of life based on references from old religious books.

Shri Patnaik said that all political parties must adopt adult education as one of their programmes in order to strengthen the foundation of Indian democracy.

Dr. M.S. Mehta, President of the Association

thanking the Chief Guest, said life-long education was the need of the hour. Adult Education must include general education for out-of-school and college youth, and provide civic and vocational education to adults.

The session which followed the inaugural function discussed the organisational problems brought forward by the delegates.

Symposia

The highlight of the Conference was the organisation of two symposia on "Adult Education and Urban Development" and "Adult Education and Green Revolution".

The first symposium on Adult Education and Urban Development, was presided over by Shri Harekrishana Mahatab, former Chief Minister of Orissa. He said literacy was an essential process for entering the treasures of knowledge but it was not end of adult education. Adult education must communicate information for the general enrichment

of the masses and for making them politically and socially conscious.

Shri V.S. Mathur, Asian Regional Secretary of the International Confederation of Free Trade Unions addressed the delegates on the subject. Others who spoke included Shri P. Ganguly, General Secretary, Rayon Workers Union, Thana (Maharashtra) and Shri B.G. Wani of the Bombay City Social Education Committee.

After the elucidation of the subject, the delegates were divided into four commissions with a Chairman and a Rapporteur. The Chairmen were Prof. M.M. Begg, Shri V.S. Mathur, Dr. B.B. Chatterjee and Shri P.K. Dhamdhare. The Rapporteurs were Sarvshri L.R. Shah, T.R. Singh, J.M. Gadekar and R.S. Mathur.

The discussion on second symposium on "Adult Education and Green Revolution" was initiated by Shri J.C. Mathur, Additional Secretary, Department of Agriculture, Union Ministry of Food, Agriculture, C.D. and Cooperation.

Shri Mathur explained the term green revolution and said that it included a revolution in cereal seeds, chemical fertilisers and in the betterment of economic conditions of the farmers. It is at this phase the fourth stage of agricultural revolution namely, the communication of new technology has to emerge as a sustaining and extending factor, Shri Mathur added.

He said that functional literacy for farmers should serve as an aid in maintaining accounts, writing and sending applications for loans and for preparing farm plan.

After the elucidation of the subject, the delegates were divided into four commissions each with a Chairman and Rapporteur. The Chairmen were Prof. M.M. Begg, Shri V.S. Mathur, Shri K.C. Jain and Shri N.K. Pant. The Rapporteurs were Sarvshri L.R. Shah, T.R. Singh, R.S. Mathur and B.R. Vyas.

Valedictory Function

Presiding over the valedictory function, Shri R.N. Singh Deo, Chief Minister of Orissa said that for successful functioning of democracy enlightened public opinion was very necessary. Adult educators should draw up programmes of adult education for democracy to make people better informed and enlightened. Continuing he said that such type of programmes should receive top priority because of the high rate of illiteracy in the country.

He said in family planning programmes the objective should be to change the very attitudes and set behaviour pattern of the people. This can be best done through adult education where the pros

and cons of the population problem could be related to economic and social status of the participants, he added.

The Chief Minister emphasised the need for life-long education. He urged the participants to go ahead with the continuing education programmes without waiting for the cent per cent literacy in the country.

The Conference also adopted a number of resolutions which are published on page 3.

The Conference was attended by more than 150 delegates from all over India. Universities of Delhi, Dibrugarh, Gauhati, Gorakhpur, Magadh, Udaipur and Vikram also deputed representatives.

The delegates to the conference were given a reception by the Governor of Orissa and a State Dinner. A number of cultural programmes and visit to Puri, Konarak and temples of Bhubaneswar were also arranged.

Office-Bearers

The Conference elected the following office-bearers for a two-year term:

President

Dr. M.S. Mehta

Vice-Presidents

Shri R.M. Chetsingh
Shri N.D. Sundravadivelu
Dr. L.M. Singhvi
Shri M.G. Mane
Shri P.N. Javarappa Gowda
Shri J.C. Mathur
Prof. M.M. Begg

Treasurer

Prof. M. Mujeeb

Hony. General Secretary

Shri S.C. Dutta

Associate Secretaries

Dr. T.A. Koshy
Shri K.S. Muniswamy
Shri S.N. Maitra
Shri N.K. Pant
Shri N.R. Gupta

Members

Shri V.S. Mathur
Shri D. Rout
Shri S.N. Pareek
Shri S.R. Pathik
Shri M.L. Jairam
Miss Usha Sundri Wali
Shri B.R. Vyas
Shri N.C. Bose

Adult Education for Social Responsibility in the Seventies Emphasized

The following are the resolutions passed at the 24th Annual Conference of the Indian Adult Education Association, Bhubaneswar, Oct. 15-19, 1970.

Adult Education in the Seventies

1. The Seventies is characterised by an accelerated rate of social change, breaking down of many traditional norms and barriers, explosion of knowledge, new expectations and highly advanced technology.

Along side of these features, certain forces in the country are preventing the emergence of new values, even threatening to destroy some of the fundamental values cherished for ages by the society. The growth of indiscipline, fanaticism, intolerance, corruption, selfishness, inefficiency and disregard of duty in national life are examples of these adverse trends.

In this context adult education has a special and positive role to play in rescuing this generation from the situation described above and promoting and strengthening deeper human values. Adult education for social responsibility including its political and economic aspects is probably the most important task of the present decade.

This Conference, therefore, urges on the Indian Adult Education Association to organise a workshop to develop a suitable plan of action on the part of the various organisations in the adult education movement to meet this challenge. The workshop should discuss all aspects of the situation—the nature, scope and content of the programme as also the methods and techniques to be used for realising the objectives. It should also take up the production of suitable literature including A.V. aids for this purpose.

Family and Health Education

2. Our country is faced with the problem of extensive population growth. It is a complex and controversial subject and yet too urgent and important to be overlooked or postponed. Because of the very high birth rate, the gap between the rich and the poor, the haves and havenots is widening with the result that all economic and social development gets nullified.

It is essential that the common man is helped to recognise the urgency and importance of population control as such a programme of family and health education is urgently called for. A skillfully planned

and intelligently implemented programme of family and health education including population control, both through the spoken and written word is necessary. Audio-visual aids particularly documentaries are very effective for married couples and others approaching that position.

This Conference resolves that the Indian Adult Education Association should draw up a syllabus of the reading material for the illiterate and the neo-literate adults for producing in them an understanding of the problem and developing an attitude of acceptance and application of the various ways of population control. The Association should, in consultation and with the help of subject matter experts hold a workshop to achieve this purpose. The workshop could also plan programmes of production of audio-visual aids and other printed materials for bringing about a change in the attitude of the adult and promoting action in this respect.

Adult Education and Agricultural Transformation

3. This Conference recognizes the revolutionary and far-reaching significance of the agricultural transformation currently taking place in some parts of the India as a result of the encouraging response of the farmer to new technology and his willingness to regard agriculture as productive investment.

The Conference welcomes the measures being taken by Government with the cooperation of some international agencies to organise training programmes for farmers engaged in the cultivation of high yielding variety crops. However, it is of the view that apart from the Government, the non-Government sector and voluntary organisations are also interested and involved in the success of the farmers efforts particularly agro-industries, food trade, banks & credit institutions, storage and marketing agencies etc. Likewise several non-governmental organisations in the field of adult education have special responsibility in providing education for agricultural development.

It maintains that adult education is a critical factor in promoting, stabilising and extending the process of agricultural transformation in India. Adult Education in this context includes not only the

training of farmers and other primary producers but also the understanding of agricultural problems and programmes by the intelligentsia whether directly concerned with agricultural matters or indirectly.

Moreover, even for farmers, adult education is not to be confined to the learning of skills, to apply new technology and future literacy but should also extend to wider human values and suitable uses of leisure and should enable farmers to have their own institutions at the field level for continuing education and professional needs.

The Conference, therefore, calls upon industrialists and businessmen, banks and credit institutions, federations and associations of marketing trade and industries and others to consider the example of several industrial and business concerns in the west and come forward to finance specific projects undertaken by non-governmental organisations for training and education for the development and modernization of agriculture.

The Conference further suggests to non-governmental organisations and institutions in the field of adult education to organise adult education projects as part of specific production programmes. In particular, it would be desirable for such non-governmental organisations to concentrate on three kinds of projects namely, (a) production-cum-training projects for farmers and other primary producers in small compact areas, (b) training in agricultural matters of personnel concerned with supply of credit, inputs, marketing, processing and transport etc. and the training of extension personnel in commemoration and instructional techniques and educational methods, (c) education of the urban people particularly the intelligentsia on the problems and programmes of agricultural development.

The Conference requests the Indian Adult Education Association to set up a small working group of experts to draft a few model projects suitable for different situations and agencies. The contents and methods of adult education will vary according to the needs of specific production programmes and participants.

The Association should further arrange to bring together such institutes and potential financiers who could cooperate in taking up projects suggested above.

Top Priority to Adult Education

4. The significance and importance of intensive

adult education programme is the call of the seventies. The adult men and women who are to play their important and vital role in shaping the future of this democratic society have to be prepared to discharge this responsibility in the social, economic and cultural development of the nation.

This 24th All India Adult Education Conference recommends that all enlightened citizens in general and educational institutes in particular as also social organisations, trade unions, government and quasi-government institutes should give top priority to Adult Education programmes in the national educational system.

Evening Schools for Working Adults

5. The 24th All India Adult Education Conference recommends to the voluntary agencies in the field of Adult Education in particular and the State departments of education in general to open high and higher secondary schools for further education of the working adults and for their all round development.

It further recommends that such schools should be duly recognised for grant-in-aid by State Governments like schools for children.

Workers Education

6. In this age of rapidly developing technology and fast changing methods of production, the workers have to play an important role in the industrial development of the country. This is, however, possible only when the industrial worker is provided with on-the-job facilities for developing his knowledge and skills to enable him to adopt with competence the new methods and techniques required for accelerating production.

The learning of new skills and development of professional competency requires sincere and devoted efforts on the part of the workers who in turn expect greater returns from the employers by way of improved living and working conditions and proportionate increase in emoluments.

This 24th All India Adult Education Conference urges upon the industrialists and other employers of skilled and unskilled labour to accept the provision of education and training facilities to the employees as an integral part of their organisation and as an incentive for such participation, frame rules for the due appreciation and recognition of the labour of those who develop their general and technical abilities and professional competence.

ADULT EDUCATION IN THE SEVENTIES*

S.C. Dutta**

EDUCATIONAL programmes for adult men and women, in an era, must conform to their needs and aspirations. The social milieu acts and reacts to create situations in which certain programmes alone can succeed as they represent the felt needs of the people at that moment. The Seventies is characterised by an accelerated rate of social change breaking down many traditional customs and mores, explosion of knowledge and expectation and emergence of the new technology of learning. Side by side of these characteristics, certain forces have emerged in our country which prevent the emergence of new values and threaten to some of the immutable values cherished by our society. Examples of such forces are increased use of violence in various sectors of population, particularly political and student groups, growth of fanaticism, intolerance, corruption, inefficiency and aversion to hard work in offices, in commercial undertakings and in national life generally. Adult Education has a positive role to play in arresting this degradation in our national life and defend and promote healthy human values. For doing so it must make use of the modern media of mass communication and new techniques of education—discussion groups, seminars and forums. These should be geared to the discussion of social and civic problems encouraging national integration and preventing erosion of social and moral values.

“Adult Education for Social Responsibility” is the fundamental task of the present decade and we need to devote our attention to this basic programme of adult education in the Seventies. Social responsibility in the present age includes political and economic responsibility also, for a social man is essentially an economic and political man.

II

Jayaprakash Narayanji in his convocation address at the Banaras University early this year said, “Politics has become the greatest question mark of this decade”. Elaborating on this statement, he indicated some of the trends—political disintegration, selfish-splitting up of parties rather than their ideological polarisation, frequent change of party loyalties for personal or parochial benefits and opportunistic alliances among parties. This situation is fraught with grave dangers to India as a democracy. Adult

Education movement cannot close its eye to such a development. We had anticipated our crucial role when in 1968 at Pondicherry near Auroville, we spent three days to discuss the role of Adult Education in Parliamentary Democracy. The recommendations of the Seminar was further critically examined at a Workshop in 1969 and an organisation known as the Indian Council on Education for Democracy has been set up with Shri Jayaprakash Narayan as President and Dr. Mohan Sinha Mehta as Chairman of the Working Committee. The Council plans to organise camps and short-term courses for enlightening our adult population about problems facing the people with a view to awaken them to their duties at the present juncture in our history. **Political Education of adult men and women is another form that adult education must take in the Seventies.**

III

The World Conference on Adult Education held at Montreal in 1960 had declared “Government should treat it (Adult Education) as a necessary part of the Educational provision of every Country. “A stage now has come when we should demand that Adult Education *is a must at all levels* of development and for people of *all levels* of skill and knowledge.” Educationists have for a long time considered adult education as a temporary activity remedial in character. Now this has changed. Its need and effectiveness as a normal activity is being increasingly recognised, but only so long as formal educational system is not able to cope with its task. But it is today increasingly “becoming clear that there can be no perfect formal educational system able to dispense with parallel adult education. There is no society which can offer, through schooling alone, all the knowledge which people need and want.”

The concept of Life-long education which demands re-thinking and re-modelling of education as a whole, needs to be accepted and experimented upon. The acceptance will bring about radical changes in our entire educational system, effecting adult education as a whole. When UNESCO initiated discussion on this concept, there were many who erroneously thought that this was another term for adult education. According to Rene Maheu “it represents an attitude and a dimension of life. It is an attitude enabling us to keep in touch with realities and not simply a preparation for work and responsibilities.” Maheu summing up said “for what is involved is no less than a merging of School and University education in a global system within which

*Paper submitted for the Bhubaneswar Conference.

**Shri S.C. Dutta is Chairman, Asian South Pacific Bureau of Adult Education and Hon. General Secretary, Indian Adult Education Association.

out-of-School education and the so-called adult education, now generally regarded as marginal are destined to appear as the very core of the discipline."

Addressing a meeting of experts on Life-long Integrated Education in New Delhi in August this year, our Education Minister, Dr. V.K.R.V. Rao said, "If life-long and integrated education is to become a reality for every individual we must shift the emphasis from the formal system of life-long education which is elastic enough to encompass within its scope, almost every individual, at almost every moment of his life." He suggested that "the formal system can be informalised through the introduction of suitable elements or supplementary informal education may be added to formal education. Secondly it may be possible when informal education is developed to a certain level to introduce some formal element in its programme. Another issue would be to establish a full articulation between the formal system of education of the somewhat terminal character and education which continues throughout life. Various media of communication and different kinds of teaching learning materials may have to be utilised for this purpose. This includes the press, the book development programme, radio, film and television. It also includes agencies like museums."

IV

This brings me to the role that film, radio and television can play in the promotion of adult education. At a time when the bulk of our adult men and women are illiterate, I am firmly of the opinion that services of these media should be harnessed for educational purpose. In the Seventies, increasing use must be made of mass media to educate people and cultivate in them a sense of social awareness and social responsibility. The Indian Adult Education Association must mobilise the film and the radio world for the promotion of adult education. A special seminar of concerned people should be called to thrash out this question for I attach great importance to the mass media. In our country the problem of literacy, and education cannot be tackled unless a concerted effort is made by all concerned. And in this effort the pre-eminent place must be given to the film, radio and television.

V

It is time that we should start thinking of experiments like Britain's Open University which goes on the air next January. Teaching will be done part by radio and television, part by correspondence course material, by home experimental kits, by audio-tapes, by programmed learning texts, by summer schools, by tuition in viewing and study centres. The University is open as to the teaching methods it will use. It is open to all persons over the age of 20 with no formal qualification except the will to learn. Let our Radio and Television authorities in

cooperation with the Indian Adult Education Association start planning to undertake this experiment for the education of the common man.

VI

Lastly in the Seventies, we must undertake an experiment to link formal education with informal and try out the idea of School-cum-community centre. The concept envisages that the School must not merely be a place where children are taught the three R's but should become the focal point of a revolution in the life of the people.

It should be enabled to influence the attitudes of adults, as much as those of the children, towards right conduct in social life. The School should serve as a leaven of new knowledge, new values, new skills and a new pattern of social behaviour and personal conduct.

The curriculum of the school should be geared, to the life of the community and implement programmes which will meet its needs and respond to its aspirations.

The School should become a centre of social action where people are brought together and with the help of the School teachers plan out specific projects to meet community problems. In addition, the school should also become a centre of community recreation, where programme for the recreation of the local community are arranged by themselves, with the assistance and guidance of the School teachers. The School teachers should also organise from time to time study classes among the literates. At these study classes the School teacher could take up any particular problem which faces the people and indicate to them the nature and the solution of the problem. The school teacher could also organise literacy classes for the illiterates and post-literacy training for neo-literates.

At first sight, the responsibilities of the School teacher discussed above may seem formidable and yet a little thought will show that it is not so. Once the view that the school should function as a community centre is accepted, a revision of the present school curriculum follows. The direction that the revision should take, needs to be considered and thought out carefully. However, the basic perspective of the new approach should be to make education help children acquire a sense of social cohesion, the intellectual ability to correlate knowledge with actual experience in life and to translate knowledge into practical ability. If this is accepted, the method becomes obvious. The pupils in the school will participate in community life, share its problems and its joys to the extent to which their tender minds can. Hence, the planning of the school curriculum should be such as will bring out and develop this aspect of

(Continued on page 16)

Role of Adult Education in the Green Revolution

Bishwa B. Chatterjee

*Professor of Psychology
Gandhian Institute of Studies, Varanasi*

A RECENT article* on Green Revolution starts with this sentence: "Even the sceptics can no longer deny the reality of the green revolution." I wish the author also did not fail to point out that the green revolution has substantially contributed to the existing social-economic disparities in the countryside. The incomes of those who owned land and who could pump in sufficient economic input essential for farming with any high yielding variety of seeds have definitely increased. This is in proportion

to how much land could be brought under the plough under this programme. Those farmers whose landholding is small hardly have the extra economic wherewithal which is an essential concomitant with sowing of almost any high yielding variety of seed—be it rice, wheat, maize or what not. Those who have no land of their own have been left mostly high and dry—untouched by the sudden increase of affluence around them.

Share-croppers are not in too much of a happy mood, having to remain satisfied with only a fraction of the enhanced product of their labour. The fate of the farm labourers has proved to be uneven: the big boom in the daily wage of farm labour in Punjab (going to Rs. 15/- per day) and Haryana is a great con-

trast to the prevailing two to three rupees in many parts of Bihar, Andhra and Tamil Nadu.

Viewed in this perspective, certain logical premises can be formulated for spelling out the role of adult education in this green revolution. I shall briefly point some of these premises.

First and foremost, I may point out that I am very much against the current usage of the term "green revolution". It is a misnomer, and successfully conceals a sordid aspect of the transformation that is supposed to be in the offing. Can we call it a revolution, which benefits only a section, and that, a more privileged section of the people, and leave the rest more or less untouched by it? I shall agree to allow this exalted nomenclature to it when it has touched the life pattern of most, if not all, farmers of the land. And, here perhaps adult education can play some fruitful role.

Following this line of argument we will see that in order that awareness, knowledge and information about the various technical aspects of the high yielding varieties farming programme reach the lesser advantaged sections of farmers (including share-croppers), the character of adult education, and literacy programme has to undergo a sea change. Much of the content of adult education has to draw from the subject matter of the high yielding varieties programme. And here the entire adult education programme faces a challenge: the adequacy with which it meets this challenge, will be reflected in the extent of success of the high yielding varieties programme but also will enrich and rejuvenate adult education programme itself.

The first step in this direction has to be a deliberate vocationalization of adult education—in the core of which will be the

* Ramaswami, K.S. The Green Revolution—Challenge for the Seventies, *Times of India*, September 10, 1970, p. 6.

Paper submitted for the Bhubaneswar Conference.

various sound cultural practices which are inseparable parts of not only the hyv. programme but all scientific farming. Just to illustrate with an example, which will appear trivial to my agricultural expert friends: scientific farming invariably consists of "a package of inter-connected cultural practices"—what we call "syndrome"—applies to it. It won't do to have only a good seed: the right amount of fertilizer, the right irrigation, the proper dosage of pesticides and fungicides, and so on, are all inevitable and indispensable ingredients of an entire chain of operations. Adult education programme has to emphasise this "package" aspect of the hyv. programme, as this tends to be neglected. The next point follows almost as a corollary: lessons have to be devised not only on the high yielding variety seeds; but no less important is treatment of the seeds; the same remark applies to pesticides and fungicides; irrigation; fertilizers and manure, and general knowledge about agronomy and mycology.

Even at the risk of repetition I will like to point out that today what the farmer needs most is not the knowledge so much that there exists high yielding varieties of seeds using of which can increase his crop production anything from 2 to 4 times. Even the poorest and most illiterate farmers know about these seeds. But have extension agents taken the same amount of pain to emphasize the importance of correct package of cultural practices? This is a weakness of our farmers' education which can be remedied through adult education programme.

Today the grain output of our country has exceeded or at least touched the 100 million tonnes mark. What extent of this success is due to high yielding variety seeds, what extent to intensive and scientific cultural practices, and how much to the kindness of the rain-Gods? There

is very inadequate appreciation of the crucial reality, that without assured irrigation, and substantial amount of fertilizer, sowing of high yielding seeds alone may mean little addition to production; sometimes it may mean disaster to the farmer. Programmes of adult education have to be geared to this end—giving the best to the farmer, and saving him from avoidable risks and calamities.

I will also plead for a vigorous programme of proper soil testing, and dissemination of the results of such testing to farmers as widely as possible. Just as research can devise simple kits for elementary soil testing, educational programme of adult farmers may be woven round such testing. Is it so difficult to give the basic ideas of acidity, alkalinity or salinity of soils to farmers, if not of such concepts as pH value, organic and inorganic acids, etc.? Without being an agricultural expert, I will prophesy that the hyv programme has a poor future unless it is linked with a vigorous, intensive soil mapping programme for the entire country.

There is a good scope for writing a whole set of literature for neo-literate adults on topics along lines mentioned above. Other media of mass communication are being pressed into service for the same purpose. The hyv. programme offers an opportunity for a rejuvenation of the entire adult education technology. The ends of making adult education functional, of imparting a vocational bias to it, of making the hyv. farming programme the central core of it. The farmers are eager to know about these wonder seeds and the bumper productions. Let that eagerness be made the starting point for not only giving him some useful knowledge, but also make him a more educated man, a better man, a more contented man.

We have got an unenviable

faculty of spoiling, vulgarizing or making a mess of some of the best conceived plans of total development. We made a mess of the Vana Mahotsava; we made a farce of Basic Education; the community development programme left the larger core of the community—the masses of deprived, handicapped farmers—at the same predicament as before; the gramdan movement of Vinobaji has turned to be paper gramdan; the Zilla Parishads of the largest state in India stand superseded, such is the success of the Panchayati Raj.

Let us coolly think: Where did we go wrong in these soundly conceived programmes and movements? Let the "green revolution" be spared the fate of its predecessors, through its prudent marriage with the adult education movement.

Still Available

EDUCATION FOR PERSPECTIVE

by J.R. Kidd

Foreword by M.S. Mehta
Rs. 24.00, \$ 6.00

Available from :

**Indian Adult Education
Association**

**17-B, Indraprastha Marg,
New Delhi-1.**

Adult Education, Cooperatives and Green Revolution*

K.C. Jain**

DURING last few decades, the pace of adult education movement has not only been accelerated but the movement has made inroads at various levels among people belonging to different walks of life and embracing different professions. In West and other relatively advanced countries, the agency of adult education is mainly utilised to enable the educants to learn about certain skills, trades and techniques. In countries like India where, the percentage of illiterate people is quite high, adult education can also perform another important function i.e. the provision of the knowledge of 3R's. In fact most of the attention of the leaders in this field has so far been focused on this aspect only. The idea to make use of the adult education programme for the eradication of illiteracy, seems to be a noble one but it does not fit into the present day concept of adult education and the role it is expected to play. No nation can afford to give second priority to the provision of the knowledge of 3 R's to children but the adults require more than that and any plan made to equip the adults only with the knowledge of 3 R's shall be an exercise in futility. The aim of education *inter alia* is the integrated development of personality but this aspect can be emphasized up to a certain age and beyond that emphasis has to be shifted from the personality-development aspect to the vocational side i.e. training of skills. When a per-

son is of tender age i.e. from childhood upto the middle teens there is need and scope for the development of alround personality but any programme which is developed primarily with a view to develop the adults personality without due emphasis on the training shall produce effect according to the law of diminishing returns. From the foregone it is evident that a programme designed for the education of adults, should fully take care of their vocational needs and if it does not do so, the programme is bound to end up in smoke and its utility should be limited to the extent of producing some face saving statistics for reference, record and reports of the department concerned.

This "aimed-to-train" aspect is also of crucial aspect for the teacher and the group leader. For a moment even it should not be forgotten that the interest of an average adult in his own education is only incidental. He attaches only secondary importance to the educational aspects and would like to give first priority to his other engagements like duties towards his family, attending to his business engagements and discharging social obligations. He shall lose interests in any educational programme, which does not held the possibility of increasing his professional efficiency leading to increased income and satisfaction in some other manner. If the programme does not give him an immediate satisfaction or the promise of satisfaction in near future, he shall lose interest and the problem of MOTIVATION shall arise. Any educational programme, in which the persons for whom it is designed find a

possibility of getting any immediate satisfaction is assured of success and can attract people in large number in various age groups. Age is no bar to learning provided the student is interested in learning and his interest can be generated and sustained by a programme suitably tailored to his needs. Briefly the aim of any adult education programme for our requirements can be summed up as "Functional Literacy". If the programme is well drafted after estimating the situation objectively, the problem of motivation shall not arise.

Adult Education in Seventies has a much more important role of play. Incidentally the year, 1970 also marks the beginning of second development decade as well as the "take off" point for the much discussed and debated 4th Five Year Plan (1969-74).

Coming to the subject proper i.e. Role of Adult Education in Green Revolution, it can only be said that the subject is so vast that it is difficult to cover it in one report. So an attempt has been made in this paper to deal with only one aspect i.e. the role the cooperatives are playing in promoting Green Revolution through its adult education programme.

In the Agricultural sector, the 4th Five Year Plan has two objectives.

The first objective is to provide condition necessary for a sustained increase of about 5% per annum during the next decade. The second objective is to enlarge as large a section of the rural population as possible, including the small farmers, small

*Paper submitted for Bhubaneswar Conference.

**Shri K.C. Jain is Joint Director, National Co-operative Union of India, New Delhi.

cultivators and the farmers in dry areas to participate in the programme of development and share its benefits.

Accordingly the priority programmes of development in Agriculture fall broadly into two categories namely, those which aim at maximising production and those which aim at remedying the imbalances. Creation of conditions necessary for 5% growth in agriculture is the basic approach of the 4th Five Year Plan. For bringing about the targeted increase, we have to resort to intensive agriculture, since there is not much scope for bringing more land under cultivation.

Intensive Agriculture implies:—

- (1) Use of high yielding varieties (seeds)
- (2) Multiple Cropping.
- (3) Inputs for nutrition and protection.
- (4) Better irrigation facilities.
- (5) Selection of suitable areas for commercial crops.

In order to ensure that the intensive agricultural programme is not choked some where on the way, the following steps are necessary to be taken.

- (1) Integrated Research Programme i.e. Centralized research work for all areas having similar soil and climate conditions (to avoid duplication of efforts) and Multi-disciplinary Approach i.e. research in various branches.
- (2) Re-organization of credit operations.
- (3) Supply of Machinery.
- (4) Large scale energization of pumping sets through rural Electric Cooperatives and integrated use of ground and surface water.
- (5) Stream-lining of marketing facilities.
- (6) Strengthening of rural

infra structure and other important facilities like roads, marketing societies and storage facilities etc.

- (7) Dissemination of latest information with regard to the developments in the field of Agriculture and allied subjects.

All the above details have been given to bring home to the readers that now agriculture has ceased to remain what it used to be or had been considered to be. If a real change has to be brought from subsistence economy to commercial economy, a change has also to be brought in the attitude of the farmer. He has to get rid of his inhibitions of sticking to out-dated and traditional method and adopt new technology and experimental attitude. A change is absolutely necessary because with it is linked not only the economy of the farmer, but the economy and well being of the country as a whole. The industry, exports, standards of living of people of the country in fact every thing depends on agriculture and the ways it improves. In trying to bring about the requisite change, various agencies have to put in their best and such agencies include the Central and State Government, the cooperatives (of various types and at various levels and the farmers themselves). But the most important agency is the Adult Education agency, because it can help the farmers to understand as to how they can take advantage of the services offered by above agencies. The cooperative societies provide credit, assist in the distribution of improved seeds, insecticides, agricultural implements etc. The cooperative also undertake marketing, processing and ware-housing services. To some extent they also provide irrigation facilities and allied services. Some electric cooperatives also existed in the past but lately rural electrification has been launched on cooperative

basis. However, it had been felt that the farmers could make better use of facilities made available by the above mentioned agencies specially cooperative, if they can be informed regarding the existence of those agencies and how they could make better use of them.

It is encouraging to note that the cooperatives have been progressing day by day and can take legitimate pride because of the contribution made by them in the improvement of agriculture and the national economy as a whole. As mentioned earlier, the cooperatives have always been attaching considerable importance to the educational programme and cooperative movements in India has also launched an educational programme in a big way.

Cooperative Member Education Programme

Cooperatives are democratically managed institutions and their progress, welfare and contribution depends on the amount of interest taken by the members in their affairs. Why cooperatives alone, in all democratic institutions whether activities, are political, economic, social an enlightened membership is necessary. In order to achieve this i.e. creation of an enlightened membership from out of which shall emerge the leadership—cooperatives have launched their member education programme.

For Whom it is

This programme caters to the need of education as well as training at the Village and Taluka levels. The education part comprises the education of office-bearers, managing committee members, ordinary members and perspective members of cooperative societies, including leadership training. The training part includes the job training of Secretaries and Managers of Co-operative Societies especially agricultural societies.

Types of Classes

According to the existing pattern, 2 types of classes are held i.e. Classes of 28 days duration for the training Secretaries and Managers of Co-operative Societies and 5-7 days classes for the office-bearers and Managing Committee Members of the village cooperatives. The education of the members and perspective members is carried through study circles organised at the society level. The scheme is being revised and in the revised scheme, camps of 3 days duration shall be held at village level for the members and perspective members of the cooperative societies which shall also be attended by the Managing Committee Members and office-bearers of Co-operative Societies.

Aims and Objects of the Programme

The primary aim of this programme is to equip the members and others with techniques and skills to run their society more efficiently and effectively. This not only enhances their interest in the working of their society but also enable their societies to give more and more services to the members. This is the real motivation. If the members are able to manage their society efficiently and the society in return is able to give some services to its members, the interest of members in the working of the society will further increase. Special responsibilities are placed on the Managing Committee members and Office-Bearers who become more vigilant as the members become more enlightened.

Agency for Implementation

There are 3 main agencies involved in the implementation of the Member Education Programme.

National Co-operative Union of India

The Union formulates the scheme in consultation with the

State Cooperative Unions. In the formulation of the scheme, many institutions, persons are involved including foreign and Indian experts in the field of cooperation, specialists in the field of Adult Education, Cooperative Business Institutes, etc. Guideline syllabus is also provided by the Union. The National Co-operative Union of India is the over all coordinating and supervising body. The Officers at Headquarters and the Zonal Education Officers posted in various zones supervise the implementation of the Scheme. The Union is running a Trainers Training Centre at Delhi known as All India Cooperative Educational Instructor's Training Centre. At this centre newly recruited Educational Instructors are given two months concentrated training in the methods of techniques of teaching the adults. Considerable emphasis is placed on "In-service" orientation and the instructors working in the fields are drawn once a year or once in two years to the training centre for subject matter orientation and refreshing the knowledge.

Another function that this union undertakes is the production of visual and teaching aids including literature. The Union for this purpose maintains a fully equipped studio which is staffed by technical persons. A very useful media for adult education that is cinema is also used by the Union extensively. The Training Centre has its own projector where educational films are regularly shown to the participants. The Union also has mobile cinema van which goes out to various States for screening films dealing with cooperatives. This medium has been quite popular and the films screened on the Cooperatives have been very popular.

State Co-operative Unions

There are State Co-operative Unions in all the States and Union Territories (with the exception of one or two Union

Territories). State Co-operative Unions implement the member education programme through the District Co-operative Unions. The State Co-operative Unions have been given the liberty to modify the guideline syllabus provided by the National Co-operative Union of India to suit the local conditions. The Instructors who conduct the classes and undertake educational activities are employed by the State Cooperative Unions. Many of the State Cooperative Unions have their own Cinema Projectors and also bring out teaching aids and literature in the regional language. The State Cooperative Unions supervise the work of the Instructors through the Education and Assistant Education Officer. The State Cooperative Unions undertake another very important function i.e. of providing link between field and the national headquarter.

District Co-operative Unions

The Instructors are attached to the District Cooperative Unions and they frame the programme of Classes to be conducted in consultation with the office-bearers of the District Cooperative Union, District Cooperative Bank, marketing and other Societies etc. In the revised education scheme more responsibilities are being placed on the District Cooperative Unions.

The Union lays due importance on the follow up action and quite a number of Seminars etc., are organized for those who have received the training, the National Cooperative Union of India has a special education programme for members and managing Committee members of the Industrial Cooperative Societies. The Union is also running a special Education programme in all the I.A.D.P. areas. The Union is also formulating a very comprehensive scheme for the education and training of the members etc., of Cooperative Societies in Tribal and Hilly areas of the country.

Role of Adult Education in Urban Development*

B. Chatterjee**

LIFE is a saga of man's endeavour to meet a continuous stream of challenges which he faces from day to day. Through his efforts he tries to adjust or seek a meaningful equilibrium between himself and his immediate environment. To the extent he is able to do to this successfully, his life becomes happy, harmonious and satisfying.

The purpose of education through the ages has been to prepare a man to refine his capabilities to deal with life situations to his advantage and satisfaction. More specifically, adult education aims to prepare adults out of school situation in preparing and redirecting their goals to harmonise with those of the group, the community and the immediate environment. It also seeks to enable the adult to make his maximum contribution to his own and that of community's welfare.

In a rapidly changing world where a large number of people have been denied the emancipating influence of education through the school system, the task of adult education becomes very important and significant. Such is the case in India and other developing countries which are trying hard to transform traditional ways into modern ones, where there is a shift from rural to urban ways of life and where industrialisation and urbanisation are attracting hordes of migrants from rural to urban areas in search of new opportunities and economic security through gainful employment. The rural way of life is, however, at complete variance with the requirements of an urban mode of life. With the result that we find almost a quarter of urban dwellers in any city eke out an existence in filth, stench and inhuman environment. This is not to say that the new migrants are entirely responsible for this sorry state of affairs, they are perhaps least to blame but there is no gainsaying the fact that their own efforts could make a world of difference in the situation. A good deal of slum condition is certainly due to lack of basic amenities and civic services for growing urban population but quite a good deal also is due to inappropriate attitudes and practices of new migrants to the city.

The goal of urban development is to pave way for social progress through optimum conditions for human welfare in urban areas and assuring a high standard of living. Thus urban development is an integral part of social and economic development. Physical layout, provision of housing, civic amenities and community facilities constitute the main elements of urban development. This leads to quality environment under which a man lives, works, plays and develops his faculties and potentialities. Over the creation of this environment Man himself exercises or at any rate should exercise, a dominant influence. In the absence of any such intelligent intervention from urban dwellers, a host of social problems—all too well known such as slums, crime,

*Paper submitted for the Bhubaneswar Conference.

**Shri B. Chatterjee is Programme Coordinator (Family Planning), Ford Foundation, New Delhi.

delinquency, prostitution, family disorganisation, ill health, poverty, unemployment and various types of inter-group tensions arise.

The goal of adult education can be briefly stated to develop services and activities which would ultimately contribute to adequate development of adult personality and personal adjustments so as to attain happy home and family life and enable him to lead a healthy, constructive, secure and cooperative community life. Thus adult education seeks to offset the handicap arising out of deprivation of formal-school education which educates, informs and prepares an individual to play an effective role in society. It also seeks to re-orientate and redirect his goals and values so as to fit with needs of time and situation as in the case of a rural bred illiterate who finds himself in a highly complex and organised environment. Thus in the dual task of adjusting to urban life and enriching it through his own efforts and contribution, the new migrant as well as the old illiterate dweller need the help of adult education programme.

While town planner, engineers and architects may be able to create beautiful towns, cities, houses and such other physical facilities, it is the adult educator who can educate and refine human participation through his contribution. The first task no doubt is the promotion of literacy among city dwellers as well as among the new migrants. In the case of the latter group the efforts to teach him three Rs should be further reinforced by social education programs so as to prepare him to meet the various new situations and institutions he is likely to come across in his new habitat. Efforts will have to be made to change his attitudes and practices which militate against healthy corporate life and educate him to use services and amenities in a proper and responsible manner so that organised community life is not disturbed through his ignorance or carelessness. Unless the new migrants are integrated into the texture of urban community life, it is futile to expect slums and insanitary living conditions in urban areas improve.

The problem of rural-urban migration is assuming alarming proportions and in despair many people even talk of banning such movements; which of course is clearly untenable. However, what is possible is to make it compulsory to go through a compulsory adult literacy and community education orientation course without which they may not be able to secure a foot-hold in the city. This could also be combined with a program of complete immunisation and periodic inspection of their health records so as to follow them up until they are assimilated into the urban environment through a process of formal and informal adult education. Once he gains literacy and develops an

insight into the working of various civic institutions and regulations, he can offer his contribution to the improvement of his immediate environment and protect himself and his family members from urban hazards and exploitation. They would thus be in a position to contribute to social and economic development of his city and thus the nation. Unless we release this vast reservoir of human energy for social change and growth, we cannot make much headway towards happy urban life or national progress.

In the light of above, it may be useful to suggest outlines of a comprehensive community education and action project for urban areas. Selected urban neighbourhoods should be selected for mass education efforts through community development processes. The main object being to launch a massive program of literacy, social education and community action so as to prepare citizens—specially new urban residents—to assume social responsibility towards a better urban life. In designing this type of composite community education, maximum reliance should be given to local resources and initiative. The efforts should be coordinated with those of other voluntary agencies and municipal services. The adult educators should function as change agents and provide leadership in action programs for community betterment. Similar experiments should also be launched in new housing colonies, new townships, industrial workers housing estates and such other compact and organised urban areas. The aim should be to wipe off illiteracy from the project area within say 5 years and provide civic education through neighbourhood improvement programs.

The city today is the arch-stone of Man's culture and civilisation, while rapid and unexpected urban development, the hall-mark of modern living. This extensive manifestation of urbanisation has created highly complex problems all over the world. Slums, over-crowding, insanitary living conditions, housing shortages, choking traffic arteraries, air pollution, lack of open spaces, inadequacy of basic amenities and facilities like water supply, electricity, sewerage system, proper drainage, constitute the refrain of modern urban life. With the present rate of housing construction and the current back-log of about 13 million houses in short supply, we may have to live with ever deteriorating urban living conditions in India for a long time to come. The only way to arrest this downward trend is to prepare and release intelligent human cooperation through a systematic program of comprehensive community education. The problems of the present age must not be left to the next generation to solve, but we must do our best before the time runs out; the instrument through which this can be done is adult education. This is our challenge and our opportunity. Let us avail of it.

Workers Education in the Seventies*

Pratap Sinha**

THE Census of 1961 shows that from among the population of over 439 millions, only about 24% could read and write. It is estimated that the total number of workers employed in organised industries is between 6 to 7 millions and out of which hardly 3 to 4 millions are literate. Therefore, in any programme of Adult Education for the workers emphasis has had to be given to eradication of illiteracy. But literacy alone will be of no avail if it cannot provide a worker the tool for promoting the betterment of his own personal life and for the community as a whole. In the words of Dr. V.K.R.V. Rao, Union Minister for Education and Youth Services, "Without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content, or quality of tone to our economic and social development that makes it worthwhile in terms of value and welfare. A programme of Adult Education and Adult Literacy should, therefore, take a front place in any programme for economic and social development."

Concept of Workers Education

A well-planned programme of Workers Education has to go along with a planned programme of rapid industrialisation. Any scheme of Workers Education, therefore, will have to aim at making the worker an efficient and disciplined operator at the plant level and prepare him to effectively participate in the management of industry, make him loyal and active member of his Union, make him responsible and a patriotic citizen, and last but not least make him lead a cleaner and healthier life based on a firm moral foundation.

The concept of Workers Education as it has worked in India during the last ten years can be detailed as under:—

(i) In the first, is included that aspect of the worker which makes him an important instrument in promoting healthy industrial relations leading to better life and higher productivity. He achieves this objective by actively participating in the Trade Union. It gives the worker strength, courage and proper safeguards which are necessary to achieve his rightful place in the industry, and strengthens the trade unions to make the collective bargaining a success. This gives industrial peace to the undertakings leading to higher productivity and ultimately

promoting the cause of both the workers and the industry.

(ii) With the growth of industrialisation it has become necessary to attain not only the functional literacy but also to equip the worker with technical know-how. The adult education for the workers should, therefore, be job-oriented. Vocational education has become a matter of greater urgency for the fast developing India.

(iii) A worker is not merely a wage earner, he is first and last a citizen of the country. He should participate fully in the day to day life of the society which makes it obligatory on his part to know his rights and obligations. He is a social being and should, therefore, know all about the social, economic and cultural changes which are taking place in the modern world. It can be achieved through the general education and, therefore, the education does not end with the school but lasts from cradle to the grave.

To centralize this concept of the workers education various programmes have been undertaken by various agencies. The notable among them are:

- (i) Central Board for Workers Education.
- (ii) Workers Institute, and
- (iii) Poly-Valent Centre.

Central Board for Workers' Education

In 1958 the Government of India set up an autonomous body known as the Central Board for Workers Education with the object to educate the workers for developing stronger and more effective trade unions, to develop leadership from the rank and file and to promote among workers a greater understanding of the problems of their economic environment, and as citizens.

To achieve these objects the Central Board for Workers Education has representatives of the Central and State Governments, representatives of employers and labour and of universities.

Programmes

The workers educational programme is divided into three stages:

- (a) The first stage consists of training of education officers who are top level training officers.
- (b) In the second stage, selected workers are trained by the education officers as worker-

* Paper submitted for the Bhubaneswar Conference.

** Shri Pratap Sinha is Assistant Secretary, Workers Institute, Indore.

teachers in full time course of three months' duration.

- (c) In the third stage, the worker-teachers on completion of training conduct programmes for the rank and file of the workers in their respective factories or places of employment of unit level classes.

Workers Institute

Another experiment in the field of Workers Education has been carried out by the Workers Institute in Madhya Pradesh at Indore. The Institute was set up in 1960 as a pilot project of the Central Ministry of Education. In the Workers Institute Board the Central and State Governments, employers and workers representatives are represented. It also includes eminent educationists and social workers.

The object of the Institute is not only to make the workers literate but also impart social education to them to enable them to understand the changing currents in social and political life and to play a constructive role in the socio-economic development of the country. It tries to develop in the workers a sense of responsibility towards the industry in which they work, towards the society where they live and lastly but not the least, towards the country at large.

Programmes

The Institute implements its objectives through three-fold functions, namely, educational, economic, social and cultural.

(a) *Educational:* The institute conducts literacy classes for the illiterate workers in the factories as well as in the localities of the workers. Follow-up classes are organised to make the literacy functional. It also organises classes for the neo-literates.

It will only be a one-sided progress if the male members alone are educated. The Institute has, therefore, started a number of ladies' centres in the labour localities. Education at these centres is provided from the literacy stage upto High School standard. Besides literacy, women are also provided with the facilities of receiving training in subjects of Home-Science.

(b) *Economic:* The Institute provides training in sewing, cutting, toy making and other small home industries which would help in the general progress of the family of the worker and bring some economic relief.

(c) *Cultural and Social:* In order to bring out the hidden potentialities and talents among the workers, facilities of training for painting, music,

drama are provided by the institute to the workers. Recreation and entertainment is also provided by the Institute by organising dramas, folk songs and music programmes. The Institute is also running a library for the workers to create in them the taste for reading and enriching their knowledge. For the neo-literates, a mobile library is also organised by the Institute.

Impact of the Programme

The Workers Institute has not only made the workers literate but also kindled in them a desire to continue their education and a taste has been created for social and cultural development. The community centres have created in them the feeling of the community life and social and political awakening.

Poly-Valent Centres

Recently, with the provisions in the agreement between the Government of India, Ministry of Education and the United Nations Education, Scientific and Cultural Organisation, Poly-Valent Centre has been started at Bombay. Such centres are proposed to be started in near future in the different parts of the country.

Objectives

The Poly-Valent Centre is an institution to provide education for workers of a perpetual, integral and functional type. The programme of poly-valent centre is not literacy or liberal education alone. It aims at wider and more comprehensive education based on the needs of developing society. It attempts to raise the level of living of workers by bringing to their knowledge the use of science and technology.

The role of poly-valent centres may be to enlarge the scope of education of workers and to plan to meet the total educational needs of the workers.

The object of the poly-valent Centre is to provide an integrated programme of education which is directed towards enabling the worker to produce more. It aims to result in increased production, and a richer and fuller life for the worker and his family by providing opportunities to him to improve his knowledge and skill.

The Poly-Valent Centre is a new experiment in the field of workers education. Under the auspices of the Bombay City Social Education Committee, Shramik Vidyapith is making a rapid progress and the success of this centre, is watched with keen interest and if it takes a momentum, it will give a wider and more useful integrated programme for the betterment of the workers and will give new dimensions to the workers education programme in India.

New Approach Through Functional Literacy

Thus, it will be seen that during the last two decades workers education in India has made posi-

tive in-roads in the every day changing life of workers. Recently, the Education Commission set up by the Government of India has proposed this closer link between education and life by emphasising that education in India should be related to production, should 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 can also be applied to the workers education and now the emphasis is on the all round development of the personality of the worker. Workers education today in India has emerged from the early stage of literacy to the functional literacy and job-oriented education and has taken a programme which covers a life-long process embracing primary education, communication of skills, citizenship and liberal education, vocational proficiency, organisational competency and cultural pursuits.

Functional Literacy—The Need of Today

To implement these objectives and to lay a solid foundation it has now become imperative to give a new shape to the whole programme of Workers Education. The rapid pace of industrialisation set up during the Five Years Plans has made obligatory for both the industrialists and Government to educate the workers for efficient and qualitative production, elimination of waste and congenial industrial relations. Many new big power projects and industries are being set up in the country. The number of illiterates in the age group of 15 to 45 is estimated to be nearly 16 crores. The magnitude of the problem and importance of job oriented and vocational education can, therefore, be readily recognised. Just as it has now been realised that the 'Green Revolution' cannot be achieved unless the farmer is made not only literate but trained for the job, and, therefore, the Farmers' Education Programme has been launched in the rural areas and is making impact on farmers, an effective programme of Functional Literacy has become necessary for the urban areas and especially for the industrial towns in this decade of seventies.

Programme of Functional Literacy and its Implementation

An effective programme of Functional Literacy for the workers should include:—

- (i) Technical know-how about the work in which the worker is engaged;
- (ii) Reading and writing skill so as to grasp the technical know-how and to use it effectively and usefully; and
- (iii) to sustain and use the knowledge gained by the trainees for further development.

Thus it is necessarily an in-service training pro-

gramme in which the literacy is integrated with the acquisition of skill and knowledge of the job a worker is performing.

Looking to the magnitude and importance of the problem it will be apparent that its implementation is not an easy task. In the first place, it is necessary to effect a radical change in the out-look and thinking of the employers that it is in their interest to have literate skilled workers. Secondly, the workers should be enthused and attracted for the benefits accruing from it. Here the Trade Unions can play a vital role of mobilising the workers for the purpose. Lastly comes the Government which is interested in stepping up the production with qualitative improvement. Therefore, to implement the programme of Functional Literacy, not only the active cooperation of the industrialists and Trade Unions is very essential but the various departments of both the Central and State Governments like Education, Labour and Employment, Industrial Development, should also actively participate. In fact, the Government should make it obligatory on the part of the employer to educate each and every worker of the industry.

Conclusion

Thus, it will be seen that a beginning has been made and a basis has been formed for this functional approach towards Workers Education. It now needs to be pursued and pushed up vigorously so that in this decade of seventies it will bear fruits and the entire labour man-power, especially of the age group 15 to 45 will be covered under this programme.

ADULT EDUCATION IN THE SEVENTIES

(Continued from page 6)

the child's life. Thus the community functions of the School are not something tagged on to certain functions of the School which have been thought out to be different all along. The School is the matrix of social action and of social perspectives. Its teachers as well as pupils are a part of the community to which they will contribute as much as they can and therewith enrich their own lives and that of the community.

For making the concept of life-long integrated education a reality, it is essential that the experiments with the idea of community school, should be undertaken on a pilot project basis in a few States wherein some teachers already trained in Adult Education may be appointed or the existing ones given orientation.

Summing up Adult Education in the Seventies should consist of Education for Social Responsibility, Education for Democracy, Education for greater and better production, education for Family Planning as an integrated programme with School as the Centre for social action and community education and with Radio and Television as aids to make the concept of the Life-long Education a reality.

Adishesiah to Inaugurate Madras Conference

The Conference of Asian and South Pacific Vice-Chancellors on Continuing Education and the Universities will now be held in Madras from December 26-30, 1970. It will be inaugurated by Dr. Malcolm S. Adishesiah, Deputy Director-General of Unesco.

The Conference convened by the Indian University Association for Continuing Education (formerly known as University Adult Education Association) in collaboration with the University of Madras, will study the philosophy and practice of continuing education, bring out the importance and usefulness of the university's role in continuing education, formulate programmes of continuing education to be implemented by universities and consider the organisational structure necessary within a university to promote continuing education by the university.

Information: Secretary, Indian University Association for Continuing Education, C/o Inter-University Board, Rouse Avenue, New Delhi-1.

Lowe Visits Association

Dr. John Lowe, Director of Adult Education and Extra-Mural Studies, University of Edinburgh, Scotland, visited the headquarters of the Indian Adult Education Association on October 3, 1970. He had discussions with Shri S.C. Dutta, Hon. General Secretary of the Association on correspondence education and evening schools in India.

IFFTU Convention in December

The International Federation of Free Teachers Unions, will hold a convention in Kuala Lumpur, Malaysia, from December 27-31, 1970. The theme is "EDUCATION FOR LIVING". Information: Mr. Gurnam Singh, IFFTU Representative, 14-1, Jala Ibrahim, Muar, Johore, Malaysia.

Illiteracy in the U.S.

At least 13 per cent of the adult American population are illiterate, the *International Herald Tribune* reported on September 14, citing a survey made by the National Reading Council. This segment of the population "lacks the reading abilities necessary for survival". This figure, the paper added, "far exceeds the federal estimate that 8.3 per cent of American adults are functionally illiterate".

International Literacy Week in Mysore

The International Literacy Week in Mysore was celebrated by the Mysore State Adult Education Council from September 8-14, 1970. 265 functions were organised in all the centres and vidyapeeths of the Council.

35 literacy classes were started. Folk-art demonstrations were held at 42 places and film shows were arranged in eight centres. Lectures highlighting the importance of mass education by prominent educationists were also organised at various places in the State.

Third National Library Week

The Indian Library Association, Delhi, will celebrate the Third National Library Week from November 14 to 20, 1970.

New Publications Checklist

	Rs.P	\$.C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective—J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education—revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education—revised edition	3.50	1.25

Order from :

Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

Seekhna aur Seekhana

Hindi Translation of the famous book 'How Adults Learn' by Dr. J.R. Kidd

'.....the first basic and comprehensive textbook in the field of adult learning and programming available in Hindi Language'. *Seeds of Promise—A Four Year Report of University Adult Education in Rajasthan.*

Price Rs. 7.50

Can be had from :

Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.

List of English 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. Recreational and Cultural Activities in Social Education—rev. ed.	3.50
6. Libraries in Social Education—rev. ed.	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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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



INDIAN JOURNAL OF

ADULT EDUCATION

December 1970

Volume XXXI Number 12

Editorial Board
Dr. M. S. Mehta
Shri J. C. Mathur
Dr. T. A. Koshy
Shri G.L. Shukla
Shri Anil Bordia

Published every month by the
Indian Adult Education
Association

Subscription
Rs. 8.00 p.a. (Within India)
\$ 3.50 p.a. (Overseas)
Single copy Re. 1.00

Indian Adult Education
Association,
17-B, Indraprastha Marg,
New Delhi-1.

CONTENTS

- Family Planning and University Adult Education
—J.K. Friesen 3
- University and Adult Education:
A Pilot Project in Ceylon
—J.E. Jayasuriya 5
- Education or Training: A Dilemma
—D.F. Seasman 6
- Role of Adult Education in the Green Revolution
—J.C. Mathur 7
- Voluntary Organisations and Adult Education
—M.L. Kapur 11
- Adult Education and the Green Revolution
—N.K. Pant 13
- Rameshwari: A Case Study of a
Functional Literate
—T.R. Singh 15
- Indian Adult Education Association:
General Secretary's Report for 1969-70 17

New Publication

Adult Education and National Integration

Price Rs. 3.50 (Inland) Abroad \$ 1.25

Please send your order to

Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi-1



for QUALITY CATERERS

'MEGH' marked Quality Slated Roll-up Black Boards are for those who CATER FOR QUALITY!

MEGH Black Boards are noted for their Quality, Portability, Handiness, Anywhere hangability, Writeability with chalk, Readability from any angle of vision & Eraseability with duster.

MEGH Black Boards are useful for any kind of Education—such as—Pre-primary, Primary, Secondary, Higher, Industrial, Technical, Agricultural, Legal & Military!

MEGH Boards are available in PLAIN, GRAPH, COPY-LINE, DOTTED PATRONS & OUT LINE MAPS OF ALL THE COUNTRIES.



We will be pleased to have your inquiry at:—

MEGH SLATE FACTORY (PRIVATE) LTD.,

Post Box No. 24.,
BARAMATI (Puna) INDIA

Indian Journal of

ADULT EDUCATION

Vol. XXXI

December, 1970

No. 12

Workshop to Discuss Integration of Adult Education with Family Planning

THE Indian Adult Education Association is holding a Workshop of Adult Education and Family Planning experts in New Delhi on December 18, 1970, to discuss the ways and means of integrating adult education activities with family planning programmes.

The workshop is being organised in pursuance of the resolution of the 24th All India Adult Education Conference held in Bhubaneswar in October this year. The resolution said that the Association should draw up a syllabus of the reading material for the illiterate and the neo-literate adults for producing in them an understanding of the problem and developing an attitude of acceptance and application of the various ways of population control. The Association should in consultation with subject matter experts hold a workshop to achieve this purpose.

The workshop will study the content of follow-up literature, the effectiveness of correspondence education for creating consciousness for population control. It will also examine the nature and content of the orientation course for adult literacy teachers. The workshop will also consider the role of mass media in developing population consciousness, and make recommendation about the pattern of co-ordination between literacy workers and family planning units.

Zakir Husain Memorial Lecture in Madras

Dr. K.G. Saiyidain, former Education Secretary, Government of India, will deliver the first Zakir Husain Memorial Lecture in Madras on December 29 this year. The subject is "Humanism of Dr. Zakir Husain."

The Zakir Husain Memorial Lecture has been instituted by the Indian Adult Education Association to commemorate the distinguished services of Dr. Zakir Husain to the cause of education and enlightenment and his close relationship with the Association.

Establishment of Vidyapeeths Urged

A resolution adopted at the 24th All India Adult Education Conference held in Bhubaneswar in October, 1970 said that the Conference appreciates the programme of residential Vidyapeeths set-up by Mysore State Adult Education Council and similar other organisations and institutions and recommends that such programmes may be initiated and developed in other parts of the country to promote continuing education and train rural leadership.

Open Varsity Seminar in Delhi

Experts from the United Kingdom, the United States and Australia will be among the participants at a four-day seminar on 'open university' opening in New Delhi on Dec. 16.

The project, which aims to provide the people facilities for higher education through the medium of radio broadcasts, was discussed in April at a meeting of the central committee constituted by the Government of India for the International Education Year.

The Dial Tone

The University of Saskatchewan (Canada) first used "Dial Access" a telephone tape system which enables practicing physicians to obtain the latest information on the management of various medical problems. The service, similar in nature to the dial access service used by the University of Wisconsin for the past four years, was introduced by the Department of Continuing Education. Not to be outdone, the University of Acadia has introduced "Dial E for Education", an extension course in the social function of education via educational telephone. The professor teaches at Acadia...his students are at Yarmouth. Two telephone lines provide two-way voice communication; lecture notes are relayed by overhead projector. One-half credit available from the Extension Department! Earlier experiments in this field were carried out for a while by Memorial University and University of Saskatchewan.

Adult Literacy Quinquennium Programme in Andhra Pradesh

An Adult Literacy Quinquennium Programme in depth was inaugurated on 22 November, 1970 at Ongole in Andhra Pradesh by Miss Lily Quy, the Adult Education Secretary of National Christian Council of India. The programme is under the auspices of Samvasam of Telugu Baptist Churches of South India.

Messages of good wishes were received from the President of India, Prime Minister of India, Dr. M.S. Mehta, President of Indian Adult Education Association, and Dr. (Mrs.) Welthy Fisher.

It has been started with the help of Rs 1,25,500-00 from the World Mission Campaign Funds of American Foreign Mission Society to eradicate illiteracy.

Literacy Discussion A New Magazine

The International Institute for Adult Literacy Methods, Teheran, Iran, has been publishing a quarterly bulletin entitled *Literacy Discussion* in English and French since January, 1970. The summer issue has been devoted to literacy research.

Copies of the bulletin are available free of charge from Dr. J.D.N. Versluys, Director of the Institute, P.O. Box 1555, Teheran, Iran.

CAAE Honorary Life Membership to Dr. Alan Thomas

The Canadian Association for Adult Education has presented an Honorary Life Membership in the organisation on the occasion of its 1970 Annual Meeting to Alan M. Thomas, the former Executive Director of the Association.

The citation said that the award was made in recognition of the contribution which Alan Thomas had made to the field of adult education and to the life of CAAE.

Chatterjee for Honolulu

Dr. Bishwa Bandhu Chatterjee, Professor of Psychology and Education, Gandhian Institute of Studies, Varanasi, left for Honolulu, Hawaii Islands on 27 November 1970. He will stay and conduct research work at the East-West Centre for four months.

He plans to visit a few important centres for research in U.S.A. and Europe before returning to India in April 1970.

Subscription

for

Indian Journal of Adult Education

We advise our readers, other than those who are members of the Association, to renew/send in their subscription for the monthly Journal. This will ensure regular and timely supply of the journal to them.

The annual subscription is only Rs. 8 00 (within India) or \$ 3.50 (overseas). Subscription for one or more years may be paid either in cash or through money order or crossed cheque/postal order in favour of 'Indian Adult Education Association'.

—Editor

Family Planning and University Adult Education

John K. Friesen

A New Responsibility

THE urgency of the population problem matches the desire for world peace; and the two are interrelated. In recent decades the population explosion has taken on astronomical proportions. The statistics are well known: 2000 years ago there may have been a quarter of a billion people on earth; eighteen centuries later there were a billion; about a century later, by 1930, planet earth had a population of two billions. 34 years later the population reached three billions. In ten years time the world may have over four billion people.

What has brought on this new crisis in our time? It was science which saved births and checked the death rate—both trends now increasing throughout the world.

Can agricultural science, with its recent green revolution, save the day? Expert opinion thinks it cannot; by the year 2000 the earth's arable land may no longer feed the earth's seven billion people. Other resources are being depleted at an alarming rate; and the smog hanging over cities of developed countries is now recognized as a major concern to health. A scientist has observed

that if the developing world were consuming resources at the rate of the developed countries, the world consumption would increase twenty-fold. Has the world twenty times its presently consumed major resources?

Let me be more specific and look at the individual family—the husband and wife who if informed decide on the number of children they want. The literate and affluent in any country plan their families. Europe's growth rate is low, 0.8% or 8 per 1000. The U.S. and U.S.S.R. rates are almost identical at about 10 per 1000. It is when we come to the people of Asia Africa and Latin America, with their low per capita incomes, that we observe the population crisis. Latin America has a 28 per 1000 growth rate, doubling its population every 25 years. The recent Pearson Commission Report on International Development illustrates the two-world contrast thus: the developed world has 34% of the population and 87.5% of the Gross National Product; whereas the developing world has 66% of the population but a mere 12.5% of the GNP.

Hence we have affluence, literacy and small families on the one hand, and on the other, poverty, illiteracy and rapid

population increases. It should be observed that this paradox is not explained by the often quoted opinion that illiterates desire to have large families; in fact the studies in a number of countries by the Population Council and other agencies reveal the opposite; the rural mother of 7, 8 or more children wants only 4 or 5 and the more literate urban mother wants 2 or 3. The key these women are searching for is HOW! It is know-how and clinical services that spells the difference between an exploding population and a universal search for orderly progress.

If I have been didactic about this subject, I admit it was my purpose to submit to you, my colleagues in University Adult Education, that there is no subject on your programme of studies as significant as the population programme. We may face the nuclear bomb with trepidation and often with a sense of helplessness; but we can face the population bomb in the firm belief that, again with the aid of the sciences, something can be done about it now. Today fortunately this problem stands very high on the agenda of the UN and of many nations. What priority is given it by University Adult Education? I leave you to answer that question.

Opportunities for University Adult Education

What is the aim of University Adult Education? It has been defined as helping the individual to acquire a sense of the first-rate so that he may act on it. The present condition of millions upon millions of families stands in sharp contrast to education's shining goal. In fact, for them even the most basic of human needs are often lacking; and the thought of the individual's development to a high degree of excellence is a mere dream.

What are the requirements of a national family planning programme to which the university and adult education in particular

can directly contribute? They are the familiar three areas: teaching the academic programme, research, and university extension.

1. Teaching

A population programme requires a wide spectrum of personnel, among them demographers, sociologists, economists and statisticians, physicians and paramedical personnel, planners, administrators, and educators. Formal university programmes and courses, of which there are some good examples in both developing and developed countries, need to be organized and staffed for these relatively new fields of study. Up to now only a few institutions or universities, primarily in the U.S. and Europe, have graduated a limited number of experts for the large number of countries requiring them. The next phase is to have developing countries also establish these studies and services in their universities, benefiting from past experience of others, adapting and creating programmes to meet the needs of individual cultures.

In planning curricula it is important to give the family planning administrator, and specialists too, at least an overview of the whole field—medical, demographic, social and educational. One also needs to go beyond the training of specialist groups and aim to include the population subject in virtually all faculty and departmental programmes. If, at the outset, family planning requires specifically trained staff, it should be stressed that this programme at the community level becomes interrelated with other health, literacy, and economic activities. And looking to the future, as education does, the junior and senior high school curricula need to include population content, as a number of countries have recently been doing. In these ways the country achieves a long-term objective in successful family planning.

2. Research

The population field has for some years benefited by demographic and medical research; this is continuing and rapidly expanding. Newer research needs for family planning are in education and communications, and in such areas as economic planning, administration, political science, sociology and program evaluation. While government departments will initiate some of this research, the university is uniquely equipped with resources to play a major role in research in all aspects of family planning and to advise and assist national programs.

3. University Extension

As I have observed, family planning is only in part a concern of medicine and the social sciences. A new program soon discovers that the task of informing and educating the public is a major responsibility if the established health centres are to attract clients. This is a gigantic undertaking for the specialized staff and cooperating personnel down to the local level.

In these areas of training, extension departments are by function well suited to serve. As many universities in Africa and some other developing regions have shown, continuing education can also reach beyond professional ranks and provide training (of trainers) for very large numbers of para-medical staff, community development personnel and volunteers.

The five steps of learning are familiar—awareness, information, consideration, trial and adoption. Family planning programs have found that the mass media are of particular value in creating awareness and informing the public; hence training in this area is significant because the extensive use of the mass media is essential in any successful population program. Something has been learned about the use of mass media in these programs but a great deal more practice and research are required.

As to the remaining steps—evaluating, trying and adopting a family planning method—this requires more than mass media dissemination. It calls for adult educators adept at door-to-door interviewing, at presenting materials to a variety of audiences—from illiterate to educated—and administering educational programs at national and other levels of organization. Family planners generally agree that probably the most neglected area at present is the whole range of concerns and activities we term “communications.”

Assistance is Available

While population and all programs in development are obviously the sole concern of the country embarking on them, international and other agencies are now able to make their contributions on request. A fairly recent and most promising contributor is the United Nations through its Population Trust Fund. Another is the international Planned Parenthood Federation. A third is governments like the USA (the largest contributor to date), Sweden (a pioneer in this field), and more recently a few other countries. The Ford Foundation, the Population Council and the Pathfinder Fund are among foundations who contribute substantially to population programs.

It should be stressed that family planning today is almost everywhere a responsibility of government. Universities will therefore want to cooperate closely with the emerging or existing national programs, in their planning and in assuring a coordinated use of resources. As its history has often shown, University Adult Education has both extended formal academic programs and at the same time created new studies to meet individual and community needs. In most countries family planning is a new and developing responsibility. I can think of no more urgent concern for today and for this decade of the 1970's.

UNIVERSITY AND ADULT EDUCATION

A Pilot Project in Ceylon

J.E. Jayasuriya

UNIVERSITIES in developing countries need to interest themselves in youth and adult education activities on a broad front if they are to make an impact on the problems facing these countries. In this connection, a recent project of the University of Ceylon has lessons for other developing countries as well, and a brief description of the project is offered below. The project was financed by the Unesco National Commission for Ceylon, and its sponsors called it a pilot project for the reason that this was the first time that any university in Ceylon was participating in an adult education project.

The project under review was operated in two villages and in the university campus itself. Geared as it was to the needs of the rural population, there were three main foci of interest, namely (a) Physical and Mental Health, (b) Culture and Citizenship, and (c) Agriculture. In relation to physical and mental health, and culture and citizenship, the programme took the form of lecture-discussions with selected youth and adults, conducted in village school halls; in relation to agriculture, the programme consisted of lecture-demonstrations conducted within the university campus itself in the experimental plots of land used for agricultural activities by the students of the Faculty of Agriculture and Veterinary Science. The titles of the lecture-discussions were as follows:

Physical and Mental Health

1. Evaluation of the health problems of Ceylon.
2. Environmental sanitation.
3. The spread of disease; methods of control.
4. Food and health.
5. Psychological needs.
6. Mental mechanisms.
7. Social aspects of health.
8. The health services and the citizen.

Culture and Citizenship

1. The geographical background to the Kandyan kingdom.
2. Man and his environment in the Kandyan areas.
3. The prose literature of the Kandyan period.
4. The verse literature of the Kandyan period.

Prof. J.E. Jayasuriya is Head of the Department of Education, University of Ceylon, Peradeniya, Ceylon.

5. The duties of a citizen.

The titles of the lecture-demonstrations were as follows:

Agriculture

1. Different methods of planting rice.
2. Crop-protection—the use and maintenance of sprayers and dusters.
3. Seed testing and nursery techniques.
4. Hardening and transplanting of seedlings and vegetatively propagated plants.
5. Vegetative propagation.

The invitees to the lecture-demonstrations in agriculture were selected villagers (youth and adult) recommended as being actively engaged or interested in agriculture. They were paid their bus fare and brought to the university. They had known the university only from the outside, and it was quite a novel experience for them to be allowed within the precincts of what was thought of as a hallowed tower of learning open only to a select few who had shown academic excellence at school. It was inconceivable that the illiterate or semi-literate should be provided with a learning experience within so prestigious an institution as the university, and while the initial reactions were of wonder and awe, the simple village folk adapted themselves to their new surroundings in a short space of time. There was a general desire to maintain and strengthen the contacts that were established between the university and the villages.

An interesting feature about the lecture-discussions was that at the end of each lecture a printed synopsis of the lecture distributed. This was greatly appreciated by the participants, and according to the information given by some of them, it would appear that the printed material taken away was later circulated for reading among others in the same household as well as among neighbours and friends. This meant in effect that the contents of the lectures reached many more persons than those who attended them.

Assessment of the Project

Whether the participation of the people in this programme will result in a lower incidence of physical and mental illness, a broadened cultural outlook, or a more scientific attitude to the practice of agriculture is not easily ascertainable. Using, however, such criteria as:

- (a) the interest shown by the participants and their attendance, sometimes in the most adverse weather conditions,
- (b) their expressed disappointment that the programmes ended without going on further,

there is no doubt at all regarding the value which the people themselves placed on the programmes.

To some university students, who assisted the staff in carrying out the programme, this was their first opportunity of sharing with villagers the new professional knowledge which they were acquiring in the University. It was undoubtedly a rewarding and chastening experience for them.

The synopsis that were prepared for distribution constitute a useful stock of material, capable of wider use in the future, after making necessary simplifications and improvements. As a first effort, they were written from the point of view of the persons delivering the lectures, and there was little time to do anything more. It is now necessary to evaluate them from the point of view of an unsophisticated reader, determine the extent to which such a person can extract sense from the material, and do such rewriting as appears essential.

Suggestions for the future

An important lesson from the project is that through this kind of programme a great deal of enthusiasm can be stirred up among villagers. Yet, it would be an uneconomic use of the university's resources to use its personnel and the materials prepared by them in repeat programmes in other locations, though it is very easy to do this, and there could well be no limit to the possible locations. The development to be desired is not in this direction but rather in that of using the personnel and materials to present the programme to selected persons capable of and interested in taking on assignments in turn to present the programme, with necessary modifications, to villagers in various areas. In other words, a training programme for adult educators can be initiated. Simultaneously, experimentation by the University could go on directly with villagers in one or two locations using other kinds of material and approaches, and in due course the experience from it could provide a training programme for another group of adult educators. It could thus be a two tiered activity, consisting firstly of an experimental programme with villagers and secondly of its diffusion among adult educators, with the very great advantage that each such experimental programme could discard stereotype and take on a new look, passing on its insights thereafter to new groups of adult educators. Possibly, it is by a role such as this that the university's leadership function in the sphere of adult education can be most effectively discharged.

A Dilemma

EDUCATION OR TRAINING

Don F. Seaman

Educating the disadvantaged has become an important social issue in recent years. However, the main concern is no longer that of whether or not to educate. Research indicates that most citizens are accepting the fact that it should and must be done. The dilemma has been created by the dissention among various individuals as to what this "education" shall consist of and how it will be accomplished.

IN one camp are those who are mainly concerned with providing the disadvantaged adult with the kind of training through which he can acquire a vocational skill in order to secure gainful employment. This group is somewhat aware that basic skills in reading, writing, and computation are needed in order to develop vocational competency, but they advocate that these basic skills should be acquired within the context of vocationally-related experiences. They seem to believe that once the person becomes employed, he will have few additional problems, social or otherwise. It is quite possible that the vision of decreasing welfare roles greatly influences the reasoning of these tax-conscious citizens, obliterating the fact that not only are personal, social and community related problems involved in this training. In addition, as soon as this newly-acquired skill becomes obsolete (as most do), the trainee will return to begin the entire process all over again.

On the other side are those who feel that the educationally disadvantaged adult should acquire learning in the form of knowledge and skills which will enable him to improve his life at home, during work, and in the community. In essence, the student should be taught to utilize his new learning in a variety of situations. This emphasis transcends the idea of training—presenting a pattern for the learner to follow precisely—and the concern becomes one of education, of helping the student to acquire a new kind of relationship for himself and those around him.

Training can usually be provided more quickly with more immediate results. Education, while requiring more time and effort, also requires more money to plan, develop, and implement programmes to provide learning experiences related to the personal or social needs and goals of the educationally disadvantaged adult.

Which path to follow? That which is less costly and offers somewhat more immediate results? Or that which is more expensive but provides results which are long-lasting? This is the dilemma educators are facing today and this dilemma must be resolved as soon as possible if we are to provide effective learning experiences for the millions of educationally disadvantaged adults in this country. To this end, intelligent decisions are needed and needed now,

ROLE OF ADULT EDUCATION IN THE GREEN REVOLUTION

J.C. Mathur

THOUGH the term green revolution is popular, it is a little premature to use it for the transformation of agriculture that is currently taking place in India. It is a revolution all right but its results which is what the word 'green' connotes have still to be sufficiently widespread and stable for this term to be used. In examining the question before us it will, therefore, be more appropriate to consider the extent to which adult education can contribute towards making the current transformation of Indian agriculture a widespread experience and putting it on a firm and long-term footing. In other words, we should consider why adult education becomes a more significant factor in agricultural development at this stage than it was in the initial stages of the change.

High Yielding and Short Duration Crops

The initial stage of the new agricultural transformation was primarily concerned with break-through in the genetic development of seeds, brought about by agricultural research scientists. The genetic improvement has been based upon the adaptation of certain exotic dwarf varieties of cereal seeds to Indian conditions. These have two principal characteristics, namely, they are high yielders (4 to 5 times the indigenous varieties) and they do not 'lodge' (thus preventing heavy losses of grains resulting from the drooping of plants). The research scientists have one other major achievement to their credit, relevant to the 'revolution'. Apart from high yielding varieties, they have been able to develop short duration crops, both cereals and non-cereals. For example, as against the old 180 day maturity, there are now paddy crops of even 100 days maturity. Moong dal, which can mature in 3 to 4 months, even sugarcane of short duration maturity and a number of wheat varieties that ripen fast—all these have completely changed the outlook of the farmers because they can now attempt to obtain two or three or even four crops from the same land. From multiple cropping to relay cropping is the latest slogan and the potentiality of small plots of land is tremendously increasing as a result of such cropping patterns. It so happened that the evolution of high-yielding and short duration varieties occurred at a time when cereal prices were favourable to the farmer. The incentive of prices stimulated interest

in the results of the research leading to higher output.

Chemical Fertilisers

That was the initial stage of the agricultural break-through. The second stage was a sharp awareness among farmers of the value of those aids to production which in the past were not so meaningful in the absence of such new varieties. These aids are additional resources of water (ground water through tubewells), chemical fertilisers and pesticides. All the three were known before. The revolution came in the attitude of the farmers towards these aids or inputs. This is because the new varieties can succeed only with heavy dosage of fertilisers; heavy dosage of fertilisers calls for assured water supply and the lush growth resulting from the application of fertilisers and water call for plant protective measures. A contributory factor in the new awareness of the immense value of ground water and other inputs was the countrywide drought in the years 1965-66 and 1966-67. In a sense the drought was a blessing in disguise for it forced many farmers to turn to alternative sources of water and to new seeds and scientific practices for which research was already preparing the ground.

Betterment of Economic Conditions

The third stage of modernisation follows from the two earlier stages and is equally significant. Investment on the inputs became worthwhile for the farmer because of the heavy and assured return from the new crops. What is more, such investment became meaningful even in small holdings of say 3 to 5 acres each. Thus even a small farmer can look forward to a margin of profit from the investment that he makes in production. This led to a big increase in the demand of farmers' credit. Not only were the traditional credit agencies such as the cooperative societies roused into action, the commercial banks also began howsoever haltingly, to operate in some rural areas, to assist the farmer in getting the inputs. The overall result of these operations is that the farmer has begun to think in terms of investment agriculture which is different from the traditional concept of subsistence agriculture. The uncertainties of the monsoon are still dominant factor. But wherever water resources are available regardless of the vagaries of the monsoon, the concept of investment agriculture is very much a practicable proposition.

Communication of New Technology

It is necessary to understand these three stages

Shri J.C. Mathur is Additional Secretary, Department of Agriculture, Union Ministry of Food, Agri., C.D. and Cooperation and Vice-President, Indian Adult Education Association.

that constitute the substance of the 'green' revolution in India. It is at this phase that the fourth stage of agricultural revolution namely, the communication of the new technology as well as of the implications and practices of the new agricultural economy to the primary producer has to emerge as a sustaining and extending factor. Can research, inputs and credit by themselves sustain agricultural transformation over a long period in the five lakh villages of India? Can the practice of new technology be adopted, the access to the new inputs achieved and the utilisation of the new credit ensured for the 60 million holdings in this vast country without education of the producers? Hitherto the general belief of scientists and programme planners has been that adult education including literacy are a desirable aid, but by no means essential elements in the new agricultural strategy. Much of the training has been treated as an auxiliary activity, not necessarily in the main stream of the production programme. But the problem is far more complex and it is necessary to analyse at this stage some of the complications that may arise if adult education does not step in at this stage of the "green" revolution.

The first complication is caused by what some American sociologists have called "replacement of the jajmani system by the money economy." By the jajmani system is meant the services in kind which the smaller tenant and agricultural labour and craftsman use to provide to the bigger farmers. With the increased potential of the small holding the rendering of such services is becoming redundant. The bigger farmer therefore may wish to mechanise fast. The small farmer will, therefore, have to be quick about the learning of the new technology and adopting new sources of income, such as multiple cropping and subsidiary activities e.g. poultry, piggery, milk production etc. If early action is not taken to carry the technology and to provide credit facilities and information about these facilities to the large number of small farmers and agricultural labour, there will be a transitional phase of tension between agricultural labour and the medium size farmers. The extension of the programme through the medium of education and training is therefore going to be a critical factor in the coming years. It was different in countries like United States where farm holdings were large and information could be sought by the big farmers on their own initiative. In a country where 70% population depends upon agriculture, there cannot be a switch-over to the large mechanisation farm. On the contrary large multitudes would continue to live on the land. They will seek equality of opportunity. The aim of education and literacy movement can be to provide equal opportunities to the rural people for participation in agricultural development. Such equal opportunities alone will sustain the production programme in the future.

There is another complication too. The mechanisation of agriculture is the first major step towards

bridging the widening gulf between urban and rural life. The agencies in this process are the personnel of government offices, local rural institutions, banks, shop-keepers, businessmen and non-Governmental organisations of various kinds. Most of them are men with some sort of education and certainly literacy, and yet this process of the pressure of a developing rural sector upon the urban sector is demonstrating the inadequacy of their education, their skills and their attitude. Never before was it more necessary to inculcate a general understanding of psychology and sociology among personnel who are to operate in the villages. Again it is in such a situation that the use of the techniques of communication become relevant not only to the professional educators but to all those who have to operate among or with the villagers. Adult education thus becomes a critical factor in the bringing together of the village and the market places.

Institution for Farmers

Another complication that needs to be reckoned with is that the Indian farmer (or fishermen, or poultry men or cattle farmer etc.) has no institution of his own as a reference centre, as a source of information, as a forum for exchange of information and experience. Not only is there no farmers' lobby in the country there is no farmers institution. Consequently, it is the politician and the administrator who become his spokesman subject to their own convenience and requirements. But the revolution in agriculture cannot be sustained over a long period in the absence of an institutional framework that does not depend upon the fickleness of political expediency or the remoteness of administrative mechanism. How is such an institutional framework to develop? One would have expected the Community Development structure to serve this purpose; but in its very nature the community development structure is a multi-purpose organisation concerned with many things and liable to be dominated by the political rural leadership. In any case, though it has provided a good framework for local rural self Government, the Community Development set up cannot be depended upon for professional level and intensive agricultural organisations. How then is such an institutional framework of farmers to arise? One answer may well be 'through Adult Education'. Scientific research in agriculture is moving fast and practically every month new practices, new seeds, new machinery and new perils to crops are coming to light. In such a situation communication and training (for which a composite term is Adult Education) will increasingly become a basic necessity for farmers. For these subjects they will need to have a baseline of their own, a continuing institution of their own. This may be a club or any other kind of institution where in an atmosphere of equality, freedom of expression and exchange of opinions, they can engage themselves in a process of self-study. If such small circles or groups emerge they will be a

continuing factor in the process of transformation. Eventually, they might well become the professional level Organisational Unit of the primary producer. These Professional level Primary Units can, in the course of time, coalesce into federations for various regions. This is just the time to make a beginning, of such a process. If it is not done the Green Revolution may drift into aimlessness and be tossed about by rumour, conflict of interest and want of moorings.

The above analysis of the role of Adult Education in (a) stabilising the agricultural break-through and (b) in carrying its influence and operations extensively over large areas and multitudes would be an academic exercise unless those who have been concerned with general Adult Education undertake practical programmes of implementation which can convince scientists and programme planners.

The broad frame-work of Adult Education in the transformation of agriculture is explained below :

Training of Primary Producers

(1) Training of primary producers i.e., farmers, fishermen, poultry-men, cattle farmers, etc. Adult Education for these large groups of producers has to consist mainly of an institutional programme which has to be (a) composite, and (b) production oriented. By production oriented is meant not just the giving of instruction on matters which concern particular kind of production but the provision of on the job training without taking away the learner from his work so that he can simultaneously use the new skills in the various stages of his production operation. This Adult Education has to be composite in the sense that it has to continue demonstrations on farmers' fields with other devices such as training camps, talks, audio-visual methods etc. Moreover it is to be linked with the supply of the inputs such as fertilisers, machinery, pesticides so that the farmer who buys them learns their proper use. The exercise of preparing the plan of one's own crop or other production operation should also be part of this education. Another skill which has to be imparted is that of dealing with personnel who are to supply the inputs or those who are in Government responsible for extension and administration. Under the impact of the new technology agriculture is no longer to remain a simple affair based on common sense and traditional wisdom. Therefore a composite training programme for farmers has to embrace such diverse and modern skills as the skill of keeping accounts, writing applications and above all an in-sight into the price mechanism and the market behaviour. For the young and the more energetic element among the primary producers, there may have to be more specialised training in processing and mechanical operations, storage etc. The setting up of Groups of Farmers based around demonstrations and discussions is of course an essential element in the training programme.

Adult Education for Specific Production Programmes

(2) Adult Education for farmers, fishermen, etc., cannot be planned on territorial basis. It has to be organised for specific production programmes, and mainly for localities and areas where such specific programmes are undertaken. People concerned with general adult education programmes are used to organising adult education in terms of districts and sub-divisions or in terms of schools and institutions. What is here suggested is that they should examine plan schemes of the various regions and identify those schemes in which training and adult education can and should be a critical factor. The Fourth Plan has schemes like Intensive Agricultural Development Programmes, Small Farmer's Schemes, Intensive Cattle Development Programmes, Dryland Farming, Intensive Poultry Development Programmes, Command Area Development of Irrigated Regions, special projects for ground-nut, oil-seeds etc., service centres for Agricultural Machinery, Inland Fishery Development etc. These specific schemes are dotted all over the country in different areas. The adult educator has to identify schemes in which he may be interested and locate the points at which adult education would be introduced.

Preparation of Vocabulary

(3) Functional Literacy for the primary producer is a highly complex and sensitive instrument. Old notions about primers and the six-month duration training in literacy have to be discarded. The adult educator should consider the preparation of vocabulary for specific production programmes and treating that vocabulary as the vehicle as well as the bait for literacy teaching. It can be meaningful only if the learner can apply simultaneously what he is learning. Of course, the bigger horizons of literacy will open out once the learner has got acquainted with that part of it which is of immediate utility to him. But the first thing is immediate utility.

Training of Agriculture Personnel

(4) As has been stated earlier in this paper the role of adult education is as significant for personnel concerned with production programme as for the primary producers. Personnel training has hitherto been organised in a rather fitful manner by governments both central and the states. Their schemes have been largely for government officials. Beginnings have recently been made of training programmes for personnel concerned with agriculture in business, industry and in banking. But neither universities and colleges nor non-governmental adult education institutions have entered this field except in a marginal way. Perhaps, this is because people with knowledge and experience of agriculture have not been initiated into the philosophy of adult education and are not yet admitted into the inner circle of the adult educators. It is also a fact that people in government, business and industry occupying high

positions have, in India at least, to be persuaded to accept the importance of adult education for their personnel. It need hardly be pointed out that learning today is a life-long process for people in all vocations. In the field of agriculture most professions tend to get out of date and in order to keep pace with the latest discoveries they need to be exposed repeatedly to training and educational programmes. Moreover, the personnel who have to organise programmes of distribution of seeds, provision of credit, demonstration of fertilizers, arrangement of marketing, have to acquire the skills of planning programmes, implementing them and co-ordinating with other agencies. These in themselves are highly specialised skills today. In India implementation of many a well planned production programme runs into difficulties for want of attention to details of coordination and synchronised action. Adult Education for personnel has to emphasise these skills.

Coordination between Governmental and Non-Governmental Agencies

(5) The agencies for adult education both for farmers and for those otherwise connected with agricultural development may have to be multifarious and both governmental and non-governmental. Hitherto, most of the work in this field has been done by governments. It has to be examined what contribution non-governmental organisations can make to adult education for the green revolution and in particular in what way a connection can be established between general adult education and that specifically for the new agriculture. In other words, the position of the various non-governmental organisations engaged in general adult education activities has to be determined in the framework of agricultural development. One approach could be to assign to such non-governmental adult education organisations specific work of functional literacy and of the training of personnel in the skills of communication and audio-visual techniques. These institutions have experience of this kind of activities and could, therefore, make their contributions in a field in which they have the capability. Under such an arrangement, however, it will be necessary to have proper coordination between the non-governmental organisations and the governmental agencies responsible for production and extension and supplies to farmers. This is because, as explained earlier, the training is to be provided at various stages of the Farm Operations and supply of Inputs. Practical difficulties have been experienced in achieving such coordination in the experiments conducted so far. The other approach could be that the non-governmental organisations should themselves organise production-cum-training programmes. In so doing they will have, in the area chosen by them, to apply themselves not only to the skills for which they have the capability (e.g. literacy, communications etc.), but also to various aspects of production. They may not be

able to operate over a large area but whatever little they do, it will be a more self-contained undertaking and within their limited sphere they would be able to gain a first hand insight into the elements of a production programme and thus bring about that synthesis between production and transmission of information, attitudes and skills which will make it a complete adult education experience.

Education of Urban People

(6) Another aspect of adult education and the green revolution is the education of the urban people and the intelligentsia in agricultural matters. The life of the big cities as well as the small towns depends very much upon the tempo and extent of agricultural development in the rural areas. Yet not much has been done for the understanding of the problems of agriculture. Fantastic notions about poverty, backwardness and conservatism of the farmers still prevail among many town people. Vague notions about the position of the small farmer and the landless labourers based upon out-of-date notions are also not uncommon. Documentary films on agricultural development shown in the cinema houses are not specific enough. Lately, some newspapers have introduced the columns on farmers. The Radio has regular programmes for farmers and rural communities. However, by and large the various media of information are dominated by urban and political issues. In the courses taught in schools and colleges there is very little attempt except in specialised institutions, to acquaint the future citizen with the problems of agriculture, fisheries, poultry, cattle development etc. This is a big gap in our education system. In the circumstances, it will appear to be one of the tasks of adult education to provide to the towns people opportunity for improving their knowledge of these issues, to discuss the problems and to express views. This will make for harmony in national life and would also contribute towards bridging the gulf between the city and the village. In this process, non-governmental institutions concerned with adult education have a very significant role to perform.

For the first time in India and other developing countries agriculture is becoming as specific, as goal-oriented and as investment-based as industry is. Undoubtedly, this attitude is the harbinger of a revolution. Those who are concerned with education would be judged by history in the light of their own initiative at this juncture in carrying forward the potential of the coming change to its logical fruition. The old concept of intellectual enlightenment being different from production enterprise based upon physical work has to be discarded. Today's agriculture is a challenge as much to the intellect as to physical effort. Therefore, education is germane to its progress.

Voluntary Organisations and Adult Education*

M.L. Kapur**

IN our efforts to achieve rapid social and economic development in India, high illiteracy among the population has been and still is one of the major handicaps. Today, two out of three Indians are illiterate. This is not only a serious hindrance to modernization and industrial development but also a stumbling block in the proper working of democratic institutions. In a democracy, the citizen has to exercise his rights intelligently and perform his duties efficiently for which a minimum of education is essential and literacy is, therefore, indispensable. In spite of the efforts made since Independence both by the Government and the voluntary organisations in the field of adult education and adult literacy, the actual number of adult illiterates

has been increasing by about 4 million every year.

Human Factor

The significant contribution of the human factor to rapid economic development has been recognised in India only lately. This should have received greater attention and emphasis as efficiency and productivity of the workers, whether on the farm or in the factories, are influenced by their ability to acquire knowledge and skills through further education, training and re-training. If the worker is to adjust himself to the changing pattern of society and if he is to have a better understanding of his role in the emerging social order, he is in need of further education.

Continuing Education

Expansion of knowledge takes place at such a fast rate that every educated person needs continuing education to be able to keep up with the current developments in his own field as

well as in other fields in which he is interested. Thus, the major task of Adult Education in India today relates to:

- (i) Speedy reduction of illiteracy and linking literacy to agricultural and industrial production.
- (ii) Provision of reading material to new literates and the public at large.
- (iii) Providing opportunities for further education and training to workers of all categories.
- (iv) Organizing programmes for continuing education for the professional people.

Assets of Voluntary Organisations

The need for these programmes has been felt by one and all, but the country does not have the resources for such Adult Education programmes and, therefore, the resources and facilities available with the voluntary organizations in the country which have played a significant role in the development of education in India should be used. The main assets of the voluntary organizations are the capacity (a) to enlist the services of devoted educationists, (b) to tap private financial resources for the development of education, and (c) to conduct educational experiments, with the personnel they can command and on account of the greater academic and administrative freedom they ordinarily enjoy. Their main handicap is the inadequacy of financial resources available and this inadequacy is increasing continually because private charity is being spread thinly over an ever-increasing number of voluntary organisations. Voluntary educational organisations can play a very vital part in the re-construction of education if their three principal assets are developed to the full and their principal handicap is removed through special financial assistance.

In his presidential address at

*The opinions, if any, expressed in this article are personal and do not reflect the views of the Ministry of Education and Youth Services.

**Shri M.L. Kapur is Assistant Educational Adviser, Government of India.

the first meeting of the National Board of Adult Education, Prof. V.K.R.V. Rao said:

“Voluntary organisations in this country have played a very significant role in promoting various ideas and implementing programmes which ordinarily cannot be undertaken by State Departments. I believe that adult literacy programme is one such programme which cannot be organised formally through the institution of one single department. It has essentially to be a people's programme where the community takes on an active part. Voluntary organisations represent the collective will of the people to innovate, to promote and to implement programmes with or without governmental support. I have no doubt that voluntary organisations working in the field of education, social welfare, community welfare, tribal welfare, women's welfare and the like will come forth in a big way to help this national task in an ample measure. Government will try to support them to the extent possible.”

Government Assistance

The Government of India scheme of financial assistance to voluntary organisations working in the field of adult education is designed to serve the purpose of helping voluntary organisations to carry on meaningful projects. The efforts of the Government of India in this field can only be marginal and in the nature of promotional programmes.

The Central Government has been assisting voluntary institutions since 1953-54. In the First Plan, assistance was made available, on a matching basis, to about 40 to 50 organisations for variety of purposes viz. furniture, books, equipment, construction of building. The amounts released amounted to Rs. 27

lakhs. The assistance to voluntary organisations continued during the Second Plan and about Rs. 26 lakhs was given as grants to about 50 voluntary organisations. About 1/4th of the grants were made available to the all India institutions working in this field. During the Third Plan, even though the quantum of Government assistance was increased from 50% to 60%, the amounts released to the organisations amounted only to Rs. 9 lakhs and bulk of these grants were given for construction of library buildings. The programmes of lesser priority given assistance relate to literacy centres etc. During the Plan Interregnum period 1966-69, the number of organisations assisted were hardly about 5 to 6 and the amount released was of the order of Rs 1.31 lakhs. The scheme of financial assistance has been included in the Fourth Five Year Plan with an expanded scope and further liberalisation regarding financial assistance. The amount provided for the scheme during the Fourth Five Year Plan is rupees one crore.

Revised Scheme

Taking into consideration the pivotal role which voluntary organisations have to play in promoting programme of adult education and the insufficient support provided so far by the Government for various types of activities, it was felt that it would be desirable to review the programmes. A Working Group was, therefore, set up in the year 1969. The scheme has since been revised following the recommendations of the Working Group. Under the revised scheme financial assistance will be given on a sharing basis. The grant-in-aid from the Central Government to the institution shall not ordinarily exceed 75 per cent of the non-recurring and recurring expenditure subject to a ceiling of Rs. 2.5 lakhs per approved project. The remaining expenditure will be borne by the Institution/

Organisation concerned. The grant will be given on project basis which may go on for a period of three or four years. In special cases, grants may also be given for construction of building subject to 50 per cent of the total construction cost of the building or Rs. 75,000/- whichever is less. Grants under the scheme are further subject to an overall ceiling of Rs. 2.5 lakhs including the building grant for which a ceiling of Rs. 75,000/- has been prescribed. The exact period for which the grant is approved and the conditions under which it will operate will be communicated to the institution/organisation at the time of approving the project. If an institution/organisation has already received or is expecting to receive grant from some other official sources for a project for which application is being made under this scheme, the assessment of Central grant will normally be made after taking into consideration the grant received or likely to be received from such other official sources.

Priority Programmes

The priority areas and programme for which financial assistance is to be given under the revised scheme have been elaborated. For instance, now the assistance would be available for such projects as adult literacy and post-literacy, libraries connected with adult literacy work, supportive services like research, production of literature including journals, training of adult education workers and their professional development and evaluation. In these areas, projects relating to the following programmes will be given priority for assistance during the Fourth Plan.

- (i) Pilot Projects on the *Gram Shikshan Mohim* pattern would normally be the responsibility of the State Governments but in exceptional cases, a few

(Continued on page 20)

ADULT EDUCATION and the GREEN REVOLUTION*

N.K. Pant**

Adult Education for the Seventies

THE Seventies of the present century is going to be an era of great scientific and technological advancement. This decade is the age of computer. With the help of the computer acquisition and analysis of vast information and data has become possible for economic and social planning. The ever rising stream of new knowledge brings in new concepts so that whatever one has learnt in school and college gets soon out dated and need new orientation.

Great strides in modern science and technology have brought in new techniques of agricultural and industrial production, changing nature of old jobs and necessitating continuous need for continuous training and retraining. There is an increasing realization to organise refresher and reorientation courses in various professions.

Adult Education is a process of adjustment of individual to the environment in which he lives. Due to scientific and technical progress living and working conditions are continuously changing, the adjustment must also be a continuous process.

Importance of Agriculture to Indian Economy

India is primarily an agricultural economy. Agriculture in India provides employment to nearly 75% of our working population and it contributes almost half the national income of the country. It is the source of food for our teeming millions. Agriculture is a significant source of supplies of raw materials to Indian industries. Most of the old Indian industries

are directly based on agricultural raw materials. Cotton-textile, jute-textile, sugar, cigarette industries are dependent directly on the raw materials provided by agriculture.

Prior to 1937, Indian agriculture met fully our requirements for food and even there was surplus produce for export to other countries. But in the last three decades because of very rapid increase in Indian population our agricultural output has fallen short of the requirement. India has to resort to import large quantities of food grains and agricultural raw material. Further more agriculture contributes to our foreign trade. We are exporting tea and other agricultural produce.

It is now realised by the Planning Commission that the break-through in agriculture is key to Indian planning. A five per cent increase in agricultural production has formed the central feature in the approach to the formulation of the Fourth Plan in India. It is very well established that only if the rural sector operates at a much higher level, the whole economy will get moving quickly during the Fourth Plan period. To bring about an increase of 5 per cent in agricultural production is indeed a very much more difficult matter as compared to eight to ten per cent growth in modern industry and modern business. Various measures to achieve this have been termed as the New Strategy in Agriculture.

The New Strategy in Agriculture

The new strategy in agriculture can be understood as follows :—

(i) Scientific technique and knowledge of agricultural production may be applied at all stages particularly in farming methods.

(ii) A few areas which have assured rainfall or irrigational facilities should be selected for concerted effort in the application of improved varieties of seeds, heavy doses of fertilizers and other inputs.

(iii) Special targets of agricultural production must be fixed for these special areas and an all-out effort should be made to fulfil these targets to reduce food deficit.

The Planning Commission envisages that by 1974-75 over 28 million hectares of land will be brought under High Yielding Varieties Programme (HYVP). It is expected that over 35 million hectares of land under irrigation and an additional production of nearly 42 million tonnes. The new strategy leans heavily on technological approach. Instead of applying limited chemical fertilisers, high yielding varieties of seeds, insecticides and pesticides over vast areas it emphasises on concentrating these on a small but selected area. It has come to be known as 'intensive agricultural development programmes'.

*Paper submitted for the Bhubaneswar Conference.

**Shri N.K. Pant is Head of the Economics Department, School of Correspondence Courses and Continuing Education, University of Delhi, Delhi.

The objective of Intensive Agricultural Development Programmes (IADP) is to demonstrate the way to achieve a rapid increase in agricultural production by intensive use of improved agricultural technology and offering suitable incentives to the farmers.

IADP has succeeded in many districts covered by the programme and has helped in raising agricultural output in those areas. In Punjab, Ludhiana was selected for implementation of IADP. The average yield of wheat which covers 40 per cent of total area under cultivation in Ludhiana district has increased from 15 quintals per hectare in 1960-61 to 27 quintals per hectare in 1966-67. The increase in yield of rice has been from 34% to 67% and in wheat from 44% to 111%. As a result of the success of the programme, the demand for and the use of essential inputs, particularly, better and improved varieties of seeds, fertilisers, insecticides has risen very significantly in areas under IADP.

This programme has influenced agricultural methods in the areas in which it was launched and also to some extent in other areas as well. A significant development of this has been the introduction of High Yielding Varieties Programme (HYVP) for some food crops. HYVP was introduced in the IADP districts as well as in other areas. The results of HYVP has been generally encouraging although it is reported that success is comparative much more in the IADP districts. Even during the draught years IADP districts have given a better account of themselves than the other regions. The success of the programme would, ultimately, depend upon how effectively the technical know how is supported by necessary credit, adequate prices of agricultural produce and enlightened and educated farmers.

Green Revolution

The IADP has demonstrated that it is possible to bring about a break-through in Indian agriculture. It has also shown that given proper opportunity and initial assistance agriculturists in India can take up the new challenge.

It is held by some that the present trend of improvement in agriculture will bring about agricultural revolution in India. Prosperity in agriculture will become the basis for industrial prosperity and economic growth.

It will not be proper to think that the improvement in agricultural production under IADP could be termed as Green Revolution when we analyse its impact for the whole of Indian economy. The increase in production of food grains has not been spectacular as claimed. The total food grains production from 1964-65 to 1968-69 as given above does not indicate any significant increase.

Total Production of Food Grains

Year	1964-65	1965-66	1966-67	1967-68	1968-69
Food grains production (in million tonnes)	89.4	72.0	74.2	95.1	94.0

The improvement in yield under the new strategy is limited primarily to wheat, maize, jawar and bajra and paddy crop and pulses have remained somewhat unaffected so far. The IADP is limited to only selected areas which is a small fraction of land in India under agriculture.

Obstacles to the New Agricultural Strategy

The entire strategy is based on the application of scientific and technical knowledge to replace existing traditional methods of agriculture. In agriculture there are greater difficulties in adopting new technology than in industry. Social conditions are so different in agriculture that adapting the technology of hybridisation needs a great deal of effort and innovation.

The success of the new agricultural strategy will ultimately depend upon capacity, skill and education of small farmers. The green revolution can be brought about by young farmers. The role of adult education for seventies is to educate young farmer in scientific methods of agriculture. Prepare refresher courses, special training courses, programmes of visits and demonstration to such projects where new technique is applied successfully.

Adult Education for Green Revolution

The programmes of adult education will be broadly divided into two parts.

One, programmes which aim at bringing about social change and new outlook on life in accordance with advancement in economic and social progress.

Two, programmes preparing young farmers and others who are interested in this programme in a meaningful manner by developing adult education courses in basic knowledge regarding new technology, orientation programmes and refresher courses in application of new technology to agriculture.

Adult Education programmes will have to be mainly confined to educated adults in the seventies. Essentially it will have to be worked among the young educated farmers. I am afraid the emphasis will shift from education from civic responsibility to adult education for professional excellence.

I am sure adult educators will devote themselves in the course of this Conference to lay down guide lines for adult education to promote agricultural revolution in India in the decade of seventies.

Rameshwari

(A CASE STUDY OF A FUNCTIONAL LITERATE)

T.R. Singh

AN illiterate village woman and her husband attended adult literacy classes in a nearby village and became functionally literate in 1965-67. Today both of them make use of their literacy skills they acquired in the classes in their own way. This case study describes what family situations encouraged them to become literate and what literature interests them most.

The woman referred to is Rameshwari. Her place of orientation, to use an anthropological jargon for place of birth is Natkur, a village about 18 kilometres from Lucknow city and about 5 kilometres from the Lucknow-Kanpur road. Her parents though comparatively well-to-do in these days did not go to school because for people of their social standing literacy was not necessary. However they were not blind to the changing norms of the society. They soon realised that the world around them was changing very fast and that the men and women of their status were becoming literate to improve their social and economic position. Of their seven children, they educated the last four, three daughters and a son. The first three daughters could not be schooled as the caste people in the village were not in favour of educating girls. Rameshwari being the third child of their parents unfortunately could not go school in her childhood.

But Rameshwari had an immense desire to learn to read and write. She would sit beside her school going siblings and watch them read and write. She was curious to know what her high caste neighbours did, what clothes they wore and what they read. She realised that literate women had higher social prestige than illiterate women. But it was too late for her to learn to read and write. What she could learn with great effort from her younger sisters before she was married was to recognise a few Hindi letters. Her desire was to be able to read two books (i) *Santoshi Mata* and (ii) *Stri Vinodini*. The first is a religious work said to be similar to *Satya Narain Katha*, which is recited by a Brahman priest on an auspicious occasion. A woman who reads *Santoshi Mata* (or the goddess of peace and prosperity) has a prosperous and a peaceful life. *Stri Vinodini* is a book which deals with many things of women's interests.

A word must be added about *Santoshi Mata*, though this is a subject of religion. The worship of

Santoshi Mata is of recent origin. It is said that the goddess revealed herself in a Brahman Priest's dream and commanded him to worship her. Her specific instructions were: (i) The priest should write letters to his friends telling them what the goddess has commanded him to do; (ii) Each of the recipient of his letter in turn should write atleast 20 letters to his respective friends, and they in turn should write to others; (iii) Persons desirous of seeking the pleasure of the goddess must observe a fast on a Friday and recite the book, *Santoshi Mata*; and, (iv) Prayers and offerings must be made at her shrine in the city. In a short period of time the priest was able to collect a huge amount of money. Another shrine was constructed in a centrally located market place in the city. A book entitled *Santoshi Mata* was printed with a complete description of how she should be worshipped. Women started observing fasts and reciting this book on Fridays. *Santoshi Mata* thus became a favourite book with literate women, even in rural areas. Rameshwari, therefore, desired to read this book like other literate women.

Rameshwari was married at the age of 12 years in Bijnaur, a village about 11 kilometres from Literacy House. Her husband was totally illiterate when they were married. Her parents-in-law too were illiterate. The only person who had schooling was her husband's younger brother. His father being an average farmer did not like his sons to go to school and waste his money. In spite of his unwillingness his son continued his studies and passed his higher secondary school. In those days he was in charge of a bicycle library in a distant village. All his brothers and sisters were illiterate.

After her marriage Rameshwari had little hopes of learning to read and write. Because a woman in traditional societies is not as free in place of her procreation, to use another anthropological jargon for husband's village, as she is in her parent's village. She has to observe a different code of conduct when she is in her husband's village. She should cover her head and face, should not talk in the presence of elderly males and should do nothing against the wishes of her parents-in-law.

In 1965, an adult literacy class was organised for men in Bijnaur. The class was conducted in Rameshwari's house itself. Men collected in the night and a Muslim teacher taught the students. After the class was closed, the books were dumped in one corner. Rameshwari would pick up a copy of the Primer and try to learn from it, without the knowledge of her husband and his parents. The only

Dr. T.R. Singh is Head of Evaluation and Research Section at Literacy House, Lucknow,

person who knew about it was her husband's brother who being a literate person encouraged her to continue with it.

S.R. Rameshwari's husband brother, wanted his brother to attend the class, but being younger he did not think it proper to suggest to him. S.R. asked his father to advise his brother to spare some time and attend the class. Rameshwari's husband agreed with great difficulty. While Rameshwari cooked her food her husband read his lessons. So both of them started learning to read and write, one in the literacy class from a teacher and the other in the kitchen by herself.

In the meanwhile another literacy class was organised for women. This was exclusively for women and was conducted in Rameshwari's house. At S.R.'s suggestion Rameshwari's husband and her father-in-law permitted her to attend the class.

Thus the adult literacy classes, one for men and the other for women, continued for two years. The women's class could not be conducted regularly as the teacher left the job soon after she taught for a month or two. Another woman took charge of the class and she too could not continue longer. A third was appointed and she taught the women only for some time. These changes did not discourage Rameshwari. She continued her lessons. By the time she completed the functional literacy course her parents-in-law's attitude toward literacy had changed. One of her husband's younger brother was in class IV and one of her sister-in-law had joined the adult literacy class.

After completing the functional literacy course Rameshwari and her husband used the follow-up services of the Literacy House. A bell bicycle librarian supplied them with books which he does even today.

Rameshwari generally reads folk stories and copies songs. She reads *Santoshi Mata* regularly. She borrowed the book *Stri Vinodini* from the bell-bicycle library some time back, but she desires to buy it for her family. She keeps her household accounts. Her husband's reading interests are different. He is interested in reciting the Alha.

Thus when Rameshwari went to live with her husband, the general family atmosphere was unfavourable for her. She desired to learn to read and write and to learn to do things as literate women did. But being a wife in that house she could not do so. Had it not been for S.R. Rameshwari, her husband and her husband's brother would not have become literate. One of her husband's brother's wife who was married into the family as an illiterate person would not have become literate. Like other members of the family, the children too would have remained illiterate. S.R.'s wife who is High School pass is a kind of inspiration for all members of the family. S.R. and his wife hope to make all members of their family literate in future.

Caribbean Conference on Adult Education

A Conference on *Adult Education in the Social and Economic Development of Caribbean*, was held in Georgetown, Guyana from April 5-11, 1970. The following are the major recommendations of the Conference:

"Adult Education is taken to mean a continuous process of education, formal and informal, as it were, education for civic participation and education for self-fulfillment,

Whereas adult education programs are presently carried out by a number of agencies, namely the Extra Mural Department of the University of the West-Indies, Community Development and other government agencies, adult education and other voluntary and private organizations,

And, whereas, among other things, adult education in the Caribbean is to a large extent remedial,

And, whereas, there is a lack of co-ordination among existing agencies and a lack of the efficient use of all available resources,

And, whereas, prior to this conference, there has been little communication between territories in this endeavour,

Be it resolved,

(1) that a new, integrated strategy in adult education for the region be evolved;

(2) that the content of the programmes should be related to skills or personalities and be relevant to the socio-economic and cultural realities of the region;

(3) that there should be established a fully representative organization of adult education in each territory;

(4) that adult education should become an integral part of the educational system of each territory and that policy statements be issued by governments;

(5) that annual budgets and development plans reflect a greater financial commitment to adult education on the part of the respective governments;

(6) that the private sector and other agencies or individuals including participants be encouraged to contribute financially to the national endeavour in adult education;

(7) that more emphasis be given to training for adult educators regionally and locally;

(8) that the universities in the region be encouraged to expand their research programmes in adult education and that the process of dissemination of the research materials be improved;

(9) that, as an interim measure, prior to the establishment of a Caribbean Association, immediate steps be taken to set up a Regional Clearinghouse, the functions of which would be to gather and make available to all territories the reports, papers and research findings on adult education."

Indian Adult Education Association

GENERAL SECRETARY'S REPORT FOR 1969-70

IT gives me great pleasure in welcoming you all to this 24th All India Adult Education Conference. In December this year, the Association will complete 32 years of its useful existence. During these years, innumerable friends and colleagues have helped the Association to promote the cause of adult education in this country.

During the current year, the Association continued its efforts to evolve concrete programmes for the removal of political illiteracy from among adult men and women of India. A Council to promote education for democracy has been established.

It may be recalled that a National Seminar on "Adult Education for Parliamentary Democracy" was organised by the Association in Pondicherry in 1968 and one of the recommendations of the Seminar was to establish an institute to remove political illiteracy from among the masses.

In pursuance of this recommendation the Indian Adult Education Association in collaboration with the Institute of Constitutional and Parliamentary Studies, organised a Round Table for formulating a programme of action. The Round Table recommended that a Council on Education for Democracy should be established having representation from different organisations doing adult education work.

A meeting of the representatives of the various organisations was held at the headquarters of the Association on January 10, 1970 to finally constitute the proposed Council. The meeting constituted a Preparatory Committee consisting of Dr. L. M. Singhvi (Convener), Sarvshri

J.C. Mathur, John Barnabas, I.P. Tiwari, R.L. Thakar, S.C. Dutta & Dr. S.C. Kashyap to draft Memorandum of Association and Rules of the proposed council.

A meeting of representatives of various organisations was held on May 18, 1970 and an organisation known as "Indian Council on Education for Democracy" was established. Shri Jayaprakash Narayan has been elected as the first President of the Council, Dr. M.S. Mehta and Dr. L.M. Singhvi were elected Chairman and Vice-Chairman respectively.

One Day Camps to Spread Civic Education

The Association in collaboration with some member organisations launched upon a programme for the spread of civic education and citizenship training among the citizens at the grass root level. Under this project one-day camps have been organised in Madras, Calcutta and Bikaner. These camps helped in creating civic consciousness and were largely welcomed. The project was taken up only to assess the reception and the need for such a project. As a result of the three camps in different environments the need appears to have been established and we propose to extend the project further during the year.

Members

I am happy to welcome the following agencies, who have become institutional members of the Association:

1. Pawanagar Mahavir Inter College, Fazilnagar, Distt. Deoria (U.P.)

2. Council of Literacy and Education, Varanasi.

3. Samaj Shiksha Samiti, Jabalpur.

4. Usha Educational Institute, Madras.

I am also equally happy that following friends have joined the Association as Life-Members:

Shri N. D. Sundravadivelu, Madras, Shri L.R. Vaidya, Simla, Shri D. Sarma, Gauhati, Shri K.M. Jaisani, Udaipur, Smt. K.S. Bhandarkar, Bombay, Dr. T.R. Singh, Lucknow, Shri B.N. Singh, Addis Ababa, Ethiopia, Miss Sally Swenson, Delhi, Dr. N.P. Jain, Delhi, Shri Matbar Misra, Jaunpur, Shri J.P. Ryckmans, Mwanza, Tanzania, Dr. N.R. Jain, Raipur, Dr. R.C. Mehta, Udaipur, Shri D. L. Gour, Mavli, Shri Y.P. Tripathi Dhar, Lucknow, Shri N. C. Chhazed, Chitter Garh, Shri Bhai Bhagwan, Udaipur and Shri S.K. Mohn Dev Alva, Bangalore.

50 other friends joined the Association as individual members during the year.

17th National Seminar and 23rd All India Adult Education Conference

The 17th National Seminar on "Adult Education and National Integration" was held in Gauhati from Oct. 26-28, 1969. Prof. M.M. Begg, Principal, School of Correspondence Courses and Continuing Education was the Director of the Seminar.

Over 140 delegates from different parts of the country participated in the deliberations.

The Seminar was inaugurated by Shri B.P. Chaliha, Chief Minister of Assam and presided over by Shri J.B. Hagjer, Education Minister of Assam.

Shri Chaliha emphasized the need for a sound system of adult education in the country which will feed the illiterate masses with information, enlighten their minds and improve the standard of life.

The Chief Minister stressed the need for life-long education to enable the adults to meet the challenge of rapidly changing society.

The Seminar recommended that to promote National Integration it is necessary that existing text books in schools and colleges be scrutinised and revised. It also recommended the revision of the present syllabus of adult literacy classes to promote national integration. The Seminar requested the Indian Adult Education Association that a workshop to revise the syllabus in the light of current need and to prepare suitable textbooks based on the revised syllabus be organised.

The Seminar was followed by a two-day All India Adult Education Conference which was presided over by the Sarvodaya leader, Shri Jayaprakash Narayan and inaugurated by Shri B.K. Nehru, the Governor of Assam and Nagaland.

Shri Jayaprakash Narayan stressed the need to extensively utilise the mass media of education like the television, radio, cinema and press to speed up the process of adult education.

The Sarvodaya leader laid great emphasis on education of the voter in the country.

The Conference passed a number of resolutions including a comprehensive resolution on "Adult Education and Economic Development", "Adult Education and Films" and "Adult Education and Family Planning."

The highlight of the Conference was the organisation of two symposia on "Social Welfare

Organisations and Adult Education," and "Family Planning and Adult Education."

The resolution on adult education and family planning was passed on to the Ministry of Health and Family Planning for necessary action.

It is heartening to note that Ministry of Health, Family Planning, Works, Housing and Urban Development, in its recent letter has directed all State Family Planning Officers to secure the assistance of the Association and its institutional members to educate and motivate eligible couples to accept family planning. The Ministry has urged the officers to arrange for orientation of adult education workers. The list of institutional members of the Association has been forwarded alongwith the letter.

Publications

The Association published the report of the National Seminar on "Adult Education and National Integration" during the year.

A Manual for adult literacy teachers is under preparation and is expected to be published before the end of this year. The manual will be published in Hindi and English for the guidance of all those concerned with the organisation and implementation of the projects of functional literacy.

Translation into Hindi of Unesco monograph on "School Teachers in Education of Adults" is over and is likely to be published very soon.

Clearing House Activities

The Association continued to play its useful role as a Clearing House of ideas and information through the English monthly "Indian Journal of Adult Education" and Hindi Journal "Proudh Shiksha". In addition it continued its abstract and reference service.

The Hindi Journal "Proudh Shiksha" has now been converted into a monthly to render better service to the field workers. The number of pages in the English Journal have been increased and it is being widely circulated in India and abroad. Many new features have been added to make both these journals useful and informative.

Information Service

The information service rendered by the Association is increasingly being used by adult educators. A number of queries were received and the Association reference section supplied such information as sought and was thus able to render help to many organisations in planning and organising their programmes of education, research and evaluation studies.

Nehru Literacy Award

The 1970 Nehru Literacy Award for outstanding contribution in the field of adult literacy and adult education has been awarded to Mysore State Adult Education Council for their valuable contribution to the promotion of adult literacy and adult education in the State and for their pioneering efforts in establishing residential Vidya-peeths in the State.

Zakir Husain Memorial Lecture

The Association has instituted the Zakir Husain Memorial Lecture to commemorate the distinguished services of Dr. Zakir Husain to the cause of education and enlightenment and his close relationship with the Association.

The first lecture will be delivered by Shri K. G. Saiyidain, former Educational Adviser, Government of India.

Correspondence Education for Farmers

The Association launched a new project of correspondence education for farmers who are involved in the Farmers Education and Functional Literacy Pro-

ject in the Rohtak District of Haryana.

The project involved about two thousand farmers who have completed the functional literacy course for farmers organised under the joint auspices of the Ministries of Education, Agriculture and Information and Broadcasting for educating the farmers in the High Yielding Variety Programme.

The course communicated the required knowledge about essential crops and allied subjects to the neo-literate farmers with a view to give them the desired knowledge about their vocation and at the same time help them to stabilise their skills of reading and writing.

The course consisted of 14 lessons in six months. Over 350 energetic farmers out of the correspondents were also taken to Indian Agriculture Research Institute, New Delhi and Haryana Agricultural University, Hissar, for observation and discussion of various demonstration projects. The visits were very fruitful.

The Agricultural Extension Division of the Indian Agriculture Research Institute assisted the Association in the preparation of the lesson plans and other allied aspects of the project.

Workers Education Programme

The Association organised a three-day seminar on the "Role of Welfare Programmes in Industrial Establishments" in New Delhi from January 20 to 22, 1970.

The Seminar studied the concept, objectives and programmes of labour welfare, the role of employers, unions and individual workers in welfare programmes.

Shri N. K. Pant, Associate Director, School of Correspondence Courses and Continuing Education, University of Delhi, was the Director of the Seminar.

International Literacy Week

The Indian Adult Education Association participated in the celebration of the International Literacy Week organised in New Delhi from Sept. 8 to 13, 1970 by various organisations working in Delhi. The Association issued a brochure on "Adult Education in Various States and Organisations in India" in a joint function organised on September 8, 1970, the International Literacy Day.

International Contacts

Visitors from New Zealand, Canada, France, Philippines, United States, Malaysia, Japan, Ceylon and Nepal were received at the headquarters of the Association. They had discussion on different aspects of adult education in our country and in theirs.

The Association gave a reception to the Experts on Life-long Integrated Education on August 10, 1970. A lively discussion followed after the reception and a number of people from India and abroad participated.

Dr. M. S. Mehta, President of the Association attended the World-Conference on "University Adult Education in a Changing World", in Montreal, Canada from August 25-29, 1970.

He also participated in an International Seminar on the "Contribution of Educational Research and Educational Planning for Promoting Workers Education" in Florence, Italy from Sept. 7-13, 1970. This Seminar was convened by the International Federation of Workers Educational Associations in collaboration with I.L.O.

Cooperation with other Agencies

The Association cooperated with many agencies to promote adult education in the country.

The following members represented the Association in various seminars/workshops organised by the Central Institute of Re-

search and Training in Public Cooperation—

1. Shri K.M. Jaisani, Udaipur.
2. Smt. Kalyani Paul, Calcutta.

Lectures on the programme of Adult Literacy and Adult Education and their coordination with cooperatives, and the workers education were also delivered at the Asian Trade Union College of the International Confederation of Free Trade Unions, All India Cooperative Instructors Training Centre and the Regional Centre for Workers Education.

The Association in collaboration with the Central Institute of Research and Training in Public Cooperation plans to organise a Seminar in New Delhi in January 1971 on the promotion of people's participation in adult education.

Adult Education in the Seventies

Now about the theme of the Conference. Green Revolution has been the characteristic of the Sixties. Agriculture has made great strides during this period. The big farmers have got large purchasing power at their disposal. Now we cannot talk of poverty-stricken peasantry. All these have their repercussion on adult education and indicate the direction that it should take in the Seventies.

One direction is that we should devote our attention to the small farmers and landless labourer. We must educate and train them if the gains of green revolution is to be saved and extended.

The other direction is that functional literacy projects should be extended and expanded. Wherever they are already in existence follow up projects, not only to keep up and improve the skill of reading and writing but also to expand knowledge and information about farm practices, need to be taken up. The Association undertook a pilot pro-

Voluntary Organisations . . .

(Continued from page 12)

ject of correspondence education in Haryana with these objectives and it proved very successful. We hope to extend this experiment in other Hindi speaking areas and I am sure necessary funds will be forthcoming for this cheapest method of education. Without follow-up work in the field of literacy, all our efforts will be a waste. Voluntary organisations should be allotted the task of undertaking follow-up work.

Arrangement should also be made to set-up libraries in areas covered by literacy projects and provision should be made to produce literature for neo-literates on a massive scale. Assistance of voluntary adult education organisations should be sought for the purpose in a big way.

The other direction in which the functional literacy projects need to be made "functional" is to introduce training for "social responsibility" which will include education for democracy, population control and inculcation of moral and social values. In the Seventies the common man will come into his own. He will have to make decision which will make or mar the future of this country. Let Adult Education prepare him to play the historic role to usher in new India where people and principles will be greater than individuals.

Thanks

In the end, I would like to express my thanks to our President, Dr. M.S. Mehta, Vice-President, Shri J.C. Mathur, Treasurer, Prof. M. Mujeeb and Associate Secretary, Dr. T.A. Koshy, for the guidance provided to us in our work. To other members of the Executive Committee, I express my gratitude for the cooperation and advice they have extended to me.

projects may be taken up under this scheme;

- (ii) Intensive literacy work among women;
- (iii) Intensive literacy work among the tribals;
- (iv) Literacy through students and teachers of schools. In this, the services of students in the age-group 11 to 17 years would be utilised;
- (v) Literacy in industries or in different educational groups in urban, slum and Harijan colonies;
- (vi) Post-literacy work in the literacy pilot projects;
- (vii) Under the post-literacy programme, projects relating to civic education;
- (viii) Pilot Projects on Adult

Education as related to Economic Development.

— A number of voluntary organisations and institutions have been doing pioneering work in the field of Adult Education including Adult Literacy. They are spread throughout the country. The types of activities in which they are engaged include conducting literacy classes, production of literature and reading materials, training of key personnel, organisation of Vidya-peeths for training of youth, continuation of education and adult literacy of urban and industrial workers, running of libraries, organisation of national seminars, conferences and workshops, etc. Voluntary organisations and institutions receive some help from the State Governments as well as from the Central Government. They need more financial help so that the work of adult literacy and adult education is expanded further in the country.

New Publications Checklist

	Rs.P	\$C
1. Adult Education and National Integration	3.50	1.25
2. Education for Perspective— J.R. Kidd	24.00	6.00
3. Adult Education for Parliamentary Democracy	5.00	2.00
4. Schools and Adult Education	2.00	1.00
5. Libraries in Social Education —revised edition	3.50	1.25
6. Recreational and Cultural Activities in Social Education —revised edition	3.50	1.25

Order from :

Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-1.

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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00

Available from :

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

Asian Seminar on University Adult Education

A Seminar of the Universities of Asia on University Adult Education will be held in India in September/October, 1970. This decision was taken at a meeting of the Executive Committee of the University Adult Education Association held in New Delhi on April 2. Prof. V. K. Gokak, Vice-Chancellor, Bangalore University and President of the UAEA, presided.

A committee consisting of Prof. Gokak, Dr. Mohan Sinha Mehta, Dr. T.A. Koshy, Dr. Amrik Singh and Shri S. C. Dutta, was formed to make preparations for the Asian Seminar.

The Executive Committee also decided to recommend to the General Body of the Association that the name of the Association be changed as Indian University Association for Continuing Education.

Among those who attended the meeting were Prof. M. V. Mathur, Dr. C.S. Patel, Dr. Suraj Bhan and Shri I. J. Patel.

International Health Conference

The 3rd International Health Conference of the Royal Society of Health, London, will be held in Edinburgh, Scotland from September 21-25, 1970.

The first two International Health Conference were held in Hague and Copenhagen in 1966 and 1968 respectively.

SECOND SUMMER INSTITUTE IN ADULT (SOCIAL) EDUCATION

The Department of Adult Education of the National Institute of Education, NCERT, will organise the second Summer Institute in Adult (Social) Education, in Mysore from May 22 to June 25 this year.

The objectives of the Summer Institute are to deepen the understanding of the subject and to orient the participants about the concept, methods and contents of adult (social) education with special reference to the syllabi of Teachers Training Colleges in India.

The Summer Institute will admit about 30 participants, 25 from the Teachers Training Colleges and University Departments of Education and 5 from voluntary agencies engaged in adult (social) education.

Participants will be paid first class fare from their homes or their institutions to the Summer Institute and back. Rs. 11.00 per day will be paid towards boarding and lodging and out-of-pocket expenses.

Last date for receipt of application is May 5, 1969.

For further details, write to the Director, Summer Institute, Department of Adult Education, 37, Friends Colony (East) Mathura Road, New Delhi-14.

Just Published

ADULT EDUCATION

for

PARLIAMENTARY

DEMOCRACY

Price Rs. 5.00, Abroad U.S. \$1.75

Available from :

The Business Manager,
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.

Still Available

Seekhna aur Seekhana

Hindi Translation of the famous book
'How Adults Learn' by Dr. J.R. Kidd.

'.....the first basic and comprehensive textbook in the field of adult learning and programming available in Hindi Language'. *Seeds of Promise—A Four Year Report of University Adult Education in Rajasthan.*

Price Rs. 7.50

Can be had from :

Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-1.

Still Available

**EDUCATION
FOR
PERSPECTIVE**

by **J.R. Kidd**

**Foreword by M.S. Mehta
Rs. 24.00, \$ 6.00**

Available from :

**Indian Adult Education
Association**

**17-B, Indraprastha Marg,
New Delhi-1.**

ASPBAE JOURNAL

**The Quarterly Journal that deals
with Adult Education in
Asian and South Pacific Countries**

Annual Subscription

**INLAND
FOREIGN**

**Rs. 7.50
U.S. \$2.00 or 16 shillings**

Published by :

**Asian South Pacific Bureau of Adult Education
c/o**

**Indian Adult Education Association
17-B, Indraprastha Marg,
New Delhi-1.**

List of English 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. 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	3.00
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
53. Adult Education for Parliamentary Democracy	5.00
54. An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
55. Literature for Neo-Literates in India—A Bibliography	7.00
56. Education for Perspective—J.R. Kidd	24.00
57. Adult Education and National Integration	3.50

Available from :

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