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Some of the Participants in the Workshop on Integration of Adult Education and Family Planning Programmes organised by the Indian Adult Education Association in New Delhi on December 18, 1970.

(Report on page 21)

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Indian Journal of

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CONFERENCE ON CONTINUING EDUCATION AND UNIVERSITIES

Ujjal Singh Stresses Need for Life-long Education

THE Conference on "Continuing Education and Universities in Asian and South Pacific Region" was inaugurated by Dr. Malcolm S. Adiseshiah, Deputy Director-General of Unesco on December 26, 1970 in Madras. Dr. Adiseshiah said that universities should soon become both adolescent and adult education institutions. He said that universities had long played a "dominant" role throughout the formal education system, but only a "marginal" role in adult education.

Dr. Adiseshiah stated that recent Unesco general conference, which accepted the concept of life-long integrated education, had approved the establishment of an International Commission to study and report on strategies for the development of educational systems. The Commission would not treat education as synonymous with schooling, nor would it limit itself to the education of the children and the young. Until recently the Governments in various countries and the Unesco looked at education in compartments. The formal system—primary, secondary and higher—had developed in one way, and the various forms of adult education had developed in different ways. The concept of life-long education had given a new impetus to the creation of a comprehensive adult education system, linked both with the formal education system and the national development plans.

No formal school system, however renovated, could convey all the information one would need throughout one's life. The rapid technological and social changes in to-day's world made life-long education a necessity, and therefore the organisation of further education for adults was becoming increasingly important in all societies, added Dr. Adiseshiah.

Pointing out that universities all over the world had been slow to associate themselves professionally with literacy work, Dr. Adiseshiah said they had now begun to realise that they had a fundamental role to play in research, in the design of curricula and teaching materials, and in training at the higher levels.

Adult Illiteracy

Presiding over the inaugural function, Sardar Ujjal Singh, Governor of Madras said their efforts had not touched even the fringe of the formidable problem of adult illiteracy. More vigorous and sustained efforts alone would solve the problem within a reasonable time.

Continuous Process

The Governor said the education of a person did not come to a stop with the mere acquisition of a degree or diploma, but it was a continuous process. Continuing education could be of three types—liberal education based an individual efforts; professional education requiring constant improvement of professional skills; and organised general education for all through recognised agencies. Continuing education could widen the interests of educated persons in a variety of ways, and also promote the cause of adult education.

Sardar Ujjal Singh said universities in the region should draw up comprehensive adult education programmes in a determined effort to eradicate adult illiteracy first, and then promote education of an all-round nature. Their efforts should be supplemented by voluntary organisations.

Change of Traditional Attitude Necessary

Welcoming the delegates, Mr. N.D. Sundaravadivelu, Vice-Chancellor, Madras University, said the traditional attitude of looking at education as terminal stages at different levels was wrong, and should be changed. Whatever be the stage of schooling at which one discontinued formal studies, the compelling circumstances of modern citizenship and living demanded that he started once again the process of learning. Educational institutions were, therefore, obliged to provide for continuing education.

Mr. T P. Meenakshisundaran, Vice-Chancellor, Madurai University and acting President of the Indian University Association, hoped the conference would usher in a new era of co-operation among the universities in the region in promoting education.

Dr. M.S. Mehta, Vice-President, proposed a vote of thanks.

The five-day conference held under the auspices of the Indian University Association for Continuing Education and the University of Madras was attended by over 60 representatives from universities in Asia and the South Pacific Region.

The key note address of the conference was delivered by Prof. K.N. Raj, former Vice-Chancellor of the University of Delhi.

During the Conference the first Zakir Husain Memorial Lecture instituted by the Indian Adult Education Association was delivered on December 29 by Dr. K.G. Saiyidain, former Education Secretary of the Government of India. The theme of the lecture was "the Humanism of Dr. Zakir Husain".

The Conference recommended the following programmes which a university may undertake:

(a) Professional courses designed to up-date the knowledge of teachers, scientists, doctors, engineers etc.
(b) Courses in human relations in leadership and executive skills, decision-making processes.
(c) Courses in the humanities and liberal arts.
(d) Courses of a remedial or reconversion nature.
(e) Action research and training.
(f) The production of curriculum materials for continuing education.
(g) Training programme for leaders in continuing education, community development project and voluntary organisations.

The Conference further recommended that the following steps be taken at a very early date by all universities to fulfil the role envisaged for them in the field of continuing education:

(a) A department, division or unit of continuing education, headed by a person of high academic standing should be established within each university.
(b) Before any programme can be launched the university will have to ascertain the needs of the community.
(c) Each Department/Division/Unit of continuing education should be advised by a Committee consisting of the Vice-Chancellor as Chairman and with broad based membership consisting of persons belonging to the academic community as well as representative citizens residing within the area served by the university.
(d) The physical facilities like laboratories, halls of residence should be readily made available for use in connection with programme of continuing education.
(e) Community involvement should be sought both in the planning and conduct of programme of continuing education and community resources, in the form of personnel and physical facilities, should be utilised whenever possible.

In another resolution the conference urged the international agencies to extend their support to activity in the field of continuing education to the member-states in the region. Among the programmes needing support the following were mentioned:

(a) the production and dissemination of low-cost literature relevant to development needs and easily understandable by people with limited reading skills;
(b) the development of facilities for mass media communication particularly the training of script-writers and programme producers for radio and television;
(c) the establishment of centres for the training of teacher educators in the field of continuing education;
(d) the establishment of research and clearing house facilities oriented to the needs of the member-states in the region;
(e) the organisation of high-level specialist courses, workshops, seminars and conferences on a regional basis;
(f) the provision of equipment (including printing machinery) and instructional aids for programmes of continuing education; and
(g) the international exchange of persons concerned or likely to be concerned with continuing education.

Concluding Function

The closing function of the conference was addressed by Dr. V.K.R.V. Rao, Union Education Minister. Shri V. R. Nedunchezhiyan, Education Minister of Tamil Nadu, presided.

*Role of Universities in Continuing Education**

V.V. John
Vice-Chancellor, Jodhpur University, Jodhpur

A character in one of Christopher Fry's plays wistfully asks, at one stage, "Where, in this shop-talking world, can I find a longitude with no platitude?" If you are looking for a similar longitude, you will not find it here while I have the floor. All I can hope to do is to add a new platitude to the existing lot. I shall specially draw your attention to the new one, as I come to it.

One of the wellknown paradoxes of education is that at each level, elementary, secondary and university, the decision-makers have to reconcile two apparently inconsistent approaches, namely, to design the programme as a possible terminal point in formal education, and also to ensure that whatever is accomplished at a particular level would serve as a spur and a beginning for further endeavour.

As an enthusiast for continuing education once put it, there still are people who look upon education as they look upon an attack of measles. If you have had it once, you do not have to bother with it any more. This attitude takes no note of certain large-scale mishaps in education, which are as serious as the toll of drop-outs in school and college. Everyone deplores the drop-outs from school and college. Not enough notice is being taken of the multitude that finish their formal education and then drop out from learning.

No one today disputes the need for keeping one's learning in continuous repair. In many areas, the content of knowledge becomes rapidly obsolescent, and even where it has not become obsolescent, its relevance may have changed with the passage of time. There is no resting place for the man who would be educated. He has no choice but to opt for lifelong learning.

The words of Winston Churchill have often been quoted, to stress what distinguishes education from other human accomplishments. Addressing the students of Bristol University, he said, "The most important thing about education is appetite. Education does not begin with the university, and it certainly ought not to end there."

The need to ensure that education does not snuff out the appetite for learning, and the need to keep one's learning in continuous repair, are among the platitudes I warned you against in the beginning. I shall now proceed to a new platitude. And I shall briefly indicate how one arrives at it.

As things are today, there is among students formally enrolled in colleges and universities, a powerful resistance to learning. In many regions, this is an important component of what is known as Student Power, though the latter has many respectable ingredients too. This resistance to learning is almost directly proportionate to the community's need for learning. The rush for admission into the universities at the beginning of every academic year may give the impression that the craving for higher education is widespread. But the dismaying truth, in India for instance, is that, while in June or July, which marks the beginning of the academic year, it would seem that every young man or woman wants to get into college, the effort during the other eleven months of the year is to keep out of college as much as possible.

If the revolt of youth, that keeps the classrooms, libraries and laboratories empty, had an intellectual or moral content, it would itself be a part of education. Education has been described as an effort to make children as unlike their parents as possible. And yet, education has been also described as a largely conservative industry. Every innovator has a tale to tell of the resistance to change that he has encountered. Hence one should welcome informed and intelligent rebellion. We have far too many institutions and usages that need to be changed. Some of them call for violent onslaughts. If therefore the revolt of youth were directed against what deserves to be destroyed, it would be one way of transforming society. But, whatever may be the basis of the revolt of youth in affluent and developed societies, the revolt in the developing societies seem to be inspired by feelings of desperation, largely

*Paper presented at a Conference on "Continuing Education and Universities", Madras, December 26-30, 1970.

devoid of moral or creative urges. There would even seem to be a malicious urge to prevent others from attending to their work. Stoppage of work would help to level the diligent with the malingerer. This sinister motivation has unfortunately to be taken into account in analysing the causes of unrest on the campus.

These observations are not a digression from the theme of my paper. I was trying to fill in the background to the new platitude I am offering. The finding I offer is this: Since it seems to be impossible to educate the young universities should develop the quality of fortitude and try to be of service to their unwilling clientele after the period of formal instruction has ceased, and the young are no longer very young. Educators have, through the ages wanted to catch them young. They now have the obligation to catch them again when not so young.

The experience of universities with their grown-up, part-time students in evening classes has on the whole been heartening. But in India (of which alone among developing countries I could speak with any first hand knowledge), there has been an unwillingness to draw all the moral that the experience with the part-time students has given us. For one thing, it has been discovered in many universities that the part-time student is able to do the ordinary B.A. in the three or four years prescribed for the course for the full-time student. An obvious inference is that the course is not challenging enough to absorb the full capacity of the student. He could do much more. Far from accepting this as a basis for curricular reform, there are now many courses in the universities, that are obviously designed as part-time courses and offered to full-time students. This is particularly true of the courses prescribed for the first law degree. Despite the changes that have recently been brought about at the instance of the Bar Council of India, this part-time quality continues.

Another discovery that universities have been slow in making is how keen grown-up people could be, to take up programmes of learning outside the conventional ones leading to the conventional degrees. These could be of various kinds, such as programmes designed to improve one's professional competence, or to develop new interests. With the changes in curricula that most universities and school systems are now undertaking, we need in service training programmes so as to enable teachers to respond to new challenges. In other professions too, the new challenges are multiplying. An instance is the need for engineers to be trained in computer technology. An introductory course in computer technology given to engineers recently by a colleague of mine met with such an enthusiastic response that the university has seen the need for revising its modest extension programmes and planning new courses for professional men more ambitiously. Most universities in India have in recent years felt the need for giving in service courses in econometrics to teachers of economics. A course on the law of contracts for engineers, arranged a little while ago by Rajasthan University, was acknowledged as having met a long-felt need. Universities could begin by identifying the areas in which similar courses have become necessary so as to improve individual competence in the various professions.

Has the university a duty to extend its programmes of continuing education so as to serve those who have had no formal education earlier? This could not strictly be described as continuing education, but the phrase has generally been used to indicate all programmes that fall outside the scope of courses meant for students enrolled for full-time courses. It may therefore, not be incorrect to consider, in this context, the university's role in spreading literacy and in improving the productive and employable skills of the hitherto uneducated in India, the Government envisages a large role for the universities in the eradication of illiteracy. What the university can do to increase the productive skills of the community around is illustrated by what has been accomplished in Antigonish by Francis Xavier University, and by the extension departments of some of the Agricultural Universities in India.

Literacy programmes under the auspices of universities have been included among the Government of India's proposals for 'National Service' by students. The backlog of illiteracy in the developing countries is of such dimensions that all available agencies may have to be pressed into literacy work in those countries. But the universities' specific role in literacy work should take the form of research into the problems of literacy and techniques of imparting it, and of training workers in the field. There is now increasing recognition that something more than the traditional methods of imparting literacy are called for, if the present century is not to end with a larger number of illiterates in the world than ever before.

The use of mass media for mass education needs to be carefully studied by the universities. In this matter, the way mass media have been employed in the affluent countries may provide some warnings, but on the whole, the impact of such media in the more backward countries is likely to be different from what it is in countries where the level of education is high. Elsewhere, television may have had the effect of trivialising human responses to experience, but this need not necessarily happen in a backward country where the use of television as a tool of education would be more readily acknowledged. To rescue mass media from wrong uses would be one of the functions of the university in the coming years. This cannot be accomplished without a great deal of research.

Apart from improving the professional skills of the already educated, and imparting productive skills to the uneducated, continuing education pro-

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THE NECESSITY AND STRATEGY FOR CONTINUOUS EDUCATION IN ASIAN COUNTRIES*

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THE notion of continuing or, preferably, "continuous" education is derived from the faith that organised learning should not be restricted to a few years of early life; instead it should be a life-long enterprise.

There are at least three considerations underlying this faith. **In the first place, the contemporary "knowledge explosion" changes the volume and content of knowledge so fast that the knowledge acquired during any period of life becomes incomplete and obsolete if it is not augmented and revised continuously.** Old-timers in physics, chemistry, biology, engineering, economics, mathematics, law, literature, education, and even history, discover again and again how incomplete and out-of-date their knowledge is when they encounter younger people, trained in these subjects recently in the good universities of the world. In order to avoid this obsolescence every educated man needs a continuous replenishment of knowledge in his field of specialisation. In status-bound, non-competitive societies high positions of power continue to be held by senior people regardless of the state of their knowledge. But in progressive, competitive societies continuous replenishment of knowledge becomes a necessary condition of survival and promotion. That is why senior people take refresher courses organised by universities and the most enlightened institutions now employ recently trained younger people rather than "experienced" people in high positions. The most interesting examples are the courses attended by hundreds of senior executives in the management schools of the United States. Inspite of their age they learn modern techniques of operations research, systems analysis and computer programming. The average age of executives in American corporations has declined significantly during the sixties.

The second reason for continuous education is that millions of employed adults have not been able to acquire even the necessary minimum of education during their childhood because of the economic circumstances of their families. They are, therefore, condemned to live unfulfilled lives at low levels of income, social status, and awareness. **There must be provision for them to acquire in later life the knowledge which they could not acquire in youth.**

The third basis for continuous education emerges when we consider the need for knowledge in its cultural-valuational dimension. Formal education in most of the ex-colonial countries does not have any explicit cultural-valuational orientation. But since it was and is still structured around Western literature in all subjects, its implicit biases are the Western biases in favour of empiricist rationalism and sensate humanism. These biases flatly contradict the biases of the traditionally dominant world-view, value-system and epistemology. Since some apprehension of tradition is acquired, unconsciously or half-consciously, even by the educated in the course of their upbringing in the traditional social milieu, the conflict between the orientation of their upbringing and the orientation of their formal education is never resolved. The tradition is, by and large, ignorant of the Western value-system. And the mainstream of formal education systematically keeps educated citizens ignorant of the authentic philosophical and cultural contents of their national traditions. The result is that the entire intelligentsia is in a confused and neurotic state of mind. Far from being able to lead the uneducated they themselves need some leadership. **It is urgently necessary that a system of continuous education remedies the failure of formal education to provide a harmonious cultural-valuational orientation.**

The three types of education required to meet these needs may be briefly denoted as (1) basic minimum education including literacy; (2) professional refresher education; and (3) cultural-valuational education. The candidates for each type of education may be designated as (1) uneducated adults; (2) employed professionals; and (3) all adults. It follows that programs for providing each type of education should be tailor-made in respect of the type of knowledge communicated as well as the clientele.

If our conception of the need for education is enlarged so as to encompass *all* citizens in *all* periods of their life, our notion of the means for transmitting knowledge has to be similarly enlarged. We have to contemplate all the educational institutions as well as all the media of information and communi-

* Paper presented at a Conference on "Continuing Education and Universities", Madras, December 26-30, 1970.

cation as parts of the total education system or knowledge system of society: schools and colleges, extension systems, evening courses and correspondence courses, books and journals and newspapers, radio, films and television, and lectures and seminars organised within and outside the formal educational system. All these media are always communicating some knowledge on some subjects to some classes of citizens. In the last 25 years, there has been a phenomenal quantitative expansion of each of these media in Asian countries, and there is no doubt that this growth will continue at an accelerating pace. The problem is to identify the gaps that persist in spite of this growth and try to fill them. When we ask: what classes in society are still not getting the knowledge they need in spite of the tremendous expansion of the knowledge media? We come up with disturbing answers.

First, the illiteracy rate still remains very high—more than 50 per cent in most poor countries. Some educational broadcasts are meant for the illiterate but they cannot derive much benefit from them, either because the scripts are terribly uninteresting or because, without literacy, the listeners cannot follow even the simplified terminology of these broadcasts. Second, employed literates with low education are so absorbed in the routine of daily work that they cannot systematically acquire any new knowledge which increases their professional competence. They can only gather bits and pieces of new information which reach them haphazardly in the course of their routine work. Evening colleges and correspondence courses ought to fill this gap. But their service still reaches only an insignificantly small proportion of the employed population. The courses are not fully tailored to meet the special needs of every profession. And the cost of the courses is beyond the paying capacity of a majority of employed persons. Even highly educated professionals are so deeply sunk in their routine that they have very little time and opportunity to study the recent advances in their fields. Seminars, workshops and study leave are the obvious means for updating their knowledge. But, again, seminars are so badly organised that very little transmission of solid, new knowledge takes place. Most of them are organised merely to provide platforms for ill-educated VIPs. Or else, they serve as purely social events. Even longer-period workshops are seldom organised so as to enable participants to master an adequate amount of new knowledge. As for study leave, some professionals cannot afford to have it at all, e.g., lawyers and doctors. Others often work in institutions whose managers or rules and regulations do not encourage study leave.

So far as valuational education is concerned, as already stated, it is nobody's business except the monks and priests who cannot synthesize their ancient message with the compulsions of the contemporary social and intellectual milieu.

A new strategy for continuing education has to be designed to fill all these gaps. The basic principles of the strategy should be: (1) that every citizen is reached by at least one medium, (2) that he is reached at a time and place convenient to him and at a cost within his capacity and (3) that the content and form of the knowledge communicated exactly meets the requirements of every group.

For any educational programme we need the relevant literature and equipment and effective institutions for communication. So far as literature is concerned, the basic material required for literacy is available and the material required for professional education has been produced in abundance in Europe, U.S.S.R. and the U.S.A. The same is true of the material required for a general factual knowledge of the physical world. With regard to this material the need is adaptation, selection, translation and republication of cheap national editions. In regard to cultural and valuational education there is an alarming scarcity of literature itself. Therefore, schemes have to be devised for filling the literature gap by inducing and rewarding the best available minds in Asia to compile or create the needed material.

As for institutions, the whole existing structure of evening courses, correspondence courses, libraries, publishing houses, extension services, audio-visual media, seminars, workshops, study leave rules etc., have to be reviewed and reorganised so that every citizen gets the knowledge he needs from at least one medium.

There are formidable, almost insuperable, hurdles in the way of progress toward a system of continuous education of the kind sketched above. Even the modest 'adult education' programmes that operates in most countries are tolerated by academic authorities as unimportant tails of the main body of formal education. They are supported half-heartedly. They attract second-rate personnel. And when, as a result, their performance is poor, the initial attitude of scepticism about their utility is strengthened. This vicious circle prevents healthy growth.

At the present stage of development of poor societies the idea of continuous education simply cannot compete successfully with the formal education system in claiming adequate funds or competent personnel. The educational authorities naturally give priority to the formal schooling of youth, for in many countries the universal provision for such schooling itself will require decades of massive investment.

Each of the expanding extra-educational media is developing its own private definition of its purpose and technique. There is no coordinating agency nor even an effective channel of communication which can make the many agencies share some consciously

formulated educational goals and develop a harmonious division of labour. Most of the evening colleges and correspondence courses are in the private sector and only provide some low-grade, uncontrolled training to a tiny proportion of the population. Audio-visual media are developing as primarily advertisement-cum-entertainment media; their educational role is extremely limited. The nascent publishing industry of poor countries has specialised in cheap local text books, yellow literature for neo-literate masses, and some advanced research material. The educational effect of the library movement is unknown in the absence of field research, and systematic re-training of the employed is provided only by a few outfits.

Underlying all these tangible phenomena is the subtle but decisive fact that the very idea of continuous education still remains a shocking novelty for all but a microscopic minority of the leading elites of developing societies. **Educational thinking is still dominated by the notion that a citizen should get a fixed amount of knowledge in youth and live out the rest of his/her life career with this stock of knowledge plus the "experience" which life imparts.** In societies where modern technological and sociological knowledge did not grow originally, and traditional knowledge was primarily pre-scientific, religious-philosophical, or aesthetic-poetic, the concept of continuous learning (and unlearning) is even more indigestible. Even many educationists would not easily accept the principle that **education is not a preparation for life but merely a preparation for further education throughout life.** But if and when this principle is generally accepted formal education itself will have to be restructured accordingly. The pressure to transmit a fixed minimum amount of knowledge in a few years on the assumption that there will be no further systematic learning, will have to give way to a system which merely prepares the personality for life-long learning. Such a system is evidently a mere dream yet for societies where even formal education is accessible only to a small minority and educationists regard extra-curricular education as a low-priority distraction.

But those who have a strong enough faith in the inevitablity of this dream coming true in due course, because of the compelling historical necessities created by the contemporary intellectual situation of man, must continue to struggle for its realisation.

The appreciation of the situation presented above yields two over-riding imperatives for the faithful. First, through as many media as possible, the very concept of continuous education must be canvassed relentlessly as superior to that of the mere formal education of youth. Second, the leaders of the continuous education movement will have to be content with the basic policy of persuading whatever institutions exist and are growing in the private sector or the public sector to reform and coordinate their activities so as to aid the emergence of a continuous education system with an ever-widening coverage. The paucity of resources will not permit substantial allocations for continuous education as such. But a policy of reforming and coordinating the activities of all existing and expanding systems can make the already allocated resources weave the design of continuous education gradually. The critical requirement of such a policy is a regular dialogue amongst all media to define goals and divide activity. The dialogue should be accompanied by field research to assess the educational effect of every medium.

A resolute pursuit of this policy may eventually lead to the fruition of the prophecy voiced by Dr. Roby Kidd:

"...the time when all men and women will continue to study and learn throughout life is coming...."

ROLE OF UNIVERSITIES . . .

(*Continued from page 4*)

grammes have two further objectives which are not generally recognised in the developing countries. One is to enable an already educated man to develop new interests. The other is what an earlier seminar on university adult education in South East Asia described as "the general stimulation of the intellectual and cultural life of the community."

Of the latter, a well known example is the Bell Telephone Company's programme of a course in the humanities for its executives. I understand that this programme has now been discontinued, though I have not been able to ascertain the reason for the discontinuance. In India, the Leslie Sawhney Programme of Training in Democratic Values has been able to bring together people in various professions for a study of problems unrelated to their particular vocations; the programme is an effort to give professional men a larger view of their role as citizens and as leaders in a democratic society. In countries where democratic values are perilously poised amidst vast seas of desperation and self seeking, universities have a duty to use every means to ensure that the professions play their rightful role in a free society.

This brings us to a consideration of the frequently raised issue, namely whether continuing education under the auspices of universities should stress the liberal or the vocational aspect of educatian. Wisdom would seem to lie in not having to choose one or the other. In an environment of economic distress, there is a tendency to prefer vocational training to liberal education. But it would be well to recognize that there is nothing that gets so quickly dated and obsolete as vocational training. And there is nothing so useful to the student than to have learnt how to learn. All continuing education should have one ultimate objective, which is the same as all of education, namely, to enable the student to learn on his own. As Bruner said, one of the chief purposes of learning is to dispense with subsequent learning.

Role of National Youth Board

Some Suggestions*

M. Rajagopalan
National Chairman, Bharat Yuvak Samaj

THE Youth all over the world today stand on the cross-roads of the history, and the decision that they may make, would usher in either a long period of restlessness, unrest and violence or a period of sustained endeavour in building up a new world according to the dreams that has inspired the youth for centuries.

The Second World War and global conflagration that accompanied it has shaken the very foundations of faiths and beliefs in the traditional religions, philosophies and social values and similarly the partition of India which accompanied the advent of freedom in 1947 has broken the very back of conservatism and traditional faiths and beliefs in India also. There is no use of crying over the world that is dead. It is better to assist in the world that is striving to be reborn on new material and spiritual foundations consistent with the life and rhythm of the new generation.

The Youth that had shed its life blood and fully contributed in the struggle for freedom, stood aghast, at the opportunism and expediency and love for power and lucre that pervaded the world of politics after 1947. The Youth became disinterested and turned their head away from politics not wishing to sully their hands in the mire of politics.

After the Avadi Session of the Congress and the adoption of socialist pattern of the society as a National goal by the Indian Parliament, Prime Minister Jawaharlal Nehru called upon the Youth to find their individual fulfilment in the progress and welfare of the community.

With this came the sense of realisation in the youth that individual fulfilment and accomplishment unaccompanied by social progress and equality was an unattainable dream in a country like India where the vast majority lived under below subsistence level. It is this new philosophy of social and political progress and achievement that has inspired most of the present day social service and youth movements that have played any significant role during the last ten or fifteen years in our country.

After more than 23 years of freedom we are faced with the stark reality of increasing unemployment which is facing not only the vast majority of the uneducated rural youth but even the majority of the educated and highly qualified urban youth. This disillusionment in the prospects of a peaceful and democratic transformation into a welfare of socialist society has also come to stay in the minds of the young men and women today. The alternatives of extremist solutions of anarchy or totalitarian dictatorships have entered the realm of immediate dangers.

Any lack of courage on our part to achieve a proper perspective of the overwhelming challenge before us and getting bogged down in hair splitting arguments on minor details of peripheral programmes will only result in the bursting of the dam of discontentment and violence and in being swept away by the wave of History.

Role of the National Youth Board

Even though there has been many non-official coordinating committees of the various organisations before, this is perhaps the first time that such a National Youth Board has been set up at the National Level and under the auspices of the Government of India. Therefore, it is necessary to define at least some of the tasks which lie before it:—

1. This Board should ultimately serve as a national coordinating body of all the recognised national youth organisations effectively functioning in the country. Out of necessity we have to exclude from its sphere the working of the youth wings of the political parties since such youth wings only serve as the extended arms of the political parties whose only drive is to capture power in the centre or the states, their welfare activities are therefore, merely decorative or to serve as camouflage. This Board, therefore should coordinate the social service and nation building constructive activities of all non-political and non-sectarian youth organisations and provide guidance and leadership wherever required.

2. This Board should also serve to channelise the representation of the Indian Youth at the international level as also channelise the representation of the international bodies functioning in India, through the Board.

3. The Board should also rationalise the international con-

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* Paper submitted to the First Meeting of the National Advisory Board on Youth, New Delhi, December 11-13, 1970.

Adult Education and Urban Development

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

I

IN my opinion, "development" does not mean *copying* the developed nations and *overtaking* them, but consists in launching on the path of progress by adjusting one's needs and aspirations to one's resources—known, potential and latent. In the field of education, any attempt to follow programmes and practices of advanced countries would be suicidal for two reasons. One: these may be too expensive and two: these may already have become obsolescent in the countries of their origin.

Secondly, urbanisation is a fact of history. It would be wrong not to take note of this fast expanding phenomenon. Urban life is the dynamic basis for most of the activities and processes we associate with modernity and economic progress. I would go a step further to assert that all advanced civilisations sprang from the city and were the creation of urban people. This historical fact, has far-reaching implications for adult education, in so far as efforts towards education and progress of developing societies must pay proper attention to the development of cities and urban societies. The urban people in various ways and from various walks of life influence the day to day administration of the countries of the region. The elite, the technocrat, the administrator, the legislator and the worker are all city based. Their education or shall I say re-education is of paramount importance for the development of the country.

Urbanisation has resulted in the migration of rural adult to cities, in most cases in search of employment or better life. This transition from the rural world of intimacy to the impersonal and anonymous urban world, has led to variety of social imbalances and psychological tensions, resulting in some cases to social and political instability. This fact has cast a responsibility on adult education, to take appropriate measures to avoid this imbalance, instability and insecurity. They will have to so arrange educational and leisure-time activities of adult men and women so that they instead of becoming obstacles to social and political progress may become a positive force for change and development.

Some of the problems of urbanisation could be solved by the cooperative effort of the people themselves. Incidentally, solution of these problems through self-help and cooperative action could provide an opportunity to the growing urban population to develop a new channel for civic participation, giving them a feeling that the policy of the municipality or corporation is responsive to their needs, aspirations and anxieties. Adult educator through such programmes, can assist immigrant rural people to be inducted into a new society so that they can emerge from their experience as constructive citizens and not frustrated subjects. The new members of the urban community can be made to feel that they are also new members of a national community. This leads us to the fundamental task of adult educators in urban areas. They must assist in the emergence of new social organisations like trade unions, cooperatives and citizens' councils which should help in the solution of the problems of urban living and replace the traditional institutions designed to meet the needs of a village society. They must help the urban people to comprehened the nature of urban living and teach them the art of working together to achieve their social, civic and even vocational needs.

II

One of the greatest needs is to arouse civic consciousness, create a sense of belonging and a desire to take action cooperatively for tackling the various problems concerned with life in one's city. **A sound and effective education programme for self-help and cooperative action and a proper organisation of leisure time activities, which are educational in content and entertaining in effect, are the most potent solvents to many of our ills.**

Responsible citizenship is the basis of social and economic programmes and "Education for the exercise of responsibility" which includes political and civic education of the people is one of the major tasks of adult education. For the preservation of

democratic values, this is essential, for a conscious and understanding citizenary is the life and soul of a democracy. For this purpose, we must organise general discussion on matters of current interest, so that political issues could be clarified and the common people enabled to understand the issues and prepared to shoulder the responsibility of political and social development of their countries, and not leave it to a handful of politicians, businessmen and bureaucrats.

Another need of the urban areas is to weld the untrained and unorganised manpower into an adequately skilled labour force. It is necessary to help the immigrants to adapt themselves to the requirements of urban and industrial life, both for contributing to and for taking advantage of the scope for social and economic development which industrialization can provide.

Thus adult education programmes must (i) help a citizen to make adjustments within his environment; (ii) help him to solve the problems of his environment (iii) impart skills to increase his productive capacity; and (iv) impart knowledge to enable him to be a better citizen, a better family member, a better member of his community and locality and a better productive member of the society.

Educational programmes for bringing about social cohesion and to draw attention to social evils and ways and means to meet them through dramatics, debates, etc., could provide the needed entertainment and fill the leisure time of a citizen. Indigenous media of recreation like puppetry, folk dances etc, also could be utilized for this purpose. Cinema, radio, television, libraries, museums and art galleries also can be used for creating community consciousness spreading knowledge, aiding literacy and stimulating innovations in cultural and economic activities.

Adult Education in short, can be a fundamental factor in improving the skill and the productivity of labour and in general, in preparing urban population for a richer, a more complete and a better life.

III

Education is a life-long process and we are all educated to very considerable extent by people in whose contact we come and by groups whose membership we take. It is a succession of experiences whether as individual or in groups and hence is a lengthy and complex process in which the teacher and the school do not start first or stay longest. There are many other persons and groups which help in the education of a person. The responsibility of educating a human being therefore does not belong to the formal educational institutions alone, but are shared by many persons and groups, some of whom may not have this end in view and may have been formed for various non-educational purposes. A person through series of experiences in home, religious institutions, neighbourhoods, clubs and various groups learns and enriches his experience and thus becomes truly educated. **Therefore, while planning for the education of adult men and women, we should not only think of schools and colleges, but also of various institutions and groups with which they come in contact in their daily life.**

Adult Education programmes in urban areas incorporating the elements enumerated above can be organised if we have an adult education centre in a locality. The centre will provide opportunity to know the neighbours and help in the creation of community feeling. It will help in the development of civic consciousness, promote educational activities, organise cultural and recreational activities and undertake programmes for the betterment of the locality, providing full opportunity to the adult men and women to participate in all such activities and developing self-confidence and creativity. The centre could organise literacy, post literacy classes and also adult schools. It could organise programmes for citizenship education and for health, and hygiene, including family planning. It could also provide facilities for improving the economic conditions of members and take initiative in developing public opinion for the improvement of community life.

These centres in various localities can be co-ordinated, guided, and supervised by a coordinating centre at the ward level or at the city level. This coordinating centre should be a model adult education centre. It should have a library of books, films and charts, which should be lent to other centres. It should also have equipment for dramatic shows etc., so that it could serve as a feeding centre supplying whatever equipment and technical know-how the centres in various localities need. In short it should serve as model centre, a clearing house of advice and guidance and also a distribution centre.

The centres in the localities should be manned by properly qualified wardens and a few part-time assistants and local volunteers. The coordinating centre should be under the charge of an Adult Education Officer, assisted by an artist, a cinema projectionist, a Librarian, an Extension Organiser and appropriate staff for the model centre.

The field workers must have:

(i) knowledge of social and psychological conditions of adult living in urban areas;

(ii) clear-understanding of suitable methods and techniques of educating adults;

(iii) ability to organise and co-

ordinate educational activities for adults; and

(iv) a democratic and cooperative outlook.

The training course, therefore, should include:

—subjects such as adult psychology, urban sociology and economics;

—the philosophy and content of adult education including social education and workers' education.

—methods and techniques of adult education and workers' education; and

—practical training in methods of working with adults especially literacy methods.

It may be desirable to associate the Universities with the training programme in order to take advantage of the teaching ability of their faculty members in such fields as psychology, sociology and economics. The duration of the training course should not be less than ten months.

V

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

The adult education programmes amongst industrial workers should be organised thru' workers' institute. The main function of the institute will be :—

(i) To stimulate a desire for knowledge in the working class population;

(ii) To arouse a sense of social and civic responsibility in them;

(iii) To provide facilities for training in a large variety of course in vocational, technical and liberal education, by organising and conducting short as well as long courses with or without credits.

(iv) to provide wholesome recreation.

Its programme will be:—

1. Adult schools to provide education upto Middle at the first instance and ultimately to the University stage. At a later stage, Polytechnics will also be started to provide vocational training to enable workers to improve their knowledge and skills technically.
2. The Institute will also impart training in citizenship and community life.
3. The Institute will organise Youth Camps, Excursion, Hobby corners, Games, Discussions, Debates, Music and Drama, so that the leisure time of workers is properly utilised.

The youth in the community will be encouraged to form into youth clubs for various purposes, for example as drama clubs, radio listening groups, etc. The workers should be formed into groups on the basis of their interest. The community hall will be used for lectures, dramas, festivals, etc. Similarly women who can spare time will be trained for the creche and for supervising children's play activities. Equipment for small inexpensive games will be provided at the Institute. However, the purpose of such activities will be gradually to attract the workers to the more serious work of the Institute namely educational activities.

The staff of the Institute will consist of a wholetime Warden, one Asstt. Warden preferably a woman, one Librarian, one Adult Education Worker, one part-time Lady-incharge of Creche and also to supervise children's activities, a few part-time lecturers and teachers.

VI

Lastly, I would like to say that the present day education is divorced from community life and hence is lifeless, static and unreal. Therefore it cannot become an instrument of social change. The present day schools and colleges are islands in a sea of ignorance of the adult world. Unless values imbibed in schools and colleges were re-inforced in adult life, they could not be retained nor could they become cumulative. **Therefore, if education is to be utilised as an agent of change, there must be education for all people at all levels and education must be seen as a continuous process from cradle to grave.**

The Education Commission, in its report, referring to modernisation and education has said, "In a modern society, knowledge increases at a terrific pace and

(*Continued on page 24*)

INDIAN ADULT EDUCATION

Receipt & Payment Accounts For The

RECEIPTS		AMOUNT
Balance as on 1-4-1969		
Cash in hand	580.48	
With State Bank of India	28,049.80	28,630.28
Grants from Various States		
Orissa Government (68-69)	500.00	
Madhya Pradesh Government (68-69)	500.00	
Maharashtra Government	500.00	1,500.00
Membership Fees		
Institutional Membership fees	2,275.00	
Individual Membership fees	916.35	
Life Membership fees	1,420.00	
Associate Membership fees	345.00	4,956.35
Sale of Literatures		5,971.17
English Journal		
Subscription	2,437.19	
Advertisements	1,380.00	3,817.19
Hindi Journal		
Subscription	652.07	
Advertisements	642.50	1,294.57
Shafique Memorial		
Rent		64,700.00
Publications		3,507.60
Nehru Literacy Fund		
Contribution	904.00	
Interest	1,320.00	2,224.00
National Women Seminar		
Grant from UNESCO		1,875.00
XVI National Seminar		
Grant from Ministry of Education & Youth Services		1,380.00
National Seminar & Conference		
Delegation fee Seminar	710.00	
Conference	555.00	1,265.00
Grant from Central Board for Workers' Education:		
Seminar on Workers' Education		510.00
Staff Welfare Fund		
Loan received back	570.00	
Interest	60.67	630.67
Contact Education Programme		
Registration Charges	345.00	
Fees	5071.50	5,416.50
Amount Received Back from Professor V.K.N. Menon		1,058.87
Staff Provident Fund		
Office Contribution	1,539.00	
Staff Contribution	1,539.00	
Interest	863.65	3,941.65
Post Office (Staff Provident Fund)		21,704.97
Interest on Staff Reserve Fund		1,442.46
Interest on Short Term Fixed Deposit		8,245.88
Souvenir		878.75
Miscellaneous		116.25
	Total	Rs. 1,65,067.16

Sd/- **S.C. Dutta** *Hony. General Secretary*

ASSOCIATION

Year Ending From April 1969 To March 31, 1970.

PAYMENTS		AMOUNT
Office		
Establishment	28,233.93	
Telephone	2,067.60	
Printing & Stationery	704.66	
Entertainment	277.52	
Furniture & Repairs	1,680.80	
Conveyance	1,101.50	
Audit Fee	750.00	
Postage	518.88	
Bank Commission	71.67	
Miscellaneous	506.15	35,912.71
Shafique Memorial Building		
Insurance	342.00	
Repair Charges	1,503.00	
Electricity, Water & Maintenance	2,969.16	
Property Tax	14,479.55	19,293.71
Publications		2,625.25
English Journal		6,953.29
Proudh Shiksha		3,165.84
Organising Secretary		12,716.80
Nehru Literacy Fund:		
Interest on F.D.R.	1,320.00	
Fixed Deposit	5,000.00	
Expenses on N.L. Award	1,859.65	8,179.65
Affiliation Fees		
International Federation of Workers' Educational Associations	635.30	
Central Institute of Research & Training in Public Cooperation	50.00	685.30
National Seminar & Conference		5,255.95
Seminar on Workers Education		1,000.92
Delhi Adult Education Association		478.70
Literacy Project		116.93
Jha Library		879.58
U.P. Project		2,173.99
Round Table Conference		1.442.47
Contact Education Programme Expenses		6,015.85
Farmers Education Correspondence Courses		6.20
Kerala Project		1,096.42
One Day Camp		93.00
Commission (National Women Seminar)		206.25
Post Office (S.P. Fund)		2,597.65
The Bank of India		
Fixed Deposit (S.P. Fund)	15,000.00	
In Saving Account	8,048.97	23,048.97
Fixed Deposit (Short Term)		8,244.93
Fixed Deposit Reserve Fund		6,397.00
Amount Refunded to Ministry of Education & Youth Services (Khadi Project)		845.00
Amount Refunded to Ministry of Education & Youth Services (U.P. Project)		1,722.00
Cash in Hand & With Bankers:		
Cash in hand	339.61	
With State Bank of India	13,573.19	13,912.80
	Total	Rs. 1,65,067.16

In terms of our seperate report of even date.

Sd/- **V. Sahai & Co;** *Chartered Accountants*

ADULT EDUCATION FOR THE FARMERS

J.S. Parolkar

Department of Adult Education, NCERT.

Introduction

THERE is no disagreement that the formal or informal education programme of farmers should centre round their needs and interests. In the early stage of agricultural growth adults and young farmers would need knowledge of inputs which are available and which will increase their farm production, and knowledge of new techniques of production and knowledge of how to economise in production and marketing. This forms the basis of the farmers education. The value of farmer's education depends on what he does, with what he learns. While developing farmers educational programme the course of study, instructional material, should derive largely from the farmer's needs in terms of his farming programme and the type or types of farming prevailing in the locality.

To develop suitable instructional programme for young working farmers a survey on "Professional Education needs of young working farmers in special programme areas of Punjab and U.P." was taken up by the author in the year 1966-67. The study revealed that in the era of fast technological change, to develop conducive attitude to bring about a favourable change in the young working farmers, to accelerate agricultural production, the young farmers need education. The quantitative estimate of the role played by education in increasing production, in this study revealed that there is a significant correlation between crop yield and education.

In increasing productive capacity of land by individual farmers, it was found that mere literacy of the farmers is not sufficient. In this study, it was also found that the primary level of education has not helped the farmers much in improving upon the performance of the illiterate farmers, while if the farmer studies up to middle school standard, significant improvement is shown as compared to the performance of the illiterate. Therefore, young farmer to be effective or proficient in farming, should be given functional literacy education at least up to middle school level.

Conceptual Frame Work

Functional education has three main dimensions—literacy training proper *i.e.* imparting the skills of three R's, vocational training and socio-economic training, but methodologically speaking, these elements do not develop in isolation. Since, the content of each elements interacts with that of the others and each communicates its dynamism to the others by means of the functional relations established between them, moreover, this type of education is directed towards the solution of problems that arise within the individual, social and working environment. Seen in this light, reading, writing and arithmetic are no longer an aim in themselves, but tools, mediating agents, in the dynamics of vocational, economic and social training. This conception of education results is specific, diversified teaching methods. Functional education is an attempt to accelerate technical changes which need to be introduced in the production process. It aims to create a background of technical, scientific, economic and social understanding against which the actual operations are to be seen. Thus in short the farmer's functional literacy education is nothing but an agricultural vocationalised education aimed at preparing farmers to become agents of change, to adapt them to change and for which give the farmer a means of communication in writing so that they may be better equipped for life and work, to use the means for acquisition of new technical knowledge and its constant adaptation to fast changing environment.

Strategy of Education of Adult Farmers

To prepare our farmers in accordance with technological developments and to make them readily trainable for any of a fairly wide range of available jobs in farming occupation sound educational foundation with clear uuderstanding of basic scientific concepts related to his environment and in different situation is needed. This involves three main processes: devising phased education cum training programme, preparation of instructional material and training. Thus educational cum training programme keeping in view the immediate objective, short term objective and long term objective covers the following areas.

First phase related to immediate objective

(a) to impart the skills of reading, writing, arithmetic in the context of farming occupation and high yielding varieties. (Integrated vocationalised literacy education).

(b) to impart elementary knowledge of special features and production process of H.Y.V.P., so that the participating farmer can experience very directly how his literacy education relates to the job he is doing which is useful and understandable. Also, he may learn how it relates to more advanced jobs needed to be performed to increase production.

(c) To develop certain concepts.

(d) to integrate literacy education programme with farmers training and group discussion programme of rural radio forum.

Second phase relates to short-term objective

(a) Continue imparting further skills of reading, writing, arithmetic and its manipulative skills in the context of farming occupation and high yielding variety.

(b) to impart basic knowledge of production

process of five HYV cereal crops and develop further conception of the agricultural sciences that underline modern technical achievement.

(c) to develop and use specialised instructions and reading material in particular factors of production and through such literature develop conception of the sciences related to the topic which may help to learn to regard nature as a system of phenomena which can be largely understood and harnessed through technology to serve human purpose. Example: high yielding variety seed.

Third phase relates to long term objective

The farmer, small or big land holder, is usually both employer and worker. He is also his own enterpreneur, manager, accountant and stock keeper. Besides, there is a rapid prolification of farming occupation expected to emerge due to technological changes in such situation keeping in view the roles to be performed by the farmers and farming community develop variety of instructional programme and supplement it by specialised job training, retraining, orientation in co-operation with farmers training centres, agricultural vocational schools if any, private firms and manufacturers, and specialised training institutions.

Instructional methods and material

To get the expected out turn of this vocationalised literacy education the strategy of communication of appropriate message aimed at development, understanding, skills, managerial abilities and conducive attitude through instructional material is very important. Communication of message is a specialised field which is generally adopted in preparation of instructional material.

I Fundamentals

The common elements which most written messages have and applied in preparation of instructional material for adult farmers education are:

A. Attention: capture the learners mind and hold it on the message.

B. Understanding: make the message easy to grasp.

C. Acceptance: make the message credible and convincing.

D. Action: give the learner something to do about what is said in the lesson and drill. Give good reasons for doing it.

II Organisation

(Giving order to the message to be communicated.)

Ways to arrange the facts and the message are:

1. Chronological

Telling of events or the steps in a process in the order in which they occur if a farmer has to prepare plan, fill up input card, take decision regarding the inputs to be chosen, labour to be employed, capital to be invested for increasing agricultural production.

2. Logical Sequence

It is a natural order approach. In this approach the message is presented the way a farmer thinks in the process of decision making in the context of preparing farm plan for farm production.

3. Psychological

The message is treated in such way that it moves from familiar to unfamiliar, from simple to complex in order to apeal to the learner.

This approach requires more knowledge of farmers, farming community, production process and factors influencing production as the subject matter has to be adapted to the requirement of the reader.

4. Space Order

The message or idea is arranged according to their location or position in space i.e. Farm layout, agricultural economics, marketing trend (prices). It makes the message more understandable. It results in applicability of message in several locations and situation.

5. Casual moving from causes to effects or from problems to solution

In occupational education this is the best way of adapting the message to the interests and problems of learner. However, it requires more critical thinking and creative ability to apply the vocational knowledge in preparation of instructional material directed to decision making and problem solving process.

6. Questions and Answers

Message treated through question and answer help in giving drill, re-caputulation and retention of information whatever they have learned through the lesson. It is meant for developing understanding, skills and attitudes.

III. Language as a vehicle of communication of message

To communicate message through written language teaching of literacy skills to illiterate farmer has a significant educational value. Language is used to colour the thoughts, feelings and incidents of every day life and are used (in books) to widen the readers knowledge, to make him commune with the thought and feelings of people who are inaccessible. In this context, teaching of literacy and written language to our farmers for the purpose of reading and writing does not mean a haphazard teaching of words related to farming, but it is a system of teaching vocal symbol by means of which a social group co-operates.

Next, language is a structured system of arbitrary sounds and sound sequences. The structured system of language consists of sounds, words and structures. A structure is the linguistic framework of a meaningful sentence. It refers to the arrangement of words in an accepted order which has sequential appealing value. The structural approach advocates the teaching of structures as structures are complete

utterances and enable the learner to use language as means of communication. These structures of language have to be selected and graded on the basis of productivity, simplicity, utility and teachability, so that a cumulative approach to them should give the learner at the end of the course a functional command of the basic written language skills namely three R's with which our farmers are not acquainted.

Logically to teach the arts of three R's in the context of modern agricultural message and to make it more effective we will have to follow certain procedure from the language point of view as well as from the point of view farmers occupational interest. Therefore, to make the instructional material readable and interesting following procedure should be followed.

Making the message effective

1. Vocabulary

To make the message readable, interesting and meaningful, prepare appropriate vocabulary list keeping in view the occupational group and then use the words that are: familiar, short, concrete, personal, exact, sense appealing and understandable. When in doubt, we will have to use several easy words instead of a single, more difficult one, therefore, list of synonymous words have to be prepared.

2. Sentence Structure

(a) Keep sentence short and single as the subject matter allows.
(b) Avoid sentences with unnecessary sub-ordinate clauses.
(c) Write sentences that are clear, active, natural, varied, inviting and forceful.

3. Efficiency

(a) Write paragraph which contains one idea, one point of view, one mood, complete in necessary facts and logical in order.
(b) Visual Aids: Illustrations make the message more clear and forceful.

4. Human Interest and Style

(a) One of the most effective method of communicating message is to let successful farmer who is following good package of practices speak for communicator in terms of farmers interest and needs.
(b) Although the reading material for neo-literate adult is considered to be good in a conversational vein, do not make a mockery of conversation style or do not enter into a artificial conversation.
(c) A farmer who has experience in his own occupation do not like to be advised by others. He does not cherish dogmatic views.
(d) Do not compare one farmer's operation with that of his neighbour.

5. Style

(a) Friendly, informal and chatly style is appreciated by farmer.
(b) Mention at appropriate place the people involved in the subject matter.
(c) Adult farmers are usually interested in events which concern people or places they know, events which effect their way of living or their future, or events about people which contain some experiences in which they can easily imagine taking part.
(d) Personalised message has a presumption of attention and a degree of understanding.
(e) Short pamphlets are desirable to encourage reading and reduce reading effort.
(f) Good headlines are desirable in getting attention.
(g) Factual accuracy is important.

IV. Strategy of Good Training

Good learning is stimulated through variety of teaching methods, active involvement of trainees, and encouragement of conflicting ideas.

It is well known that teaching is more effective when the same "message" reaches a learner by more than one of his senses. If the same information can be seen in words, charts, and pictures, and heard in conversation or discussion or lecture it is more likely to be remembered than it reaches the learner through one of these alone. In vocationalised literacy education which is an integrated approach the learning of three R's and learning of improved agricultural skill go together. Some ideas are more easily grasped when they are expressed in charts or pictures. Learning is accelerated if the learner gets an opportunity to "send" as well as to 'receive' these messages i.e. writing, reading and maintaining accounts or record. Use of variety of methods is desirable ex : reading assignments, group discussions, short lectures and use of audio visual teaching aids makes the teaching and learning more effective.

The aim of learning is to bring about behaviour change. To achieve this aim involvement of trainees in discussion is necessary. Trainees can also be involved by giving them assignment to collect information on the topic for the use of the class and if possible trainees themselves may report to the class on their own study, being done while collecting the information. It increases learning and creates interest in learner.

The strategy of training also depends on the decision of selecting the trainees, the size of the groups, the compositions of the group, the persons or the agency participating, further the success of training depends upon appropriate curriculum, length of course, training staff, resource experts, time table, meeting place, meeting arrangement and training material and library.

The success of education of adult farmers depends upon how carefully each step is planned and executed in relation to its strategy.

FARMERS TRAINING PROGRAMME

S.S.P. Singh, R.P. Singh and A.P. Mishra*

Introduction

FORMAL training in scientific agriculture to farmers is one of the important steps that can help in making a breakthrough in agricultural production. The main purpose of such training is to change the outmoded knowledge, attitudes and skills of farmers as well as to create interest in them to adopt scientific methods of farming and motivate other fellow farmers in their community for adoption of improved agricultural practices. The training becomes meaningful if it is treated as an essential input along with improved seeds, fertilizers, pesticides, irrigation and other factors in maximising agricultural production. Unless the farmers are convinced about the superiority of improved agricultural practices over the local ones, and have the necessary knowledge and skills with regard to their adoption, mere availability of research findings however practicable and useful they may be, won't serve any purpose.

To repeat, one of the main objectives of the farmers training programme is to create favourable attitudes on the part of farmers toward improved agricultural practices. How far the programme has been successful to this effect was the main purpose of the study under report.

METHODOLOGY

The present investigation was carried out in three purposively selected training centres, namely Mandar, Gaya and Dumka Agricultural Schools in the State of Bihar. The selection of these schools was influenced mainly by the fact that they represented the typical socio-agro climatic conditions of the State. All the 58 trainees who attended the training programme in the year 1967 from 5th May to 15th May at Mandar, from 20th May to 30th May at Gaya and from 2nd June to 12th June at Dumka formed the sample for this study. The data were collected by personal interview. The farmer's perception of the usefulness of training in specific areas of farming was measured by a three point rating scale. The three points of the rating scale with their numerical values given in parenthesis were: very useful (2) some what useful (1) and not useful (0).

FINDINGS

The attitude of farmers who have undergone training in scientific methods of agriculture may serve as an important measure of the effectiveness of training programme. Table I gives the distribution of trainees by the nature and intensity of their attitudes towards improved agricultural practices.

As it appears from Table I, none of the respondents had negative attitudes towards improved agricultural practices even before training. But whereas nearly 10 per cent of the respondents were undecided as to the usefulness of improved agricultural practices before training, this percentage was reduced to about 5 after training. The proportion of respondents having positive attitude towards improved agricultural practices before training was nearly the same as that after training. But while only 3.4 per cent of the respondents had highly positive attitude before training, this percentage was increased to 10.3 after training. It indicated a considerable change in the attitudes of respondents towards improved agricultural practices.

Paired 't' test was done to analyse the significance to difference between the mean attitude scores of the respondents before and after training. The value of 't' (11.42) was found to be highly significant. This confirmed a significant change in the attitude of the respondents due to the training they received. The training might have been helpful in dispelling many doubts and misgivings of the respondents resulting in more favourable attitudes on their part towards improved agricultural practices. As pointed out by Krech and Crutchfield (1947) lack of complete knowledge about any object is one of the important reasons for negative attitude towards it.

Attitude Towards Training Programme

That attitude is an important

TABLE-I

Nature and Intensity of Attitudes of Trainees Towards Improved Agricultural Practices Before and After Training.

Attitude Score.	*Nature and Intensity of Attitude*	*Before Training*		*After Training*	
		Frequency	*Percentage*	*Frequency*	*Percentage*
Below 2.5	(Negative)	—	—	—	—
2.5 to 3.5	(Undecided)	6	10.3	3	5.1
3.5 to 4.5	(Positive)	50	86.2	49	84.4
4.5 and above	(highly positive)	2	3.4	6	10.3

*Shri S.S.P. Singh is Block Agricultural Officer in the Department of Agriculture, Bihar, Dr. R.P. Singh and Shri A.P. Mishra are Assistant Professor and Lecturer in Agricultural Extension at the Bihar Agricultural College, Sabour.

determinant of human behaviour can not be questioned. As such, the farmers' attitude will play a significant role in making the Farmer's Training Programme a success. If the attitude of farmers towards training programme is positive, it is expected that they will participate in it. Their attitude will also be indicative of the effectiveness of the training programme in meeting their needs and interests. The data regarding the attitude of sample farmers towards training programme are presented in Table II.

The mean attitude score before training was 3.81 and after training 4.07. The value of 't' was 10.49. It appears from Table II that before undergoing training nearly one-fourth of the farmers were undecided as to the usefulness of the training programme, nearly three-fourths held positive attitude and only about 4 per cent has highly positive attitude. But after training, cent per cent farmers were convinced about the usefulness of the training programme, nearly 13 per cent of them having highly positive attitude. In paired 't' test, the value of 't' was found to be significant. This indicated that the mean attitude score of the farmers after training (4.06) was significantly higher than that before the training (3.81). This indicated a significant positive change in the attitude of the respondents towards the training programme.

Trainees' Perception of Effectiveness of Training in Specific Areas of Farming

To know the farmers' perception of the usefulness of training in each of the selected areas of farming, a three point rating scale was administered to the respondents. The weighted mean scores for the selected areas of farming are given in Table III.

As, Table III reveals, the trainees felt that training, was most useful with respect to improved seeds followed by chemical fertilizers, plant protection measures, irrigation, vegetable cultivation, improved methods of cultivation, fruit cultivation and soil conservation.

TABLE II

Nature and Intensity of Attitude of Trainees Towards Training Programme

Attitude Score	*Nature and Intensity of Attitude*	*Before Training*		*After Training*	
		Frequency	*Percentage*	*Frequency*	*Percentage*
Below 2.5	(Negative)	—	—	—	—
2.5 to 3.5	(Undecided)	14	24.1	—	—
3.5 to 4.5	(Positive)	42	72.4	51	87.9
4.5 and above.	(highly positive)	2	3.4	7	12.1

TABLE III

Trainees' Perception of the Effectiveness of Training in Specific Areas of Farming

Areas of Farming	*Weighted Mean Scores*	*Remarks*
Improved seeds	1.77	
Fertilizers	1.37	
Plant Protection	1.31	
Irrigation	1.20	
Vegetable cultivation	1.17	
Improved Implements	1.13	
Improved methods of cultivation	1.02	
Fruit cultivation	0.94	
Soil conservation	0.87	

Difficulties Faced by Trainees During the Training Period

It was found that one of the important difficulties faced by the trainees in general was lack of proper lodging and boarding facilities. Another difficulty they experienced was the delay in payment of the fixed amount of financial assistance to them. Majority of the trainees reported that training was mostly theoretical and very little attempt was made to impart practical skill in improved methods of farming. Although 88 per cent of the trainees understood the talks of specialist without any difficulty, the remaining 12 per cent of them could not clearly follow the talks of specialists.

Farmers' Perception of Duration and Time of Training

Nearly 21 per cent of the respondents felt that at a time ten days' training was insufficient to meet their requirements. But nearly 67 per cent of them were in favour of fifteen to thirty days duration of training. The remaining 12 per cent of the respondents were of the opinion that the duration of training should be more than one month. It stems from the responses of the trainees that they considered the duration of ten days short and the duration of one month-long.

According to the respondents January to February, 15th April, to 15th May and September to 10th October were most suitable periods for imparting training to the farmers of Bihar.

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Education Continues for Thirty Million Adults

Frederick Larsen

MORE adults are now attending evening classes in Los Angeles than there are children in the city's schools.

This newsbrief gleaned from the daily press gives some indication of the scope and scale of continuing education in the United States.

You wish to acquire some basic academic skill? Train for a specific job or technique? Catch up with new developments in your profession? Prepare for civic or social responsibilities? Or simply study for the sheer love of it? You only have to name your choice—the range of courses is almost limitless.

Today, 30 million adults—one out of every four in the nation—are taking at least one spare-time course a year, according to a survey published by *American Education*—monthly journal of the Office of Education. They come from every trade and every walk of life—workers studying to improve job qualifications; housewives taking courses in child care, mental health or planned parenthood; professional men and women (doctors and lawyers) making specialized inquiries; and enlightened amateurs spurred to further learning by "divine discontent."

Never a neglected item in the United States, continuing education has been greatly stimulated in recent years by new financing, provided mainly through the federal government.

Courses for Immigrants

The movement has roots at least a century old in the practice known formerly as "going to night school". For many years the primary schools and high schools in the large cities had provided space and teachers for evening courses in typewriting, book-keeping, mechanical drawing and similar subjects. But it was in the era of the great immigration into the United States that adult education work started in earnest, sponsored by civic groups and trade unions—notably by the International Ladies Garment Workers Union led by David Dubinsky. Their efforts made it possible for many thousands of new immigrants from eastern Europe to learn English and take other spare-time courses. Some trade unions, over the years, have provided access for their members to after-work instruction.

The universities followed suit and mounted the continuing education band-wagon. In 1914, colleges in practically every state opened their classrooms in the evenings for "co-operative extension courses" sponsored by the federal government to provide farmers with practical information and free instruction.

Today, an infinite variety of subjects are taught in both rural and urban areas. Adult education has come of age, with at least 300 colleges and universities operating special programmes.

St. Louis University, for example, has 79 adult education courses ranging from "Government Contract Negotiation," to "God and Man in the Modern World". The University of Florida offers counselling and research services to develop recreation programmes for the elderly, while California's Humboldt State College emphasizes land-use and urban rural community planning.

A major supporter of adult education on the campus is the W.K. Kellogg Foundation of Michigan, which has built and helps to finance the operation of centres for continuing learning at universities in Michigan, Georgia, Oklahoma, Nebraska, New Hampshire, Illinois and Indiana. Most of these centres include, besides classrooms, large auditoriums and comfortable dormitories.

A Dazzling Array

The newest boost to campus support for adult education comes from the two-year junior colleges which make community service an integral part of their programme. A community college in Baltimore, Maryland, waives all entrance requirements and fees for persons over 65. Another, in Miami, Florida, stays open all day Saturday for adults unable to attend evening classes.

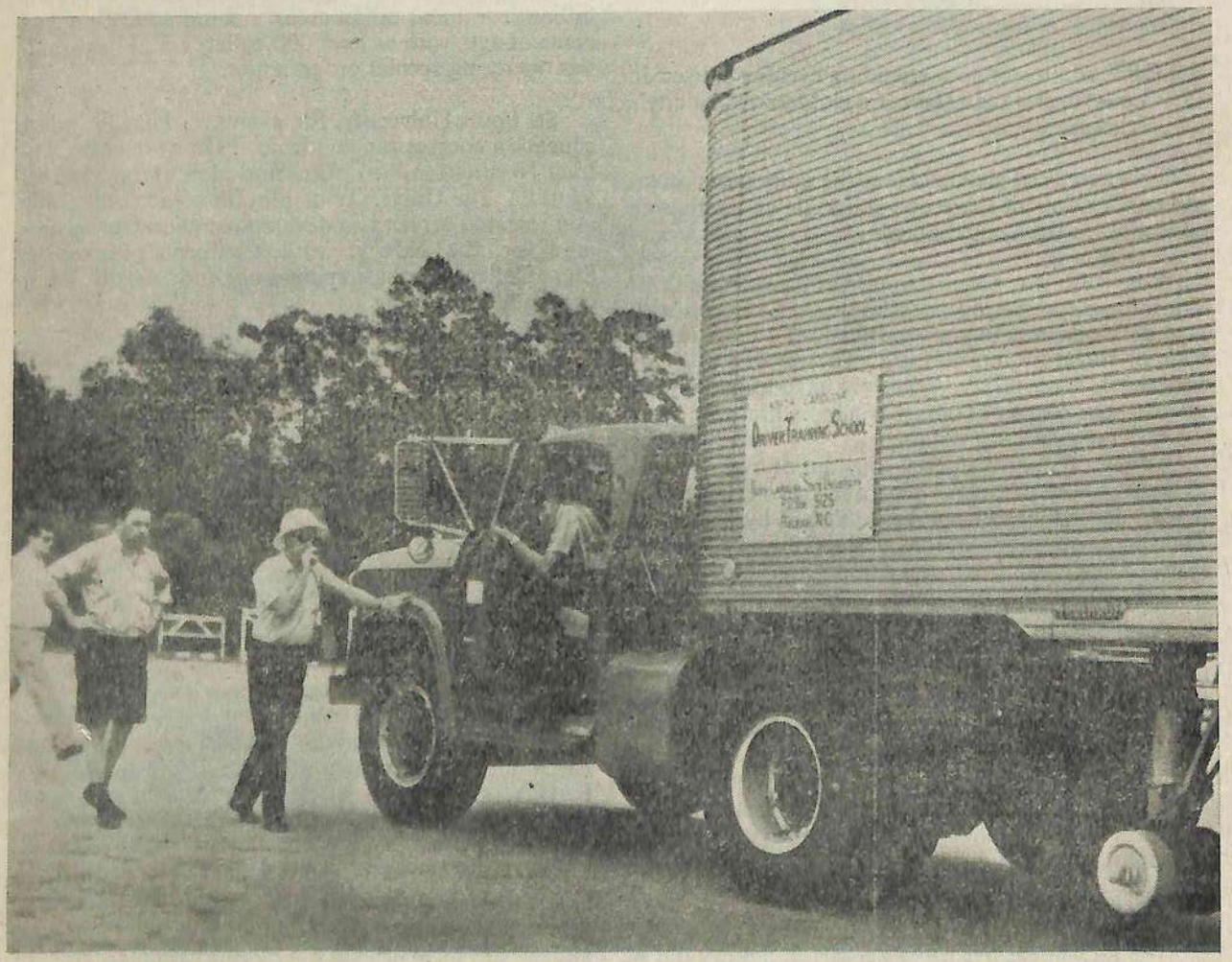
Public schools also sponsor lifelong learning. In Cincinnati, Ohio, secondary schools offer Saturday morning academic courses, taught by regular teachers, and special technical classes taught by employees of companies looking for more manpower. And when Amsterdam, in New York State, lost a major industry, the schools launched a scheme to retrain workers for jobs in other industries.

Other strong backers of adult education are the professional associations, such as the American Law Institute, the Bar Association or the Dental Association, who sponsor courses to keep their members up to date with the latest innovations and knowledge. For instance, the American Medical Association reports that 140,000 of its member physicians took refresher courses in 1967-1968 at 67 medical schools.

Perhaps the idea of adult education is nowhere taken more seriously than at New York City's famous New School for Social Research. The New School was set up specifically to provide liberal arts education for working New Yorkers. It offers a dazzling array of courses and programmes and employs as instructors and lecturers nationally—and internationally—known figures. Students at the New School can earn bachelor's, master's and Ph.D. degrees if they wish, but thousands enroll just to broaden their knowledge.

Throughout the country various social organizations teach adults about local problems—health and welfare, home economics and civic improvement. But there is need for more than that. In 1969, claims *American Education*, there were 17 million American adults lacking adequate primary education. About half a million recently enrolled in public schools to take remedial courses in the three "R's." It would appear that "going to night school" will continue as an important activity for quite some time to come.

UNESCO FEATURES



A driving lesson for truck drivers in progress—one of the adult education programmes at North Carolina State University. Here, an instructor in white hat, directs a student in the art of "backing".

Experimental Correspondence Course in Family Planning Recommended

A workshop on integration of Adult Education and Family Planning Programme was held at the headquarters of the Indian Adult Education Association in New Delhi on December 18, 1970. Shri B. Chatterjee Coordinator, Family Planning, Ford Foundation, New Delhi and a life member of the Indian Adult Education Association, presided. The recommendations of the workshop are given below.

(1) The workshop was of the view that the family planning content should be included from the literacy primer stage in a very subtle and gradual manner as a part of the larger problem of Family Health and Welfare.

The workshop requested the Indian Adult Education Association to prepare the primer in consultation with other family planning agencies and pretest it in a field situation.

(2) The workshop recommended that a periodic journal on family planning for neo-literates should be published in various regional languages. Such a journal should contain experiences of satisfied customers, remove misconception about various aspects of the family planning programme, offer information on where various types of family planning services could be secured or were available in the locality and a personal health column conducted by an expert where replies to various health querries made by readers could be checked.

The workshop felt that the cooperation of the Mass Mailing Unit of Family Planning should be enlisted, both for printing and mailing of the family planning literature. The Indian Adult Education Association should serve as a coordinating agency for preparation, publication and distribution of this literature.

(3) The workshop suggested that an experimental correspondence course in family planning should be organised by the Indian Adult Education Association in cooperation with the Department of Education and Family Planning. It was further recommended that suitable mechanism should be devised to personally follow-up each participant of the course and also develop suitable feedback mechanism to improve the effectivity of the course content.

It was also suggested that arrangements for built in evaluation of the experimental course should be provided so as to gain appropriate experience before large scale extension of this correspondence course.

(4) The workshop appreciated the need for orientation training for all types of literacy workers in family planning and recommended that the Indian Adult Education Association should appoint an expert committee to prepare the levels, content and duration of orientation training for various types of literacy workers.

It was suggested that Indian Adult Education Association should request the Government Departments and voluntary agencies training various types of field workers at grass root level, such as Panchayati Raj Workers, Cooperative Workers, Health Workers, Agricultural Extension Workers, etc., to include a course in family planning in their respective syllabi.

The workshop was of the view that existing mass media communication facilities be utilised instead of developing material of aids for the specific purpose of promoting population education.

(6) The workshop was of the opinion that the best and most effective coordination of activities in regard to adult education and family planning can only be brought about at the gross root level. It was therefore suggested that workers of both these fields should make it a point to meet each other as frequently as possible at informal as well as regularly scheduled meetings and conferences and support each other activities. However a coordination at the national, state, district and block levels should be organised through the family planning implementation committees.

The Workshop recommended that the Indian Adult Education Association should set up a small working group consisting of respresentatives of all major organisations participating in the workshop to prepare and submit a detailed plan of operations to the workshop within a period of six weeks.

25 experts from different fields participated in the workshop. Among others it was attended by Sarvshri R. K. Bhan, Chairman, Pathfinder Fund, John Cool, Ford Foundation, K. B. Mathur, Department of Family Planning, Govt. of India, Dr. S. K. Sandhu, and Dr. Talwar Dy. Directors, Central Family Planning Institute, Dr. M. A. Owaisy State Family Planning Officer, Delhi, Dr. K. N. Rao, General Secretary, Population Council of India, Shrimati S. Sachdev, Chairman, Delhi Social Welfare Advisory Board, Miss Mani Rao of the Central Health Education Bureau, New Delhi, Shri S. Malik, Assistant Director of Education, Delhi Administration, Shri V. B. Mahajan of the Delhi Municipal Corporation and Dr. N. A. Ansari, Reader, Department of Adult Education, NCERT, New Delhi.

INDIAN EDUCATION TODAY: PROSPECTS AND PERSPECTIVES

Edited by Daya Krishna, V.V. John and P.S. Sundaram, Jaipur, Rajasthan University Press, Pp. 238, Rs. 20/-.

The book dedicated to Dr. Mohan Sinha Mehta, former Vice-Chancellor of Rajasthan University and President of the Indian Adult Education Association is a significant addition to the meagre but growing literature on education.

The book consisting of 18 chapters has been written by teachers of the various departments of the Rajasthan University. Four chapters are exclusively devoted to adult education in its various aspects.

A chapter on "Scope of Activities Proper to University Department of Adult Education: The Canadian Experience" clearly underlies the need and importance of the Extension Department in the University to serve the community. The various programmes of the Extension Department of the University of British Columbia in Canada have been mentioned to justify the case.

The chapter 'Gandhi's Concept of Education' reviews the various schemes of education advocated by Gandhiji. Gandhiji's concept of education is an integrated development of human personality and the author has presented the various thoughts of Gandhiji on education very lucidly.

Education has no end, it is a continual process to be engaged in for a life time. The education of the decision maker is very important for the proper functioning of democracy. In the chapter on 'The Education of the Decision Maker', the author has mentioned the examples of Solon, Confucius and Hippocrates for their clear conviction and support for life-long education. He has underlined the various roles of the "decision makers" and the kinds of programme which can be offered to them. The chapter will go a long way in emphasising the necessity and importance for this kind of education in the country.

The book has both, credibility and readability. The contributors include such distinguished scholars as J.R. Kidd, J.K. Friesen, V.V. John and Daya Krishna. The editors have provided educators, as well as the general public with a valuable collection of essays on problems of education in India.

—J.L. Sachdeva

SECONDARY SCHOOL TEACHER EDUCATION IN TRANSITION

By Dr. J.P. Lipkin Bombay, Asia Publishing House, pages 123, Price Rs. 18.

The reforms envisioned for India's Secondary Education would require corresponding changes in the training of secondary teachers. The main purpose of the study undertaken by Dr. J.P. Lipkin, now published under the title 'SECONDARY SCHOOL TEACHER EDUCATION IN TRANSITION' (Indian Education series No. 1) is to determine the extent and the causes of the transition of secondary teacher training from the academic pattern introduced by the British to a pattern more suited to the Indian Societal context. The University of Michigan rightfully initiated the process of such a study with the Bombay University which is stated to be most backward in this regard. But what Lipkin arrives at in his study of the Bombay teacher training programme may be true of the programme as a whole anywhere in the country.

"From their earliest beginnings to the present, India's training colleges have been the object of severe criticism. These criticisms have invariably been directed against the role and superficial nature of the training programme, in general, and the ubiquitous triad; the syllabus, the textboobs and the final B. Ed. examination, in particular. In retrospect, these features of the secondary teacher's training appear as a symptom rather than a cause of the training colleges weaknesses. "And that 'just as there is no universal agreement as to what constitutes a good teacher training programme, there is no universal standard by which a programme can be judged." While all are agreed on the basic tasks ahead, which have also been spelt out in our successive Five Year Plans, both academic and political leadership seem to be inclined more towards status quo than for any meaningful change, despite their pious wishes expressed so often.

A radical change is needed in the attitude of the society and the educational executives, towards the training of secondary teachers, much different from what was visualised by the Wood Education

Despatch of 1954. How relevant it is, in this context to review the historical prespective of teacher training is a wide guess. However, evolution of the programme of teacher training from the recommendations of the Indian Education Commission of 1882 (Hunter Commission) through the modern needs of a pragmatic science of education would be an interesting study, which promises the ushering in of a new chapter in the technology of teaching.

It would be relevant to recall here the observations of Lord Curzon (1899) who is credited with being the driving force in establishing the system of secondary training institution. "Curzon believed that a matter as vital to India's welfare as education should come under the aegis of the central government. Accordingly, he created the post of Director-General of Education and established a policy of increased financial aid to education and its attendant, increased central control." Lipkin, not in vain, hopes that "the central government, which has played a leading role in the formulation of educational policy since the establishment of the British system in India, is today playing a leadership role in an attempt to create a multipurpose secondary school which will serve as an instrument for the attainment of national economic, social and political goals. It is to this that we have to address ourselves now in right earnest.

That naturally brings us to the need for a certain standard to be achieved in the country on a uniform scale, with regard to building up a cadre of teachers who knew what was expected of them in the context of the new nation's commitment to the creation of a democratic social order, and their role in coming up to this expectation—or, rather, their technology to fulfil it. The secondary education world would, in fact, look forward to more such thesis on secondary teacher training and to the evolution of a programme to make this transition meaningful.

L.N. Aggarwal
Education Officer
Central Board of Secondary Education
New Delhi

National Convention on Citizenship and Democracy

A Seminar on "The Citizen and Democracy" was organised by the Gandhi Peace Foundation in New Delhi from December 12-14, 1970.

The seminar recommended to call a National Convention on "Citizenship and Democracy" at an early date with a view to forming an All-India Organisation for this purpose. A preparatory Committee for calling the convention under the Chairmanship of Shri Jayaprakash Narayan has been set up.

The Seminar suggested to set up Citizen's Committees all over the country with the following objectives :—

(a) to make every citizen conscious of the fundamental rights guaranteed to him by the Constitution;

(b) to impart training for citizenship, and in particular, to encourage the citizen to play a more active role in the choice of candidates for election to legislatures;

(c) to provide a common platform where representatives of different political parties will be invited to meet and explain their respective programmes and points of view to the people. both before and after elections;

(d) to consider the question of reform of electoral laws as the need arises;

(e) to increase the awareness of the ordinary citizen of the liberties and immunities to which he is entitled under the law, including, for instance, safeguards against arbitrary arrest or harassment;

(f) to move, wherever necessary, for redress of injustice and, more particularly, to fight non-violently on those issues which may not appear profitable to party politicians but which are, nonetheless, of vital importance for the growth and preservation of a democratic tradition;

(g) to make the citizen conscious of his duties, including the duty to rise above those narrower loyalties, based on kinship, caste, community, region and language, which are a hindrance to the evolution of a healthy civil society;

(h) to impress upon the citizen that a capacity for continuous initiative and involvement in constructive work and an attitude of cooperative self-help rather than a habit of excessive dependence on the State, are essential pre-conditions for the success of democracy in India, and, finally

(i) to promote discussion on any other basic question pertaining to democracy which may assume importance from time to time.

Adult Education and Urban Development

(*Continued from page 11*)

social change is very rapid. This needs a radical transformation in the educational system. Education is no longer taken as imparting of knowledge, or the preparation of a finished product, but building up of such essential skills as independent study, and capacity to think and judge for oneself."

This underlies the need for a large-scale programme of adult education; adult education not merely in the remedial sense but in a positive dynamic sense, in education being a life-long process. In this connection, it would be desirable for us to examine one of the recommendations of the Education Commission. It says, "all educational institutions of all types and grades should be encouraged and helped to throw open their doors outside the regular working hours to provide such courses of instruction as they can to those who are desirous of receiving education." The commission has also recommended that "a parallel part-time system of education should be created to provide adults with opportunities for taking the same diploma or degree as students in schools and colleges."

If we accept this, **educational institutions at all levels should organise educational activities which will help people to understand and solve the problems. The existing schools should be transformed into centres of social action and utilised as centres of community life.** Each school should have a staff member specially designated for adult education. It should be his job, in collaboration with his colleagues to organise educational programmes for adults.

Similarly universities must also set up Departments of Adult Education and conduct courses for adults in the evening or through Correspondence. Extra-mural and extension courses could also be organised. In short, adult education should become part and parcel of the educational system providing education to all men and women to serve their various needs. The entire educational system should be an integrated whole looking after the needs of children, youth, adolescents and adults. "Education is the most important single factor in achieving rapid development and technological progress, and in creating a social order founded on the values of freedom, social justice and equal opportunity," and it should be our endeavour, that no individual whatever his age and intellectual achievement, should be denied the opportunity to participate in the creation of this new social order based on freedom, justice and equal opportunity.

Role of National Youth Board

(*Continued from page 8*)

tacts between National organisations and international bodies and exercise control over the flow of finance into India in the sphere of youth and welfare activities so that these funds are used only for the purpose mentioned and not to serve any other ulterior motives.

4. The Board should serve as a liaison between the Youth organisations and various departments and Ministries of the Government so as to coordinate the activities of the various bodies in relation to the different projects taken up by individual departments and Ministries so as to avoid waste and duplication.

5. Ultimately this Board should define the norms and and standards to be kept up by the National Youth organisations and exercise necessary control so that the standards are maintained.

6. The Board should not take up such projects and activities directly which are already being carried out by the individual organisations unless it is necessary to do so in the National interests.

Since most of the youth unrest originates in the student unrest in colleges and universities, the National Youth Board should spell out the policy that no University or Governmental body should deal with student wings of political parties in dealing with problems of the student community. They should also discourage the setting up of student units by political parties which is the primary cause of the continued conflict, indiscipline and violent strikes in the educational institutions leading to waste of time and energy of millions of students and teachers. In this if a firm policy is adopted by the Central and State Governments as well as the universities, peaceful academic life would become absolutely impossible, in view of the fractional activities of multifarious political parties trying to excel each other in fomenting student disturbances as an instrument to achieve political power.

The Youth Board should also take over the activities concerning national integration and set up public safety committees consisting of the representatives of the Government and national youth organisations for the maintenance of the safety and security of the national institutions. The Board can also serve as clearing house for the various youth activities and projects at present carried out by more than one institution and which could with benefit be entrusted to a single organisation.

Adult Education in the Seventies

The Report of the Bhubaneswar Conference *Adult Education in the Seventies* is now available from the Business Manager, Indian Adult Education Association for Rs. 5.00 (Inland) $1.75 (Overseas).

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Canadian Gift to World Literacy Campaign

The Pacific Press, Vancouver, Canada, has donated a linotype linecasting machine to the World Literacy Campaign, the third such presentation by this company. On this occasion the gift was to the Philippines. Previous recipients were CREFAL, Mexico and the Literacy Campaign in Ecuador.

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New Life Members

Shri B. Patnaik, former Education Minister of Orissa, has become Life Member of the Indian Adult Education Association. Sarvshri B. Chatterjee, Delhi, J.M. Gadekar, Bombay, S.N. Pandey, Etawah and Smt. G. Sinha, Patna, have also joined the Association as Life Members.

Barnabas Passes Away

Shri John Barnabas, Director, Central Institute of Research and Training in Public Cooperation, New Delhi, died on December 26, 1970 in New Delhi. He was 57.

A letter of condolence to Smt. Barnabas has been sent by the Organising Secretary of the Indian Adult Education Association.

ONKAR NATH

It is with deep regret that we inform our readers about the sad and untimely demise of Lala Onkar Nath on January 2, 1971 in New York after a serious car accident. He was 65.

Lala Onkar Nath was a Life Member of the Indian Adult Education Association and was its Treasurer from 1951 to 1956.

He was a veteran political and social worker and was connected with many social welfare agencies in Delhi.

J.N. MITRA

It is with profound regret that we record the death of Prof. J.N. Mitra, former Director of the School of Correspondence Courses, University of Delhi and a Life Member of the Indian Adult Education Association on September 10, 1970 in New Delhi. He was 69.

Prof. Mitra, who was born in Calcutta, had a master degree in mathematics from the Calcutta University. He was lecturer, head of department of mathematics and Principal of the Ramjas College of the University of Delhi before he joined the School of Correspondence Courses in 1962. He participated in the International Conference on Correspondence Education in Stockholm, Sweden in 1965. He initiated the personal contact programme and the AIR broadcasts for the Correspondence Course students.

Regd. No. D-109

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Available from :

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Workshop on Functional Literacy Project

A National Workshop on Functional Literacy Project was inaugurated by Prof. V.K.R.V. Rao, Minister for Education and Youth Services, in New Delhi on January 11. Also seen in the picture are Shri T.P. Singh, Education Secretary (left) and Dr. S.N. Saraf, Director, Bureau of Pilot Projects, Adult Education and Statistics, Ministry of Education and Youth Services.

(Report on page 1)

Published every month by the Indian Adult Education Association

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INDIAN JOURNAL OF ADULT EDUCATION

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Functional Literacy is a Tool for Increasing Production, says Dr. Rao

INAUGURATING a nine-day National Workshop on Functional Literacy Project in New Delhi on January 11, 1971, the Union Minister for Education and Youth Services, Dr. V.K.R.V. Rao emphasised the importance of functional literacy programme and expressed the hope that during the next three years of the fourth Five Year plan, the target of making one million adult farmers functionally literate would be achieved.

He said his Ministry proposed to organise a National Workshop on teaching techniques in functional literacy in March. A writers workshop to prepare a blueprint for a massive programme of production of literature was also proposed to be held very shortly.

The Workshop organised by the Ministry of Education and Youth Services considered the recommendations of the four regional workshops held earlier to discuss the progress and prospects of the farmers Functional Literacy programme in the different regions of the country and to consider measures to strengthen the prospects and to make it field oriented and more effective.

Mr. J.C. Cairns, Director, Literacy Division of Unesco stressed the need for devising system of coordination among the three components of the project. He assured Unesco's full support to functional literacy programme in India.

Over 100 participants consisting of officers of Central and State Governments and representatives of voluntary organisations and international organisations attended the workshop.

The participants were divided into five group each with a chairman, consultant and two rapporteurs. The subjects considered by the groups were: Orientation and Training of Personnel engaged in Functional Literacy Project, Methods, Material including Follow-up, Mass Media including role of Radio in Literacy, Research, Experimentation and Evaluation, and Administration, Organisation and Finance.

The workshop recommended that farmers training and functional literacy programme should be very well integrated and should not be treated as two divergent parallel schemes.

The workshop suggested that the methods to be employed for achieving the objectives in the functional literacy programme should take into consideration three aspects of the programme, namely, (i) the content and the curriculum development for the programme (ii) an integration of other elements with socio-economic content and (iii) teaching of language.

The workshop felt that there is a great need for providing or supplementing listening facilities to the rural audiences, specially those who who are participating in the pragramme of Farmers Education and Functional Literacy so that fuller use of radio programme could be made.

NEWS & EVENTS

IAEA Organises Adult Literacy Training Course

The Indian Adult Education Association has organised an adult literacy training course at its headquarters in New Delhi for Adult Literacy Instructors of the Indo Tibetan Border Police Force. It will start from February 2, 1971. The course consisting of 50 lectures will end on February 16.

Committee to Ensure 'Pure' Election

A National Coordination Committee for Voters Education has been established in New Delhi to ensure free and fair voting in the forthcoming general elections.

Twelve non-party organisations including the Indian Adult Education Association have joined hands to see that corrupt practices, violence and unruly scenes usually associated with elections are eliminated.

The Committee has plans to set up 100 voters councils all over the country and one council each in Delhi's parliamentary constituencies. It proposes to bring out three lakh posters to ensure that the voters exercise their right independently and fairly.

Television Series Show Literacy Work in Arab World

On the occasion of International Education Year, the United Arab Republic has broadcast a series of television programmes on functional literacy. The Egyptian Television produced a series of four programmes, each programme examining different aspects of literacy work in the Arab world and in the developing countries. Following was a programme entitled "Twenty Questions" which discussed the problems of functional literacy.

Madan Mohan Dead

We regret to inform our readers that Shri Madan Mohan, former Vice-Chancellor of Gorakhpur University and a member of the Indian Adult Education Association, passed away on January 24 at Meerut following a heart attack. He was 73.

Vice-President Pathak to Present Nehru Literacy Award

Shri G.S. Pathak, Vice-President of India, will present the 1970 Nehru Literacy Award to Mysore State Adult Education Council in New Delhi in March. The award instituted by the Indian Adult Education Association has been awarded to the Mysore Council for outstanding contribution to the promotion of adult literacy and adult education in the country.

The Award was announced on September 8 last year by Dr. V.K.R.V. Rao, while presiding over the inaugural function of National Seminar on Adult Education organised by the Ministry of Education and Youth Services at Bangalore.

Literacy Work By The Staff Of Commercial And Industrial Enterprises

It is of the essence of functional literacy that enterprises in the production sector should themselves undertake literacy work, the educators' role being to provide the necessary pedagogical backing.

The Institute for Adult Education in Tunisia, which in 1968 conducted with Unesco's assistance a micro-experiment in functional literacy at Mornag, near Tunis, has endeavoured to interest commercial and industrial enterprises in literacy programmes. Such has been its success that in the year 1970 it had made available to the State Secretariat for National Education 70 primary school teachers for secondment to adult education work, since the enterprises have decided to employ their own staff for functional literacy work.

World Conferences Endorse Functional Literacy

The Second World Food Congress meeting at the Hague from 16 to 30 June, 1970, and the World Conference on Agricultural Education and Training held in Copenhagen from 28 July to 8 August, 1970, both endorsed the concept of functional literacy.

The World Food Congress in noting the importance of mass training for the rural population, especially the farmers, stated that more and more attention should be paid to functional literacy efforts.

At the Copenhagen Conference which was organized jointly by FAO, UNESCO, and ILO, it was noted that "functional literacy constitutes a basic component of rural development programmes when such programmes are aimed at populations having a high illiteracy rate." In line with this, it stated that more and more rural training programmes are including a literacy component.

ADULT EDUCATION IN PUNJAB— AN INVESTIGATION

T.R. Sharma

Introduction

INDIA was more illiterate in 1970 than she was in 1960. We are adding about 3 million more illiterate every year. Against 1.6% increase in literacy, population increases by 2.7% per year.

The price which individual as well as the nation pays for illiteracy is high although one grows accustomed to the persisting malady and becomes insensitive, like the smoker, to the harm it does. The circumstances of modern life condemn the illiterate to live an inferior existence. He has little prospect of a reasonable income. He remains insulated from sophisticated social process such as democratic government and commercial marketing. In short he is not a free citizen. He is far from taking an intelligent part in affairs of the community, he can neither read nor write, he is unaware of what is happening in the country and what is expected of him in the changing set up. Whatever may be our pretention in other fields such as the pride of having glorious academic ancient traditions, a very progressive constitution, an advancing stage of agriculture and industrialisation and a record of having produced some of the most distinguished scientists, poets, engineers, orators, sages and seers the dubious distinction of having such a large number of utterly illiterate people is indeed the most serious stigma on these claims.

Freedom and illiteracy cannot co-exist. If freedom is to be preserved, in fact it should be, then illiteracy has to be liquidated on war footing.

The author is Head, Department of Education and Community Services, Punjabi University, Patiala.

In Retrospect

The Punjab Government for the first time inaugurated Adult Literacy Campaign in 1922 in collaboration with the Co-operative Department. By the end of 1922 there were 630 Adult Education Centres with 17776 adults. The momentum continued up to 1937 when there was a sudden fall due to economic distress and enrolment fell to 5000 only. In 1938-39 there were 146 centres with 5201 adults on rolls. In 1941, literacy figures rose to 12.9% from 5.3% in 1931.

The country's independence gave fillip to the schemes and under the direction of Government of India, the adult education was reorganised in 1949. By the year 1956-57, the number of both rural and urban centres rose to 914. Social education supervisors were also appointed to guide and supervise the work more effectively. The central assistance for the scheme continued only upto 1956-57. Thereafter the whole burden was borne by the State Government.

Since November, 1966, only two circles, one at Patiala and the other at Jullundur have been working. The annual output of these centres is only 2 thousand literate adults. With this pace it looks that the problem of illiteracy will never end, more and more illiterate will be added every year and distance between what is and what should be will be, ever increasing.

Raison de'tre of the study

Visualising the magnitude of the problem and its far reaching consequences, the investigator undertook a brief survey of what is being actually attempted in the field of Adult Education in Punjab. Keeping in view the time factor and other difficulties, it was decided to delimit the scope of the survey only to one circle i.e. Patiala circle. Since the situation in Jullundur circle is identical it is possible to generalize the findings of the survey for whole of the Punjab.

Procedure

Use of interview, visits to social education centres and questionnaire techniques was made to collect the required data.

Findings of the Investigation

A. Organization of the Scheme of Adult Education

It is a Government of Punjab enterprise only; no private or voluntary organisations are involved in adult education. The scheme is in operation in two circles, namely Jullundur and Patiala. The organization of the two circles is identical. So we suffice to describe only the Patiala Circle.

The Patiala circle is headed by a Circle Social Education Officer in PES II who is responsible to Circle Education Officer, Nabha at the circle level and the D.P.I. Punjab, at the State level. In the Education Directorate, the scheme is looked after by a class II officer designated as Youth Welfare Officer. The main burden of running the scheme falls on the Circle Social Education Officer. The C.E.O., Nabha and the officer at the Directorate level are only administrative heads.

The Patiala Circle has three squads located at Patiala, Kurali and Rampur Phul. Each squad is headed by a supervisor who is helped by an assistant supervisor of the sex opposite of the supervisor.

Each squad has normally 25 full time social workers and five bonus workers (paid a fixed honorarium of Rs. 40/- p.m.). Thus the total number of centres in Patiala circle comes out to be nearly 90. Each centre holds two sessions a year and is required to produce on the average 30 adult literates.

B. Progress of Adult Education

TABLE I

The Progress of Adult Education in Patiala Circle

Year	No. of Workers	No. of Centres	Adults admitted	Total passed	Total left
1955-56	43	38	2397	1536	861
1956-57	54	52	1712	897	815
1957-58	54	54	1745	882	863
1958-59	38	40	1341	488	853
1959-60	44	49	1555	611	944
1960-61	44	49	1523	913	610
1961-62	38	46	1299	711	588
1962-63	48	47	1498	749	749
1963-64	53	52	2399	1405	934
1964-65	54	54	1796	1206	590
1965-66	49	49	1592	981	611
1966-67	47	52	1725	1027	698
1967-68	52	52	2052	1435	617
1968-69	56	56	1950	1473	477
(1) Total	674	690	24514	14313	10201
(2) Average per year	48	50	1751	1022	729
(4) Percentage	—	—	—	54.3	45.7

C. Literacy figures in Patiala Circle

TABLE II

District wise population and percentage of Literacy in Patiala Circle

Sr. No.	District	Total No. of villages	Population	% of Literacy
1.	Patiala	1436	959800	24.6
2.	Bhatinda	665	1055100	18.9
3.	Sangrur	712	964900	18.6
4.	Rupar	836	471500	27.7
	Total	3649	3451300	22.5 (average)

Source : 1968 Census Year Book.

N.B. The general percentage of literacy in Punjab is 26.7 only (year 1968).

D. Expenditure on the Scheme

TABLE III

Budgetary Provisions for Patiala Circle

Year	Total Provision
1966-67	Rs. 64895/-
1967-68	Rs. 203051/-
1968-69	Rs. 223163/-
Average	Rs. 163703/-

Source : C.S.E. Office, Patiala.

E. The Adult Education Teachers

TABLE IV

Qualification, Experience and Training

(a) Name of the Category	Middle	Matric/JBT/ Diploma	BT/LLB	Total
C.S.E.O.	—	—	1	1
Supervisors and Assistant Supervisors	—	3	3	6
Social Education workers	27 (38%)	39 (54%)	6 (8%)	72

(b) (i) Training in Social Education Work—almost nil.

(ii) Seminars attended : 25% have attended one or two seminars, only three Workers and two Assistant Supervisors attended the refresher course at Nilokheri.

(c) (i) Experience : 75% workers have experience ranging from 5 to 15 years.

(ii) Literature read : Hardly 10% workers have read one or two books on Adult Education.

TABLE V

Knowledge of Punjabi, of Social Education Workers

Below Middle	Middle	Matric	Gyani
11%	38.9%	36.1%	14%

Table I shows the progress of adult education in Patiala Circle during the last 14 years. It has been found that on the average about 48 centres have been functioning annually with an output of 1022 adults. It may be noted that only 54.3% of the adults who join the literacy class complete their training, 45.7% leave in the middle. This results in wastage and leakage. Consequently the goal of hundred per cent literacy is ever receding.

There has been no provision for follow-up of the education of neo-literates, who lapse into illiteracy with the passage of time.

Table II shows that the four districts namely, Patiala, Bhatinda, Sangrur and Rupar which comprise Patiala Circle, have a total illiterate population of 1484000* adults (43% of total population) and just 1022 adults are made literate annually. If the present pace is maintained we shall take nearly 1500 years to reach the cent per cent literacy target. The time required will be far greater because literacy increases at the rate of 1.6 per cent and population increases at the rate of 2.7 per cent every year. Even if leakage in each centre is totally stopped and each of the 48 centres (average) are able to turn out 30 literate adults every year, we shall be educating only 1440 adults every year. This will mean nothing. In the vast desert of illiteracy, educating just 1440 adults every year will not serve as a small oasis even. The general literacy percentage of Punjab State stands at 26.7 whereas Patiala Circle shows literacy only as 22.5%; a greater effort, therefore, is implied.

Table III reveals that budgetary provison for the scheme. The figures are almost shocking bacause for illiterate adult population of 148400 in Patiala Circle, a provision of Rs. 163703/- (average three years) is most inadequate. It comes out to nearly ten paisa per illiterate adult per year. What a tragedy indeed.

It can be safely inferred that the scope of the scheme is extremely narrow. Keeping in view the enormity of the problem and far reaching consequences there is need of a far greater provision of funds and a far better and wider organisation of the scheme.

*Between 15 to 40 years.

Table IV refers to the qualifications, experience and training of all categories of persons engaged in this scheme. The C.S.E.O. is drawn from PESs II. His basic qualification is B.A., B.T. and his post is transferable to general education side and vice versa. Formerly there was a separate cadre of C.S.E.O. in PES II and five persons were recruited directly for the scheme but these five posts were subsequantly integrated into general PES II, and all the five incumbents left the Social Education Department.

The officer is neither provided with any training for his new assignment nor with any guidance. He has to see things for himself. And by the time he understands the demands of the job, he is shifted.

The Supervisors and assistant Supervisors are required to be trained graduates in Rs. 220-500 scales (master grade) but the persons who are working in this circle as supervisors and assistant supervisors do not possess requisite qualifications. Only 2 out of 6 persons are trained graduates and one of them is a B.A., LLB.

All the rest are matriculates with diploma in some trade. They are given a fixed salary of Rs. 220/- p.m. in Rs. 220-500 scale. Before the revision of their old grades, they were in running grades, but the revision has resulted in a fixed salary for some of them. This is constantly adding to their frustration and their interest in the job is vanishing fast. This issue deserves consideration by the Government.

It is sad to point out that the Supervisors and Assistant Supervisors, as also the Social Education Workers have had no formal training in adult education work. During the course of interview, they have pointed out that lack of the training was a serious handicap in their professional efficiency. They told that they would not grudge getting training, even at their own expense, if such opportunities were provided.

Their study of literature on adult education is also meagre, almost equal to nil. The paucity of such literature is actually felt by them. Even at the headquarters they have no library facility.

They have no training, they have no literature to fall back upon and they have no guidance from any quarter. Their professional efficiency may well be imagined.

The basic qualification required for the post of a Social Education Worker is Matric with one year Diploma in some trade. His salary scale is Rs. 125-300.

37.5% of the present Social Education Workers are only middle, 54.2% have passed matric with one or two-year Diploma and only 8.3% are Matric J.B.T.s. Some of the workers who do not possess requisite qualifications have now been fixed at Rs. 125/- p.m. This fixation as a result of recent grade revision is constantly adding to their frustration. Interviews with some workers have brought to light the fact that in some cases, total emoluments of some workers have been reduced.

75% of the workers have had an experience ranging between 5-15 years. Only 10% of them have attended some local seminars. Hardly 10% have studied some literature concerning the profession.

They have had no formal training in social education work. During the course of interview with some of the workers, it has been found that most of them are willing to get training at their own expense, provided such facilities are made available to them.

Table V points out that 11% of the workers have had no formal education in Panjabi. 38.9% of them have studied Panjabi upto middle, 36.1% have passed Panjabi as an elective subject in Matric and 14% are Gyanis. It is discouraging to find that quite an appreciable number of workers cannot write correct Panjabi.

F. Duration, Syllabus and Time table etc.

The present adult education scheme envisages two half yearly sessions every year. The first session starts in April and ends in September and the second session starts in October and ends in March. In the first session, as pointed by the workers the months of April and May, being the harvest months, are the months of bleak attendance. In the second session, the months of October and November are the period of their poor attendance but in the other four months of both the sessions, the attendance is just satisfactory.

In can be inferred that in both the sessions, actual work is done for four months only. This is too short a period to acquire lasting literacy. Each worker is required to push through 30 adults in both the sessions. He, who fails to achieve this norm, runs the risk of losing his annual increment. In some cases, increments have actually been stopped.

Adults are expected to learn reading, writing and simple arithmetic of the level of 3rd primary class. At the end of each sessions, a written examination is conducted by the supervisors and successful adults are given Literacy Certificates. The investigator examined some of the answer books of the adults. The standard achieved by the adults compared well with 3rd or 4th primary class students. In the case of women adults crafts like tailoring, knitting are also being conducted. This is a measure of attraction for the

(*Continued on page 19*)

Universities, Adult Education and Social Criticism*

S.G. Raybould

I

WHEN I was beginning to think what I might say on this occasion I read a little book about Herbert Marcuse by Professor Alasdair MacIntyre of the University of Sussex. The book is not directly concerned with adult education at all; but it contains several sentences which, it seems to me, bear very directly on our concerns, and which I therefore thought might serve as a text for what I have to say tonight. The first I would like to quote occurs near the end of the book, and affirms that "one of the most urgent of contemporary tasks is to insist on subjecting the social and political order to continuous rational criticism," and as part of that task, "to preserve the autonomy of rational enquiry in universities and elsewhere." The other occurs at the beginning of the book, in the first paragraph in fact, and refers to philosophic thought in particular. "One key task of philosophy," says MacIntyre, "is to criticise other philosophy, not only—even if most importantly—in the interests of truth but also because, whether philosophers will it so or not, philosophical ideas are influential in social, moral and political life. It is part of the quality of life in the present age that those philosophers whose concern for rigour and for truth has been most marked have also for the most part been those philosophers who have exhibited least concern about the character of that influence. Whereas those philosophers who have been anxious that what they say should be socially relevant have for the most part been careless and unrigorous and therefore unreliable guides to truth."

The ideas expressed in these sentences: that public affairs and public policy should be subject to continuous rational criticism; that universities sould be prinicipal centres for such criticism; that ideas influence behaviour; but that it is difficult to reconcile a strong desire to influence social and political action with the requirements of rational criticism: these ideas are none the less important for being familiar, and they are perhaps less familiar, and less widely accepted, today than at some earlier times. Two things have particularly prompted me to talk briefly about them today. The first concerns some aspects of the agitation which has been so widespread on university campuses in recent years; and the other covers thoughts about difference between university adult education in North America and the United Kingdom which have remained with me since I first crossed the Atlantic, from east to west, a dozen years ago.

II

One of the features of the campus unrest which particularly interests me is that in part it is a demand that universities function as just such centres of criticism of the social and political order as Professor MacIntyre seems to commend. I say *seems* to commend because, of course, he says that, as well as being continuous, the criticism should be rational; and it is not always clear that the student criticism is either rational or intended to take rational forms. In this context the implications of "rational" are of fundamental importance, and I will return to them later. At the moment the point I wish to make is that, as one engaged in university adult education, I find myself in full agreement with Professor MacIntyre, and with students, in so far as they are urging that universities should facilitate the critical study of public affairs. The fact that some of the issue requiring examination give rise to controversy is not a reason for excluding them from study in the university. On the contrary, I am entirely with Dr. Robert Hutchins when he says that "the more acute and controversial the question is, the more important is the provision of a refuge for its discussion"—and that the university should be such a refuge. The distinctive feature of the university is that it is concerned with the search for truth, and with the resolution of differences by rational, critical study. The institutions of democracy assume that similar methods in the community at large will affect the resolution of social and political conflicts. **Universities in democracies, it seems to me, can render no greater service to their communities than to train their students in habits of rational, critical thought. This can be done in many fields of study, and not only in those which are directly concerned with public affairs; but far from being a handicap, it can be a positive advantage in study having this aim that the subject matter is related to the material of hotly controverted contemporary questions.** This kind of education makes severe demands on the teacher; but the capacity to do work of this kind should be one of the distinctive characteristics of university teachers.

A second feature of the campus agitation, and particularly that part of it I have just been discussing which specially interests me, is that so far as my knowledge goes it has all or almost all stemmed from the activity of full-time undergraduate and graduate

*Excerpts from an address delivered by Dr. S.G. Raybould, Professor, Emeritus, University of Leeds, upon being awarded the William Pearson Tolley Medal for Distinguished Leadership in Adult Education by Syracuse University of U.S.A.

students, and faculty members, and not at all from the part-time adult students who attend university classes in such large numbers. I don't know what this portends: whether it means that the full-time students are more politically and socially conscious than their elders; or that those of their elders who are critical of contemporary society do not attend Extension courses or, if they do, do not join them to study contemporary society; or as, I would like to believe but don't, that the universities are already satisfying in acceptable and appropriate ways the desire and the need for adult education about public affairs.

I would like to believe the last statement because I think work of this kind is perhaps the most important that universities can undertake in adult education. All the great adult education movements—the Scandinavin Folk High Schools, the Wisconsin Idea, the Antigonish Movement, the Workers' Educational Association—have emphasized the importance of associating study with action and action with study; and this has been the source of much of their strength and influence. They have not all worked with universities: the Folk High Schools have retained for more than a century their original independent, not to say anti-university, stance, and the Workers' Educational Association now does more work independent of the universities than in association with them. The Antigonish Movement, however, as well as the Wisconsin work and the university tutorial class work of the W.E.A. were all largely founded on whole-hearted university participation in adult education centred on social, economic, and political studies. Which brings me to my thoughts about university adult education in North America and the United Kingdom.

III

I still remember clearly some of the difference between your work and ours which struck me forcibly when I first visited Extension departments in Canada in 1958 and the United States in 1959. One was the different ways in which we defined "adult education". **The North American definition was literal and logical: adult education is any education undertaken by adults. My definition, brought with me from England, was much more restrictive: adult education is the liberal education of adults: other studies undertaken by adults are "further education" —and never the twain shall meet.** It took me a long time fully to grasp all the implications of this difference in definition.

The second difference followed from the first. The adult education programmes of the British universities consisted entirely of non-credit, non-vocational courses of liberal study. In North America courses of this kind occupied a very minor place in Extension programmes as a whole. the main constituents of which were credit courses on the one hand and courses of professional study on the other.

Thirdly, there were sharp contrasts in financial arrangements. The British work was largely supported by grants from public funds, and the fees paid by students were very small. In North America much Extension work, of whatever kind, had to pay for itself, students' fees were correspondingly high, and grants from public funds were generally conspicuous by their absence.

Partly because of these financial arrangements, and partly because of the intimate association of all the British extramural departments with the Workers' Educational Association, an important fourth difference existed in regards to the kinds of students enrolled in classes. Many of those attending classes in the United Kingdom were men and women who had left school at the minimum school leaving age, of thirteen or fourteen, and have received no further full-time education since then. Students of this kind constituted a small minority of those enrolled in Extension classes in North America, and no national student organization comparable to the W.E.A. existed in either Cannda or the United States, Schools of workers' education existed at several universities—none of them, I think. in Canada—but generally speaking the students served by the Extension departments were drawn from the better-educated, better-off half of the population.

Finally in this catalogue of differences: the study of adult education, and the training of adult educators, were much more developed in North America, and particularly in the United States, than in Britain. where only two chairs of adult education existed, and where the full-time training of persons wishing to work in adult education, either as teachers or as administrators, was well-nigh nonexistent.

It is possible to list these differences singly, as I have done; but an important fact about them, on the British side, is that they nearly all had their roots in a strong conviction that **the main concern of universities in adult education should be the liberal education of men and women drawn from all sections of the community nnd desirous of pursuing studies illuminative of personal and social life.** The grants from public funds on which the British work largely depended were given to support the teaching costs of work of this kind, and might not be used for any other purpose. Those grants enabled men and women from all walks of life to pursue liberal studies in university-sponsored classes, and, for good or ill, gave British extramural education its distinctive character. **Since 1958 changes have occurred, particularly on the British side, and nearly all the differences I have listed have diminished in extent, largely in consequence of the British universities**

having adopted, or having begun to adopt, American policies and practices. The term adult education is no longer used exclusively to denote the liberal education of adults. An increasing number of British extramural departments are providing vocational courses—and are learning to extract the full costs from the consumers. Some are assisting part-time adult students who are working for degrees, and a new university, the Open University, has been established specially to develop work of this kind on a nation-wide scale. Several new chairs of adult education have been instituted, an increasing amount of research and publication is being undertaken, a number of full-time post-graduate diploma courses in adult education have been established. All this is to the good, and for much of it we are indebted to the stimulus provided by North American examples. It has not yet, however, seriously modified the central British tradition of the primacy of liberal studies in university adult education—though there are signs that it could—and I for one hope that it will not. Indeed, I would like to go further, and suggest that **at this particular juncture in the history of adult education it is this kind of work—the intensive study of the humanities and the social sciences in non-credit, non-vocational courses—which particularly merits attention and should be allocated additional resources.**

IV

All the signs are that we are in the early stages of a large expansion of adult education, and that universities will be called on to play a leading part in it—in developed and developing countries alike. In the more advanced countries, and in their universities, **it is becoming a commonplace that in many fields of study the attainment of a Bachelor's degree marks the beginning, not the end, of knowledge; and in the professions, as well as in the universities, it is widely recognized that the maintenance and improvement of professional skills depend upon the availability of appropriate courses of continuing education.** In the developing countries progress in adult education, and not least in university adult education, has already been dramatic; but an immense amount remains to be done. When the first UNESCO world conference on adult education was held at Elsinore in 1949, only one representative was present from any African or Asian country—Mr. Robert Gardiner who had just been appointed as the first Director of Extramural Studies at the new University College of Ibadan, in Nigeria. When the second world conference of the International Congress of University Adult Education met in Montreal recently representatives were present from universities in all the continents, including universities which were not in existence when the UNESCO delegates met at Elsinore. Adult education or extramural departments have been established at all the new universities founded in the British Commonwealth since World War II, and at older universities, both in the Commonwealth and elsewhere, which have not hitherto done work of this kind. Generally speaking one of their main problems has been that of deciding an order of priorities among the varying tasks they have been pressed to undertake; and it has frequently been their experience that steps taken to satisfy one need have revealed others, to meet which no appropriate organizations exist. **The needs range all the way from assistance to literacy work to the provision of advanced refresher courses for professional workers.**

In these situations there is little likelihood that university adult education organizations will find themselves short of work in the 1970's—or in the 1980's. Their problem is likely to be that of allocating scarce—if increasing—resources to alternative ends. In general, the prospect is encouraging, indeed exhilarating, for those engaged in the work, and it is particularly agreeable to feel that adult education is at last coming into its own in the universities, and gaining recognition in its own right as an important, integral, and stimulating part of university work. I have one fear about it, nevertheless, which takes me back to my quotations from Professor MacIntyre. We welcome the opportunity to undertake work which is obviously worth-while, of an undeniably good standard, and well regarded in the university, such as higher degree studies and genuinely advanced courses for the professions. These efforts, however, must not deflect attention and resources from the need to make a serious and substantial contribution to the "continuous rational criticism" of the social and political order commended by Professor MacIntyre. It seems to me almost impossible to exaggerate the need for substantial and sustained work of this kind, or to discern any other agencies by which it might be done. Criticism of public policies there may be, and is, in plenty. What is urgently required is that the criticism should be founded on thorough study of relevant evidence, and directed by rational methods. It is the need for rational treatment of the issues which makes the work particularly appropriate for universities.

It may reasonably be argued that it is not necessary to make special arrangements for the promotion of work of this kind: that the subjects most likely to be useful, such as philosophy, politics, history, international relations, economics, and industrial relations, are already widely studied in Extension courses for degrees or for professional qualifications, and can there be taught in such a way as to illuminate contemporary social and political problems.

There is obviously truth in this; but I have reservations, arising out of misgivings about the effects on study of examinations on the one hand and of vocational motivation on the other. A distinguished English historian, Professor Herbert Butterfield of Cambridge, after almost a lifetime of teaching and

examining students of history, gave it as his opinion that, "the examination system alters the character of all teaching subjects. It hardens them; it emphasizes the things that can be turned into memory work. And," he added, "no subject suffers more from the examination than history". I am sure that many teachers and students will support this view. Similarly with studies undertaken for vocational purposes, or pursued in a vocational setting. I would not in this connection go quite so far as Dr. Hutchins, who trenchantly affirms that "the vocational atmosphere is ruinous to attempts to lead the student to understand the subject"; but as between this and in the opinion, which appears to be growing in popularity, that there is really no difference between liberal and vocational education. I am firmly on the side of Dr. Hutchins. At the beginning of his famous book, *Religion and the Rise of Capitalism*, the late R. H. Tawney, one of the greatest of adult teachers, has a quotation from Bishop Berkeley which I like and which is relevant here. "Whatever the world thinks", says Berkeley, "he who hath not much meditated upon God, the human mind, and the *summum bonum* may possibly make a thriving earthworm, but will most indubitably make a sorry patriot and a sorry statesman.

V

It is with the education of statesmen that we are concerned, and the essential task is to train them to bring to the study of public affairs the methods of scrupulosuly rational enquiry which ought to characterize all university work. Preoccupation with possible examination requirements, or with the vocational utility of the study are distractions which make an intrinsically difficult task still more difficult. The intrinsic difficulty arises from the demands the method of study makes on teachers and students alike. To quote Professor MacIntyre again, "it is a necessary condition of rationalization that man shall formulate his beliefs in such a way that it is clear what evidence would be evidence against them and that he shall lay himself open to criticism and refutation in the light of any possible objection." These are exacting demands. MacIntyre notes in a passage I quoted earlier that contemporary philosophers find it difficult to reconcile rigour of thought with the wish to make their thinking relevant to public affairs. Whether or not he is right about contemporary philosophers, it is a common experience of all of us that when we feel strongly about something, be it public affairs or private, we tend to resist and resent, rather welcome, pertinent and telling criticism, however well-supported it may be by evidence or logic. But it is precisely such resistance and resentment that university education should exercise in us—a function that used to be called the attempt to develop "objectivity". The notion of "objectivity" is suspect nowadays, and by no means universally accepted in universities; but with one caveat, I would like to take this opportunity to enter a plea for the devotion by university adult education agencies of substantially increased resources to the objective, critical study of social and political affairs.

The caveat is that paradoxical as it may seem, the best way to prepare students, adult or other for the effective study of contemporary affairs is not necessarily to make a direct study of passing events. The point is well put by Dr. Wolf of Columbia in his stimulating book, *The Ideal of the University*. Writing of undergraduate education he says that "when we are planning an undergraduate education, it does seem to me that a course in theoretical economics will do more to prepare a student for a socially relevant life than a course on poverty; and a mastery of logic will pay off more handsomely than a seminar on the philosophy of war." He adds that "it is not hard to see the rationale behind this apparently reactionary stand. Society and its problems are in prepetual flux. A student who reads books devoted to the solution of present problems will learn nothing which can help him to identify and solve future problems. Insofar as he restricts his attention to the *application* of disciplinary techniques to social problems he will never learn how to develop *new* techniques of analysis and criticism. His thought will remain fixated at the superficial level of immediate response to daily events." To achieve only such response would indeed be to waste scarce resources.

ADULT EDUCATION IN SWEDEN

P.R. Dubhashi

Introduction

SWEDEN by many standards is a most successful country. From the economic point of view, it is highly advanced country with the highest standard of living in Europe and next only to America amongst all the countries of the world. What is more significant is that rapid economic development has been combined with democratic socialism and a welfare state. Sweden offers to her citizens the most advanced system of social security in the world. At the same time she is a model of a free democracy.

The key to this multi-dimensional accomplishment of Sweden lies in the fact that Sweden has the most organised society and also the most educated society. It has a typical pluralistic society with a number of political and economic institutions in which the personality of the Swedish citizen finds its expression. Most citizens of Sweden are members of several political and economic organisations and to enable a citizen's effective participation in these institutions as well as in the national life, no less than to enable him to make an effective contribution to the dynamic and technologically sophisticated production system of Sweden, the Swedish citizen has also to be the most educated.

Formal Education

The term education does not merely connote scholastic or academic education. Ofcourse the Swedish citizen has had the benefit of continuously rising level of education. For the last more than 100 years Sweden had had compulsory primary education. The beginning of the Swedish system of elementary education could be traced to the reading of Bible which made Sweden a literate society. This system of education was introduced by her enlightened rulers. It was based on Bible reading and prevailed from 1526-1713. In 1623 the king established the first gymnasium which taught Latin, Greek, theology etc. By 1842 every second community in Sweden had a small school. Total period of compulsory education has been increasing and today the revised system of Swedish education provides compulsory education for 9 years to every Swedish child. This ensures a fairly high level of minimum education to all the Swedish citizens. After 9 years of education, a Swedish boy may either go to gymnasium for higher education for a period of 3 years or a trade school or a school known as Fack. Thereafter more academically inclined students will go to the university. Sweden has an ancient tradition of university education. The first Swedish university was established in 1477 at Uppsala in theology and the second university of Lund was established in 1668.

Folk Schools

In spite of this in the last century and in the beginning of this century the standard of education of the rural population was comparatively lower. A felt need of the rural population was, therefore, to supplement or upgrade their education in their lives and in response to this need of the rural population, folk schools were established. Father Grundwick of Denmark was the originator of this idea which spread to rural Denmark as well as to rural Sweden. They were owned by temperance societies or other popular movements. Today they number 105 in all. Now that the standard of education in Sweden has risen uniformally in urban as well as rural areas, the folk schools have no longer any role to play in upgrading the standard of education of the retarded sections of the population in rural areas. But they have been today conducting a variety of courses in leadership and social work etc for the rural population in Sweden.

Study Circles

But apart from the regular educational institutions and the folk schools, Sweden has a remarkably comprehensive system of adult education which has perhaps no parallel in the world. **In Sweden there are as many as 14 National Adult Education Associations which conduct on their own an extensive programme of adult education through a network of study circles. For a country of so small a population as 8 million, there are as many as 150,000 study circles in which more than 1.5 million Swedish adults participate.** It is by understanding the activities of the study circle that one can get a perception of the typical Swedish method of adult education.

A study-circle is a small group of about 10-15 persons who study through discussion a wide range of subjects of interest to the adult citizens. They include such a variety of subjects as languages specially the English language, literature, art, music, national economy, trade union problems, consumer co-operation, agricultural co-operation, various aspects of agriculture like forestry, agricultural taxation home economics, food and nutrition and even problems which go beyond the national frontier like the European Common Market and Developing Countries. It is through participation in the study circle

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meetings that the adult Swedish citizen constantly educates himself in his own field of activity as well as generally as an enlightened citizen.

This method of adult education through study-circle is a typical democratic method of education. Indeed the study-circles are the nurseries of democracy. **It is here that are nurtured the qualities of self-education and education through discussion between persons of diverse background on the basis of equality.** It may well happen that some members of the study circle have university degrees while others have a schooling of only 6-9 years and yet it is the adult experience of individuals of diverse background that enables them to meet on a level of equality and participate in discussion. The motivation for such participation arises out of the effort of every adult in Sweden to make himself enlightened and to keep pace with the dynamics of economic and social life and to accept the challenge of change.

The study-circle meetings are held mostly in winter. It is well-known that Sweden has a very cold and long winter when the Swedish citizens keep indoors. In summer they go on long holidays and therefore the study-circles do not function in that season. The study-circle meetings are held at some common convenient place. Every study-circle has a study-circle leader who is selected by the Adult Education Association because of his special background, typical experience and interest. During my stay in Sweden I lived in the Skojshojd Turisthotell where I was a witness to successive waves of persons, men and women who came to attend a variety of such study circle courses and meetings. There were trade union workers, teachers, social workers, personnel administrators and so on.

The subjects chosen for the study-circles are such as to contribute both to the advancement in general education as well as to the professional advancement of the participant. For example, the study-circle method is widely used for a continuous process of education of the employees of the consumer co-operative movement as well as of the agricultural co-operative movement.

Continuous Education

Neither the employee nor the employer considers that the process of education ends after an individual takes an employment. It is believed by both that person needs a continuous process of education which will enable him to do the job not only of today but of tomorrow. The educational equipment with which an employee begins at the start of his career would not just suffice where conditions and environment of work are constantly changing in response to technological, organisational and other types of innovations, improving techniques and methods of work and changing organisational objectives. Thus, for example, the consumer co-operative movement has a typical "step-by-step" method of education in which an employee undergoes a continuous process of training and education through a combination of various methods such as-on-the-job training, self-study, participation in the study-circles, local training programme and institutional training programme. **Throughout his career an individual would be undergoing a large number of training programmes. In other words, at any point of time in his career, an individual is undergoing some programme of education or the other.** It is this which is responsible for creating a society which is, as it were, constantly geared for change, improvement and for development. Indeed, one can see from this system that **it is the continuous attempt to produce an educated society that provides the key and the motivating force for economic development and social change.**

Correspondence Schools

The method of education in study-circle is most interesting. It is a democratic method based on discussion. But it is also based on extremely useful educational material which is suited for self-study and group study of adults. The responsibility for preparing this material is taken by what are called the correspondence schools. The most important amongst the correspondence schools is the Hermods which gives out to individuals every year a remarkably large number of 1,00,000 courses. The next in size is the correspondence school known as Brev Skolan of the Trade Union and the consumer co-operative movement which puts out 50,000 different courses every year in 300 different topics belonging to 14 different subjects. The third correspondence school, known as the LTK, belongs to the farmers and agricultural co-operatives, which brings out 15000 different courses every year on subjects specially connected with agricultural and rural development as also in the general subjects.

The course material differs very vastly from purely academic text-books. Academic text books are not relevant for adult education. For one they are theoretical and remote from practical experience. For another they are not fit for self-study by adults. The material produced by the correspondence schools on the other hand is extremely practical and is specially oriented for self-study. It really consists of a number of what are called "Letters". Each course may be covered typically in some 20-30 letters. Each letter covers essential informatory material with illustrations and raises questions at the end which could be discussed at the study-circle. It is also possible for individuals to answer the questions and send replies back to the correspondence school which will check replies and send the papers back to the individual or to the study-circle as the case may be. In between the study circle meetings, conferences may be held by the adult education association to take stock of the work done and the work that would follow.

Liberal Assistance

In recent years liberal assistance is available from the state towards the activities of the study circles. The material sent out by the correspondence schools is to be initially paid for by the study circles but 3/4th of the cost of the material is reimbursed by the Adult Education Department of the State Government. In addition, other costs like the cost of guest lecturers or the allowance for leader of the study circle could also be reimbursed as the case may be by the State. The expenses incurred by the individual members of the study circle including the travel expenses would be met by the organisation to which the members belong, either the trade union or the co-operatives as the case may be.

One is greatly impressed by the amazing vitality of the adult education associations who have organized these institutions like the study-circles and correspondence schools. It is impossible to understand the vitality of these adult education associations unless one goes deeper into the social organisation of the Swedish life. The biggest amongst the adult education association is ABF, which is the adult education association of the Trade Unions. Vux Skolan is the adult education of the farmers and the agricultural co-operative movement. The correspondence school known as Brav Skolan has not been started and run by the State at all. It is owned by the ABF, adult education association of the labour organisation, the consumer co-operative movement, the temperance movement and the salary earners association. The LTK is owned by the farmers association and by the agricultural co-operatives. The Brav Skolan is used even by the social democratic party whereas the Vux Skolan is used by the Centrist political party i.e. the farmers political party. The material by these correspondence schools is used not only for the study circles but also on radio, television and in schools.

It would thus be obvious that adult education associations derive their strength from the various political and economic institutions which in Swedish life are called "popular institutions."

These popular institutions constitute the throbbing nerve centre of the Swedish life. They in fact constitute a unique feature of the Swedish society. There is a Swedish word "Rorelser" for which there is no English equivalent but which loosely stands for the popular movements of Sweden which include the trade union movement, the co-operative movement, the temperance movement, the low church movement. These in the ultimate analysis are the real democratic movements of the Swedish society. They are the ground-swell, as it were, of the Swedish national life. They are the ones through which the spontaneous and the creative vitality of the Swedish people have found an expression. It is because the study-circles and the adult education programme are deeply rooted in the popular movements of Sweden that they are so active and can go on as it were with their own momentum.

Need for Continuing Education in India

We in our country have often tried to transplant the idea of the study circle to our education programmes but the idea has not grown because it has not been a part and parcel of our popular life. If therefore we are contemplating any kind of comprehensive programme of adult education through study-circles—such a programme should be contemplated—then we have to find some ways in which it can be adopted, accepted and linked up with the popular institutions in our social life.

In India our adult population is still mainly illiterate. On the other hand, with spread of elementary education, slowly a new generation is coming up which will be literate with basic education in the three R's. It is important that this adult population of today and tomorrow has the opportunity to educate itself continuously even after leaving schools. In the 80s and 90s there would be an immense hunger as it were for more and more education on the part of adults and this will have to be met. Then alone will it be possible for adults of India to keep pace with the winds of change which are sweeping in our own country—whether they are in the shape of the green revolution, rural banking, cooperative movement or rural local-self-government. The progress of all these would depend on the standards of education of adult citizens in rural areas. Indian democracy would be strong to the extent to which these adults have continuous opportunity for self-education. We have to prepare ourselves from now on for such a comprehensive nationwide programme of adult educatian and in this the Swedish institutions of adult education viz. the study-circles, the correspondence schools and the popular movements can provide a pattern which we can well study-and adapt to our own conditions.

ADULT EDUCATION IN THE SEVENTIES

Malcolm S. Adiseshiah

MANKIND is faced with a number of major problems. That is nothing new. But what is new is that for the first time in history mankind in its totality, if we can generate the necessary solidarity, disposes of the means to solve the problems. The discrepancy between our resources and technology, and the way we fail to use them to solve our major problems is, I believe, a major reason for the malaise of the world today, a malaise which is not only felt by the young.

The obstacles to development are not so much of a technical nature, nor are they economic, if the resources devoted to armaments could be used as an indicator of economic capacity. The obstacles are to be found in the minds of men, and it is only if we can succeed in finding ways of changing human behaviour that we shall be able to use science, technology and the resources they have made available to us for peaceful and constructive purposes.

The major task for adult education in the 1970's must therefore be to bring about behavioural changes. It is obvious that we all need more knowledge and skill and that this acquisition is not a once for all process, that knowledge and skills must be constantly renewed in response to the changing environment and must themselves generate the needed changes in mind and will.

To this end, we must do everything we can to profit from the advance in the behavioural sciences. Particularly we must find ways to engage adults in education for collective rather than just individual advancement, and for a fuller participation in collective decision-making processes, at local, national and international levels. To the individual it often looks as if his standard of living mainly depends on his income. In fact it depends often as much on what collective amenities are available, on what the environment is like, on the terms of trade with other countries, on the proportion of the GNP devoted to armaments, etc.

We know that individuals, especially when acting together, *can* influence all these decisions, and not just at election time, every day and in every way, which will of course differ from community to community.

During the last few years Unesco, in response to the obvious need to make an impact on the world scandal of illiteracy, has concentrated its efforts in the field of adult education on the development of functional literacy. The World Experimental Literacy Programme has been established and although the projects composing the programme have only been in operation for a few years, the lessons are coming in fast. We have made major steps forward in the methodology of literacy teaching. It seems already clear that the functional approach developed in the experimental projects has wider implications for other forms of adult education and also for school education.

But the most important lesson learnt by us is perhaps the importance of the whole environment, for acquiring, retaining and applying the skills of literacy, the need to establish a whole social infrastructure for literate communication. Through the functional approach and through the action on the environment, literacy is thus finding its place in the context of adult education, which in its turn is being placed in the overall context of life-long learning.

The democratization of education has been an important subject of discussion during International Education Year, but it is not sufficient to create equal access to education within one age cohort. Adults have as much right to education as youth. While pushing further forward our efforts in the field of functional literacy, the 1970's must there be a decade for Unesco and its Member States to advance on a wider front. What is now required is nothing less than the creation of comprehensive systems of adult education—as it were the building of educational leaders with no steps missing—so that adults do not find themselves blocked either in their pursuit of knowledge and skills, or in their access to culture and participation in civic life.

This will be a complex exercise. How can we break down the barriers between formal and informal education at all levels of the educational systems and create new patterns of work, education and leisure? How can we involve the universities of the world in research, experimentation and evaluation in this area? How can we assure the necessary build-up of skill and professionalism so much needed for the development of adult education? How can we make use of all the modern communication media which science and technology have made available? How can we make adult education reach out to the under-privileged in the rural areas and the over-croweded cities?

As regards the resources needed, I am sure it is essentially a pump-priming operation that is called

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REASONS FOR ATTENDING ADULT EDUCATION CLASSES

A Research Study Among Women in Baroda

Arvind Chandra and Kanwal Khurana

ADULT educators have always faced the problems of sustaining and increasing the participation of adults in the programmes specially planned for them. This study was undertaken to assist the staff and students of the Home Science Education and Extension Department of the Faculty of Home Science, Baroda, to add to their effectiveness in conducting adult education classes in the urban areas.

Objectives

(1) To study the reasons given by the women for attending adult education classes organised and conducted by the undergraduate students and the teacher of "Adult Education" course in the Department of Home Science Education and Extension of the Faculty of Home Science, Baroda.

(2) To find out the importance of the women placed on the reasons for attending the classes.

(3) To investigate the relationships among the attendance of the women in the classes and the level of womens' formal education, their age and the occupation of their husbands.

Hypotheses

1. The following null hypotheses were tested in this study. There is no significant relationship between the age of the women and:

(i) Personal reasons,
(ii) Educational reasons,
(iii) Reasons related to the community,
(iv) Reasons related to the student-teacher,
(v) Reasons related to the leisure time activities, and
(vi) Reasons related to the influence of family and friends.

II. There is no significant relationship between the level of formal education of the women and:

(i) Personal reasons,
(ii) Educational reasons,
(iii) Reasons related to the community,
(iv) Reasons related to the student-teacher,
(v) Reasons related to the leisure time activities, and
(vi) Reasons related to the influence of family and friends.

III. There is no significant relationship between the occupation of the womens' husbands and:

(i) Personal reasons,
(ii) Educational reasons,
(iii) Reasons related to the community,
(iv) Reasons related to the student-teacher,
(v) Reasons related to the leisure-time activities, and
(vi) Reasons related to the influence of family and friends.

Procedure

The population for the study consisted of women from the four selected communities of Baroda who had attended 50 per cent or more of the adult classes during the years 1968 to 1970. Out of the 87 women, 84 responded to the questionnaire, the total response being 96.5 per cent. Frequency counts and percentages were calculated to describe the respondents and varying importance they placed

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Closer Cooperation Between Governmental And Non-Governmental Agencies Stressed

A National Seminar on "Promoting Adult Education Programmes Through Peoples Participation" was held in New Delhi from January 4 to 8, 1971.

The Seminar was inaugurated by Prof. V.K.R.V. Rao, Union Minister for Education and Youth Services. Prof. Rao said that in literacy the target was to reduce the total number of illiterates in the age group of 15 45 years from 150 millions to 50 millions before 1980. He said in the beginning 30 districts in the country for intensive action for eradicating illiteracy among 10 million people in the remaining three years of the Fourth Five Year Plan would be taken up. Prof. Rao stressed that the co-operation of people and voluntary organisations in this task would be a deciding factor in its success.

Prof. Rao emphasised the importance of libraries for follow-up work. He said that mobile libraries should serve the people at their door.

In his key-note address, Dr. M.S. Mehta, President, Indian Adult Education Association expressed the view that in modern times even the educated person gets out of date unless he directly or indirectly replenishes his knowledge. He said that programmes of adult education, however well conceived, would not make any progress without intelligent and effective participation on the part of all sections of the community.

The Seminar convened by the Central Institute of Research and Training in Public Cooperation in collaboration with the Indian Adult Education Association studied the ways and means of organising and mobilising public participation for promoting adult education programmes. It also examined the ways to demarcate the respective role and responsibilities of the state and voluntary organisations.

70 delegates from 14 States and Union Territories attended the Seminar. Ministry of Education, Department of Agriculture, Planning Commission, Department of Social Welfare, were represented at the Seminar.

Recommendations

The Seminar made several important recommendations. It resolved that mass illiteracy is a threat to the democratic society and its liquidation is therefore an important task for the nation. Both the nature and purpose of adult education as it is now and, should be understood require the participation of the people for its implementation. It should be considered an essential condition for the adoption and execution of all schemes of adult education.

A large number of people were obliged to discontinue their formal education at an early stage and need facilities for formal education to make up the deficiency. In these conditions the role of university assumes greater importance in the field of continuing education.

India as a fast developing industrial country has to offer varied services to large sections of people faced with the problem of using their leisure time in a profitable manner. Adult Education programmes can be most beneficial in this context.

The Seminar emphasised that development plans without support of people can achieve only partial success and yield limited benefits. Adult education is an instrument for mobilising support.

The methods, techniques and strategies in adult education work should always suit local environment and should conform local opinion. Flexibility in their use and adoption is a pre-condition for success. While in the present state, the traditional means and modes of imparting knowledge will have to be utilised, the use of mass communication media should not be overlooked.

There should be close partnership between the governmental and non-governmental agencies in conducting adult education activity. This partnership should reflect in a large measure of autonomy for all units working in the field, close sense of unity of purpose between the governmental and non-governmental agencies and the association of local leadership with the programme.

The Seminar appreciated the setting up of a National Board for Adult Education by Government a year and a half ago. This should now be followed by the states constituting similar Boards for their regions. The Central Government should continue to provide the stimulus for action by the State Governments. The Seminar recommended that a small but active Standing Committee should be set up without loss of time inorder that the policies of the Central Government and the National Board can be put into operation.

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RURAL RECONSTRUCTION IN INDIA AND CHINA: A COMPARATIVE STUDY

By N.P. Jain, New Delhi, Sterling Publishers, 1970. Pp 370. Price Rs. 30.00.

THE preface well states the purpose of the book. "A comparative study of rural reconstruction in India and China is significant from the point of view of locating areas of strength and weakness for India in order to further improve the functioning and performance of the stable democratic regime in this country." With this is mind the author has written the book *Rural Reconstruction in India and China: A Comparative Study* and has divided it into eight chapters.

The first chapter introduces the work dovetailing its significance, reasons, objectives, justification, concept, scope and limitations. In the next six chapters, aspects such as land reforms, cooperatives, community development and communes, agriculture, mobilisation of inputs for agriculture and diversification of rural economy in India and China are discussed. Each of the these chapters contains four sections—Introduction, Developments in India, Developments in China and a comparative study with brief concluding comments. The last chapter sums up the whole study and offers a few suggestions.

Programmes of rural reconstruction were given high priority by both countries ever since the new regimes assumed power. Both countries followed the technique of planning directed by the State to ensure speedy development. India's First Five Year Plan began in 1951 where China's First Five Year Plan began in 1953.

Both the countries are preponderantly agricultural countries and require change in methods and techniques of production. This involves reorganisation of village life as a whole. Thus a comparative study of rural reconstruction in India and China is a step in the right direction.

The main limitation of the book is the absence of field investigation to substantiate and supplement the information obtained from printed material.

In the opinion of the reviewer any individual interested in the betterment of rural life in this country should take time to read this book. In addition to providing the reader with new ideas that might be adopted to fit some of our situations, it will also provide the reader with an awareness of the efforts being made to improve rural life in this country.

—J.L. Sachdeva

Reports From The Field

LITERACY VITAL FOR ECONOMIC DEVELOPMENT

Chief Minister Reddi's Call

The importance of literacy in achieving economic development and social reconstruction was stressed by the Chief Minister of Andhra Pradesh, Shri K. Brahmananda Reddi in Hyderabad on January 14.

He was presiding over a function at which Dr. (Mrs) Welthy H. Fisher, founder of Literacy House, Lucknow laid the foundation stone for the Literacy House, Hyderabad being established by the Andhra Mahila Sabha.

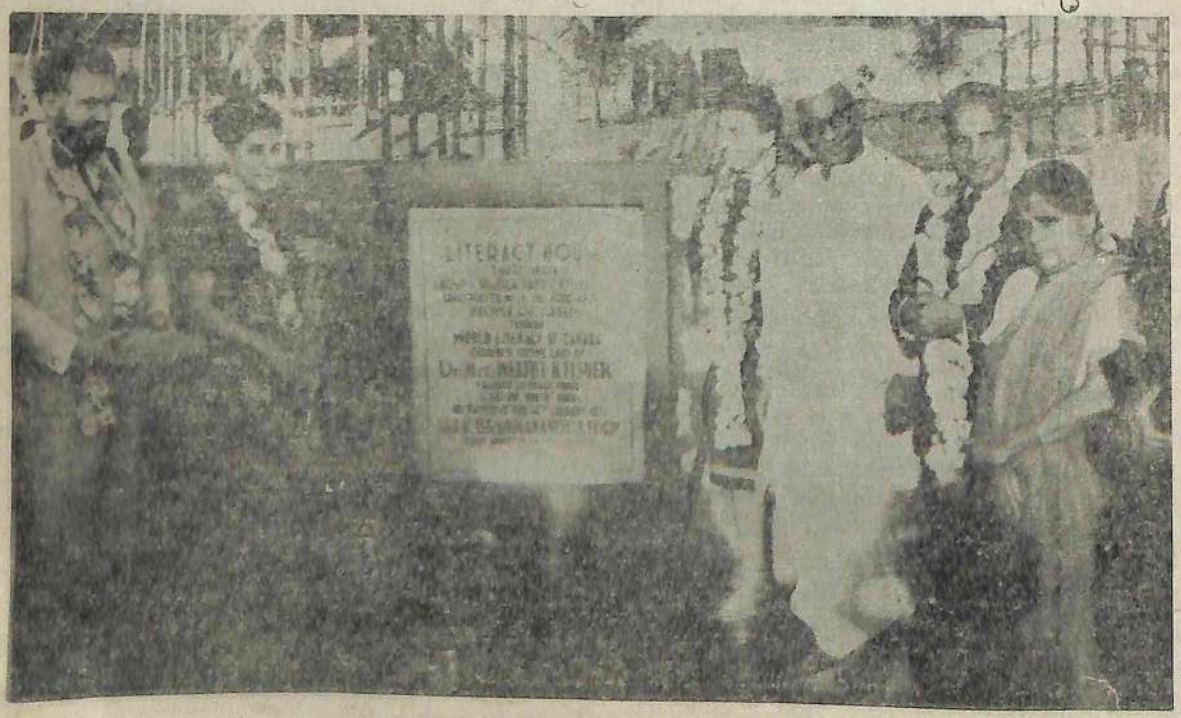
Assuring that the State Government would be too glad to do whatever it could, he felt that adult education work could be done better by voluntary organisations like Andhra Mahila Sabha.

Dr. (Mrs) Durgabai Deshmukh, President, Board of Trustees, Andhra Mahila Sabha said that the building of the Literacy House would cost Rs. 3,75,000. The people of Canada through the World Literacy of Canada (a voluntary organisation) had given 63000 Canadian dollars (Rs. 4,41,000) for the building and equipment. Besides they have also given 6000 dollars for programme development up to June 1971.

She said that people in the country wanted only gigantic projects for economic development. They were acquainted with big projects, business and commerce, but they were not aware of the intelligentsia. The people were not acquainted with the work done, by social workers, which was very essential for bringing the social change and for economic development, she said.

Stating that people had not realised the importance of literacy she said that "it is humiliating for us to know that 85 per cent of rural population are illiterate."

Speaking after laying the foundation stone, Dr. Mrs. Fisher said that every one had an obligation to educate the masses. We should work for the benefit of all the people, she added.



Dr. (Mrs.) Welthy H. Fisher, laid the foundation stone for the Literacy House, Hyderabad, on January 14.

Adult Education in Punjab

(*Continued from page 6*)

ladies. Workers have pointed out that some ladies only come to learn the craft, they have no taste for reading or writing.

The books used for the adults are the same as being taught to the Primary classes. It was pointed out that adults hardly found them interesting. This is a serious drawback in the scheme. Special type of literature has to be produced for the adults if we really mean to promote literacy. And literature for neo-literates also need be prepared and produced because in its absence, the neo-literates relapse into illiteracy.

The centres for females are run from 10 a.m. to 4 p.m., while the centres for males are conducted from 4 p.m. to 10 p.m. It was pointed out that adults rarely adhered to the time requirements; they are irregular and unpunctual. Attendance is usually very poor in hours between 4 to 6 p.m. Quite frequently the centres are seen locked during these hours and it is asserted that workers go round the village or the farms to persuade the adults to attend the class. Visits to the centres and heart to heart talks with the workers indicate that adults are not genuinely interested in literacy. Moreover the centres provide no attraction to the adults; the seating arrangements are poor; there is no Radio or other such madia of mass communication, no library or reading rooms. Most centres are unattractive, not properly cleaned and looked after.

G. Guidance

The Education Directorate has not taken much interest in the scheme, the officer concerned paid only one visit to the Social Education Centres during the past two years. The Circle Education Officer, Nabha to whom the C.S.E.O., Patiala is immediately responsible has rarely visited any centre.

The squad supervisors also complain of lack of guidance from officers. Workers are also mindful of this lack. More than 50% of them state that they get absolutely no guidance from any quarters and they were labouring under darkness,

H. Community Help

Workers state that villagers are quite indifferent. They have failed to show any interest. The only help got from the villagers is in the form of a small room for running the social education centre.

Some of the Panchayats were also interviewed. Their grouse is that they are seldom approached as they should be.

The centres stay in a village for a period of one year (or two in some rare cases). It has been found that the centre is shifted when the attendance falls and there is a lack of response, not when its need has been fulfilled.

I. Problems faced by the Workers

The workers in the field have to face many hazards. They have pointed out that a suitable place to run the centre is rarely provided by the Panchayats. The women workers face the problem of conveyance to reach the centre. The most serious problem is irregular attendance and lack of interest by the villagers in the scheme.

The workers also complain of paucity of equipment. There is a provision of contingency allowance of Rs. 5/- p.m. but this is seldom given in time. Arrears pile up for years together and workers cannot afford such a long waiting. The contingent charges should be given in advance and the amount need be enhanced.

The reading material supplied to each centre is unsuitable and inadequate. For 15 adults, five books are supplied, and the books are those which have been prepared for the use of primary school children. There are no books for neo-literates. In the female centres many sewing machines have gone out of order. Sanctions for repair come very late. This seriously hampers the progress of work.

J. Reasons for slow progress

The workers pointed out that the major cause for the slow progress of the scheme is the lack of interest in the scheme from all quarters.

The political parties have not shown concern about the appaling illiteracy of the masses. They are usually silent about this issue. It is heartening to note that the present Panjab Ministry has made a promise to eradicate illiteracy within a period of ten years.

The whole enterprise of Adult Education is dolorous and dark, there is neither interest nor ambition, much less mission. There is neither patronage nor encouragement, neither proper planning nor evaluation. We are, where we were decades back.

Youngmen come to the centres to talk gossips and young ladies gather there to learn tailoring or knitting, literacy is rarely a desire or concern.

The Workers have neither any training nor methodology; they are blissfully ignorant of Adult Psychology, they have no books to consult, they get neither any refreshing in their jobs nor any freshness or motive.

Suggestions for improvement

(1) Men of eminence and high positions, intellectuals and leaders in different fields should express their concern about the appaling illiteracy prevailing in the country and its implications. We should create a strong public opinion against this monster of illiteracy so that both the Government and the masses are sensitivized to the need of adult literacy. The

apathy among our people is so great that 'literacy' is not being recognised as an essential ingredient of a civilized, cultured and prosperous nation. The Social Welfare Department including the Public Relations, Public Instruction and Community Developments should mobilise all resources and make such an effective propaganda through different scientific gadgets of mass media that our people get awakened to the need of adult education. 'Radio' and Newspapers can play an important role in this field.

(2) The Panchayats should be actively associated with the scheme of adult education. They should be made responsible for wiping out illiteracy from their respective villages. The Panchayats achieving cent per cent literacy should be given recognition and encouragement.

(3) Literacy of a reasonable standard should be made an obligatory requisite for contesting any type of election. It has been suggested by Social Workers that illiteracy should be made a punishable offence under the law after 1980 or so.

(4) Almost every village has a primary school. A small library should be attached with every such school for the use of neo-literates, to prevent them relapse into illiteracy. Newspapers and suitable magazines should be made available in all the social education centres.

(5) The Workers doing good work should be encouraged by giving suitable awards.

(6) The scheme should be so organised that channels of promotion are made available to the workers.

(7) Workers should be given insight into adult psychology and training in methods of teaching adults.

(8) The Universities may come forward to arrange such training courses and prepare suitable literature for adults for neo-literates.

(9) The scheme at present functions in a restricted area, its scope should be widened so that many more villages are covered under the scheme.

(10) The department of Education should ensure co-ordination in their work (with regard to social education), with the Panchayats, Development and Public Relation Departments.

(11) More funds should be placed at the disposal of Social Education Workers so that they are enabled to organise games and functions for the adults.

Reasons for Attending Adult Education Classes

(*Continued from page 15*)

on the reasons. The chi-square test of independence was used to determine the association between the reasons and the three variables of age, levels of education, and the occupation of the husbands of the respondents. For the comparison of the three communities analysis of variance was used.

Findings and discussion

Of the 84 women who responded to the questionnaire all were married and literate. The forty-six statements listed in the questionnaire were divided into six categories of personal reasons, educational reasons, reasons related to the community, reasons related to the student-teacher, reasons related to the leisure time activities and reasons related to the influence of family and friends.

The reasons identified by 65 per cent and more of the women as "always" being the causes for their attendance were considered as intensly motivating reasons. These were: "I wanted to learn new things; I wanted to watch a good foods demonstration; I wanted to get new ideas; I was curious to know what was happening in the classes; I wanted to add on to my knowledge of home-science; I thought I ought to keep on learning all my life; I wanted to be in the friendly atmosphere of the class; I liked attending these classes; the place of meeting was convenient for me."

The reasons checked as "Never" by 50 per cent and more of the respondents for attending adult classes were: "I wanted to keep up my relations, with the supervisor of the classes so that she would help my daughter in her college; I wanted an opportunity to wear my new clothes; I wanted to oblige the supervisor of the classes who was my friend; and I wanted to oblige the student-teacher who was my friend."

In the three communities, the factor influencing the attendance the most was age, followed by the levels of education. The occupation of the husbands was the least influencing factor on the women's decision to attend the adult classes. The three communities proved to be significantly different in recognizing their reasons for attending the classes. The significant differences in the communities could be due to the different socio-economic groups of the women which determined their needs and interests.

ADULT EDUCATION IN THE SEVENTIES

(*Continued from page 14*)

for. In the world we can find examples of countries that are rich, but where people are still under-educated, but I know no example of a country which has highly developed facilities for adult education, which is poor even though it may be short of natural resources. It is clear that we need new strategies for the development of adult education. What is not so clear yet is what these new strategies are going to be.

Often many of us have despaired over the fragmentary, *ad hoc* nature of adult education, its uneven development in different countries, and in different sectors within the same country. But perhaps we should look at this from another view point. Diversity can be a source of richness, provided we are ready to learn from one another. This happened at the 1960 Montreal Conference although at that time only 48 nations were represented. The Declaration adopted on that occasion still reads well today, and we took some steps forward.

We are now preparing a further advance. The Third World Conference will provide, because of the many developments that are taking place in adult education and perhaps even more because of the need for comprehensive review of the total education systems that has been called for from so many sides, an important occasion when we shall be learning from the experiences and the insights of each other and on this basis develop the strategies of the future.

(UNESCO FEATURES)

CLOSER COOPERATION . . . .

(*Continued from page 16*)

The Seminar observed that at present the whole process of considering the requests of non-official organisations for grants is very lengthy and tortuous. This needs to be considerably simplified.

The Seminar welcomed the Government of India's decision to launch an intensive drive against illiteracy in a few selected areas. However, one very important consideration in selecting these areas should be that they should have already functioning in them some voluntary agencies which would be competent to contribute to the success of the scheme.

The Seminar suggested that political parties in the country should give a prominent place to the need and value of adult education in their policies and programmes of action.

The Seminar was emphatic in its opinion that the right of an adult citizen to education according to his need should be given statutory recognition.

Regd. No. D-109

List of English Publications of the Association

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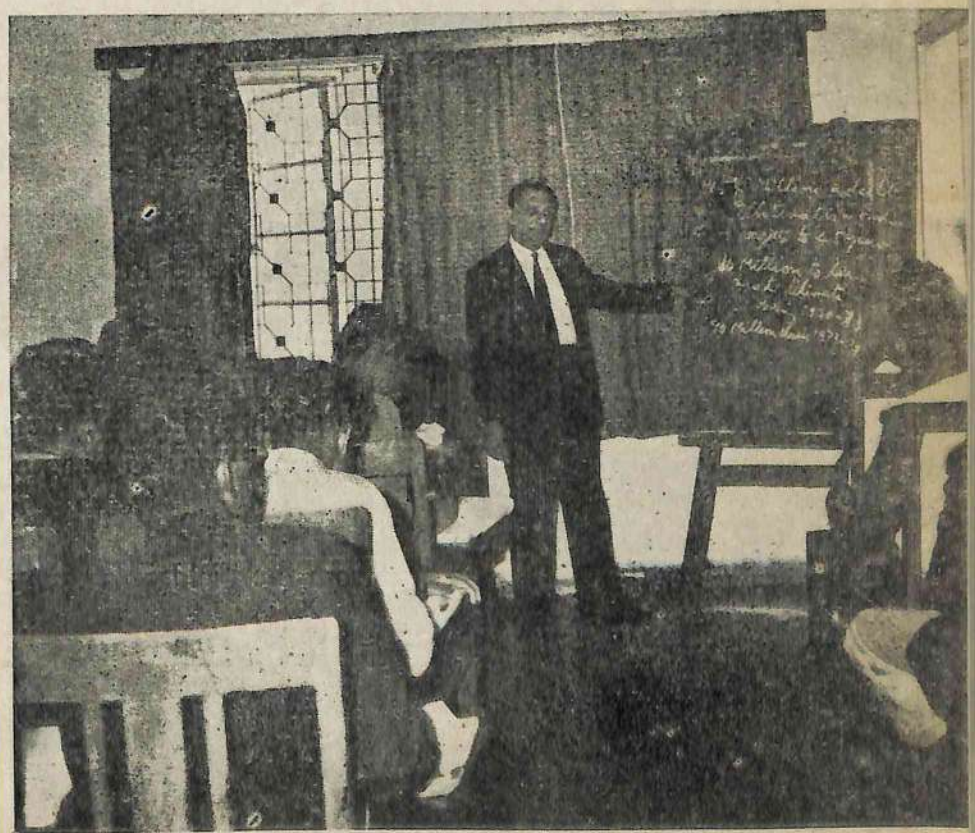
Adult Literacy Training Course



The Indian Adult Education Association has organised a series of Adult Literacy Training Courses at its headquarters in New Delhi during Feb.-March, 1971. The photograph shows Dr. T.A. Koshy, Associate Secretary of the Association, addressing the trainees.

(Report on Page 1)

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INDIAN JOURNAL OF ADULT EDUCATION

Vol. XXXII March, 1971 No. 3

Two Adult Literacy Training Courses Conclude Sixty Trainees Receive Certificates

SIXTY instructors of the Indo-Tibetan Border Police Force of the Ministry of Home Affairs completed fortnight adult literacy and adult education training courses organised by the Indian Adult Education Association in New Delhi from Feb. 2-16 and Feb. 18-March 3, 1971.

Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association in his inaugural address to the trainees of the second course said that terminal concept of education has now come to an end. Education is now a life-long process in various ways to meet the challenge of the rapidly advancing society, he added.

Dr. Mehta said that the adults run social, economic and political machinery of the country. If they remain illiterate, the country can never progress, he expressed apprehension.

He stressed the need and importance of adult education for the political and social enlightenment of the voter for successful functioning of democracy.

Dr. Mehta said the defence of the country is a very important problem and calls for great dedication, alertness and firm faith. Those engaged in these different fields must keep themselves well informed about problems around them. It is only through adult education, they can be kept informed, he concluded.

Among others who delivered lectures to the trainees were: Shri R.M. Chetsingh, Vice-President of the Association, Shri J.C. Mathur, Additional Secretary, Department of Agriculture and Vice-President of the Association, Dr. T.A. Koshy, Head of the Adult Education Department and Asssociate Secretary of the Association, Dr. N. P. Jain, Director (Social Education), Department of Community Development, Shri Sohan Singh, UNESCO, Expert, Dr. N.A. Ansari, Reader, Department of Adult Education, Miss Mani Rao, Central Health Education Bureau, Shri B.N. Chaturvedi and Shri B.R. Vyas, Deputy Directors of Education, Delhi Administration, Dr. Dharm Vir, Joint Director, International Cooperative Alliance. Other subject specialists from the Department of Adult Education and Teaching Aids of NCERT and the Social Education Departments of the Delhi Administration, the Delhi Municipal Corporation and the Delhi Public Library also gave valuable cooperation in the conduct of the course.

The discussion on the various aspects of the subject was supplemented with field visits. The trainees visited the Social Education Centre of the DMC, the Delhi Public Library, Government Public Library, Najafgarh, the National Museum and the Nehru Museum. A film show was also arranged.

The third course for 30 trainees started from March 4. The fourth will start from March 19.

NEWS & EVENTS

DIRECTORATE OF ADULT EDUCATION SET UP

The Government of India have converted the Department of Adult Education of the National Council of Educational Research and Training (NCERT) into the Directorate of Adult Education from March 1, 1971.

The Directorate will act as the technical and academic wing of the Ministry of Education and Youth Services for adult education and adult literacy programmes, help in formulation and implementation of these programmes and undertake any work assigned to it by the Ministry from time to time.

The decision to take the department out of the NCERT and convert it into a Directorate under the Ministry is based on the recommendation of the Review Committee appointed by the Government of India in 1968 to review and evaluate the activities and programmes of the NCERT.

The department was established in 1956 as the National Fundamental Education Centre. In 1961, the Centre was made a constituent unit of the National Institute of Education under the NCERT. The name of the Centre was changed to the Department of Adult Education in 1966.

Adult Education and National Development

Conference in Dar es Salaam

The African Adult Education Association will hold a Conference on *Adult Education and National Development* in Dar es Salaam, Tanzania, from April 19-24, 1971.

The Conference will study the role of adult education in rural development, social change and industrialisation.

Information: Mr. John Lawuo, AAEA Conference Secretary, Institute of Adult Education, University of Dar es Salaam, P.O. Box 20679, Dar es Salaam, Tanzania.

Muniswamy for Israel

Shri K.S. Muniswamy, General Secretary of the Mysore State Adult Education Council, Mysore and Associate Secretary of the Indian Adult Education Association, has been invited by the Government of Israel to participate in the study tour on "Programmes for the Education of Adults." Shri Muniswamy left for Haifa (Israel) on Feb. 12. The tour will last for six weeks.

N.P. Jain for U.K.

Dr. N.P. Jain, Director (Social Education) Department of Community Development, Ministry of Food, Agriculture, C.D. & Cooperation, Government of India and a Life Member of the Indian Adult Education Association, will leave for London on March 17 to participate in a Seminar on "Adult Education in Developing Countries". He will return on June 14, after visiting Edinburgh, Oxford and Manchester.

Diploma Courses in Adult Education and Community Development

The Department of Adult Education and Extra-Mural Studies, University of Edinburgh, Scotland, will run a full time diploma course each in Adult Education and Community Development during the academic session October to June.

Information: Director of Adult Education and Extra-Mural Studies, University of Edinburgh, 11 Buccleuch Place, Edinburgh-8, Scotland.

New Life Members

The following have become Life Members of the Indian Adult Education Association:

1. Dr. M.S. Adiseshiah, former Deputy Director-General of Unesco and now Director, Madras Institute of Development Studies, Madras.
2. Smt. Florence Jacob, Director, Bhartiya Vidya Pracharni Sabha, Indore.
3. Shri J.C. Saxena, Research Officer, Education Division, Planning Commission, New Delhi.
4. Shri R.S. Mathur, Directorate of Adult Education, New Delhi.
5. Shri S.V. Gupta, Directorate of Adult Education, New Delhi.
6. Shri Shiv Kant Shukal, Director, Panchayati Raj Prasikshan, Kendra, Dabok, Udaipur.
7. Shri J.K.P. Sinha, Kadam Kaun, Patna.
8. Shri R.K. Jeetah, Mauritius.

The Financing of University Adult Education in a Developing Country

By

Dr. John Lowe*

Introduction

THE object of this paper is to discuss the various ways in which a university may finance a programme of adult education (alternatively called an extension or extra-mural studies programme) for persons either not formally registered for a first or a postgraduate degree or a diploma course, or registered for such courses on a part-time basis. No prescription will be offered which it is urged every university ought to observe, and as far as possible value judgments will be avoided. More or less dogmatic recommendations will be made, however, as to the minimum financial support required for an adequate adult education programme.

Proposals to start or to expand a university adult education programme often lie sterile simply because little or no attention is paid to the financial aspect. Many people have sketched the outlines of the ideal kind of community service a university ought to offer. For instance, at a UNESCO regional conference held in Sydney in January, 1964, an unimpeachable blue-print was prepared that no university in South-East Asia has more than partially adopted.[1] A follow-up conference in Hong Kong produced a host of admirable suggestions which were very largely ignored.[2] Moreover, there is little doubt that piles of internal memoranda prepared by eager proponents of adult education lie mouldering away in university archives because the authorities have neglected to take notice of them. There is of course more than one reason for this failure to implement proposals, but lack of money lies at the bottom of it. University authorities throughout the world are not interested in adult education at the best of times. Inform them it will cost more than a pittance to sustain a programme and their apathy turns to enmity. Thus, it is will-nigh pointless to argue the case for an adult education commitment unless there is at least some prospect of obtaining enough money to support it. And if such a prospect does exist, it is essential to go to the relevant university authorities or external agencies equipped with a sound cost-benefit analysis of anticipated income and expenditure.

As soon as the attempt is made to carry out a cost-benefit analysis, a major dilemma emerges: should one construct a theoretical model of the programme that is envisaged and then ascertain how much it will cost or should one rather ask how much money will be available and pragmatically tailor a programme accordingly? In practice, it is often the second alternative that is chosen with dreary consequences. A senior university person, let us say a President or Vice-Chancellor, decides or is persuaded that his university ought to provide at least the semblance of an extension service, squeezes a small sum of money out of one estimate or another, makes an appointment and leaves the miserable appointee to do the best he can with meagre resources. It is more rational to estimate what services are ideally required, despite the knowledge that they cannot be provided except in the long run if ever, to cost the implementation of the resulting plan, and then to select the priorities which can be dealt with out of the sum of money that is actually made available.

Two advantages ensue from devising a master plan. In the first place, the chosen priorities have a rational basis, since if more money does become available it will already be evident what the next stage of expansion should be. The second advantage is profoundly important, namely, that the source of the money will not determine the nature of the programme. As one looks around the world at the various types of university adult education programmes being offered, one sees that they have seldom evolved into their present form as the result of planned internal growth or in controlled response to carefully identified community needs, but rather that they are the product of the way they have been financed.[1] To illustrate this finding one may consider two contrasted examples: the United Kingdom and the United States.

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*Dr John Lowe is Director of the Department of Adult Education and Extra-Mural Studies, University of Edinburgh.

1. J.L.J. Wilson, ed., *The Role of Schools and Universities in Adult Education* (Report on the UNESCO Regional Seminar, 1964).

2. I. Hughes, ed., *Universities and Adult Education in South East Asia* (Hong Kong, 1968).

1. The 'Raybouldian thesis', as the present writer has labelled it, has relevance here. Professor Raybould argues that the way in which an adult education programme is organized and the content it provides are largely determined by the sources and methods of finance rather than by a priori consideration of needs (S.G. Raybould, University Extra Mural Education in England: A Study in Finance and Policy (London, 1964)

Traditionally university extra-mural departments in the United Kingdom have received most of their financial support not from their parent universities, but from the government ministry concerned with public education. This ministry has always defined, and up to a point continues to define, adult education as designating only non-vocational, liberal studies. British university extra-mural departments built up teaching staffs and acquired resources to offer a course programme within the framework of the ministry's narrow definition. Only comparatively recently have they begun to diversify their programmes in the context of a broader definition of adult education. For fifty years, and for longer in some cases, they concentrated upon only one branch of adult education without pausing to reflect whether there might not be other equally or more important branches of the field they could be engaged in developing.

Apart from those institutions which began as land-grant colleges, universities in the United States have traditionally required that the budgets of their adult education divisions should be either wholly self-financing or manipulated to show a profit. As a consequence programmes are prepared by and large not in accordance with a set of guiding social principles, but on the basis of their profitability.

The essential point to be noted is that in both countries educational policy is dictated by financial constraints. In the case of the U.K. the constraint has been on freedom to undertake other than non-vocational, liberal courses. In the U.S.A. the constraint is imposed by the need to be wholly or very largely self-financing. The risk is that with the passage of time the nature of an initial constraint will become forgotten and the brand of adult education offered will become sacrosanct. Expressed otherwise, institutions will end up by rationalizing their functions as though they were the only functions possible. Of course, any university department charged with providing an adult education service is bound to operate under greater or lesser constraints. The important thing is that it should be aware of these constraints and never lose the capacity to change its emphasis in the light of changing social needs.

Sources of Finance

Broadly speaking, adult education services are financed in one of three ways:

(a) They can be wholly or very largely subsidised.

(b) They can be partially subsidised.

(c) They can be required to make a profit.

Let us consider each of these possibilities in turn.

Wholly or Largely Subsidised Programmes

The subsidy may come from any one or any combination of the following sources :—

The Government

The Government through the University

The University itself

Private sources

International agencies

1. Total reliance on a direct subsidy from government sources means that sooner or later the programme will be at the mercy of arbitrary shifts in official policy.

2. To receive government money through a university is often strategically advantageous because, on the one hand, the university is unlikely to interfere systematically with the conduct of the programme and, on the other hand, a government ministry is more reluctant to challenge the autonomy of a university as such than that of a seemingly peripheral department.

3. Given that the authorities are sympathetic, total financial support from a university can be very attractive. All the evidence seems to show, however, that it is in the nature of universities to look always askance at any activity other than internal teaching and research. It is significant, moreover, that in the United States nearly all the private universities expect to derive a profit from their extension programmes.

4. Obviously, if a rich benefactor could be persuaded to endow an extra-mural programme in perpetuity, that would be an ideal situation. Munificent benefactors are few and far between, however, especially in Asia, and the likelihood of an adequate sum of money being made available from private sources for any significant period of time is remote. At the same time, certain aspects of an adult education programme may well attract the support of benefactors, particularly of powerful industrial and commercial concerns.

5. For developing countries there remains the additional possibility of tapping the funds of international agencies and foundations. In practice, it is now unusual for this source to provide enduring support for the common policy of international agencies today is to furnish only enough assistance to get an institution or a specific programme off the ground on the clear understanding that the recipient will guarantee to take over full responsibility for the project within a prescribed lapse of time.

6. To sum up these several possibilities. No solution is ever entirely satisfactory in the sense that an adult education programme will be given a blank

cheque to meet demands to the limit of its capacity to expand. The best workable solution appears to be to obtain funds from as many sources as possible while ensuring that the bulk of the income is administered through the university. Relative freedom is contingent upon being fully dependent neither upon the university nor upon an outside body, especially if it be a government ministry or agency.

Partially-Subsidised Programmes

The subsidy component can come from one or more of the sources mentioned in the previous section. The proportions of subsidy and self-financing will necessarily vary with circumstances, but there will be a cut-off point for self-financing below which concentration upon profit-making activities will become inevitable.

A judicious combination of these two elements can place the department in a strong position in terms of university politics. Internal attacks upon the programme can be countered by pointing out that, unlike most university activities, the extra-mural programme is paying its own way, if only partially; the head of an extra-mural department does not have to be a financial expert in order to produce surpluses with which to oil the administrative machinery. Furthermore, an obligation to secure financial support for some part of the programme may well act as a spur to experimentation and innovation.

Wholly Self-Financing Programmes

A wholly self-financing operation is hard to manage, especially if accounts have to be closed at the end of each financial year. It presupposes a Machiavellian cunning on the part of the administrator which will enable him precisely to balance credits with debits, since to show a profit is easier than to make ends just meet. As a method of financing it is not, therefore, to be encouraged.

Profit-Making Programmes

It would be cant to condemn programmes out of hand simply because they are subordinated to the profit motive. Exceptional administrators in North America have shown that large profits can be made without sacrificing academic integrity or standards. Nevertheless, the evidence points to the conclusion that the profit motive generally leads to an unnatural emphasis upon a particular group of activities and the demands of a privileged segment of the population. Furthermore, if a university takes the view that its public services should produce a profit, it is virtually certain that its appetite will prove to be insatiable. Like any investor or bargain-hunter it will argue that if ten per cent profit can be made in one year there ought to be the potential for an increase in the following year. The only justification for yielding to the profit motive is when a special programme, such as part-time degree courses, is so funded as to produce a surplus which will be used to finance other desirable but unprofitable activities.

Students' Fees

Whether large or small such flexible income as is required will derive largely from the fees paid by students, so that in the foregoing section an underlying question was : should students be charged fees and if so what scale of fee? There is no universally valid answer to the question because everything depends upon the prevailing attitude towards the accessibility of higher education. There are two extremes of opinion about raising income from students' fees. At one extreme there are those who believe that adult education facilities should be provided free of charge. At the other extreme there are those who believe that students should pay not simply an economic fee but a fee large enough to yield a net surplus to the providing agency.

One argument consistently propounded in favour of charging student fees is that people only value what they are compelled to pay for, however nominal the payment may be. A second argument is that students' fees may well be a vital source of income in the absence of an adequate subsidy. There is, thirdly, the argument that fees should be charged to those who can afford to pay them in order that the less affluent may be admitted free of charge. This principle is often operated in other walks of life, but is exceedingly difficult to apply to adult education programmes, so much so that no university appears to have attempted to do it. What is feasible, however, and what some cultures may consider socially desirable, is to waive or to exempt portions of fees for particular groups such as the handicapped, the unemployed and the retired.

A common practice with much to recommend it is to fix the scale of fees not in relation to a student's ability to pay, but in terms of the supposed utilitarian value of a given course. Thus, a man in a large city who attends a course on computer science or accountancy is presumably hoping thereby to further his career and his financial projects. Why should he not be charged the maximum fee he finds it expedient to pay? Today it also happens more and more, in developing and developed countries, that major industrial and commercial firms require, or certainly hope, that their employees will keep their knowledge and expertise up to date and master new skills as they become required. Again, is it not commonsense to charge these firms economic fees when their employees attend courses?

The value of providing vocational and professional courses is two-fold. First, it is intrinsically a useful service, a means of bringing the university in close touch with the working community. Secondly, it raises the possibility of producing a regular surplus which can be used to finance non-

profit-making activities. In fact, this potential source of income might well cause universities which have rejected the extension idea on grounds of cost to think again, for here is an opportunity to provide a notable public service at little cost.

The arguments against charging any students' fees at all may be reduced to two. The first is that poor people will be penalised because of their inability to pay fees. The second argument is that when a department is forced to raise a proportion of its income from fees its aims soon become utilitarian as it slips imperceptibly into the trap of trying to make ever more money.

Lecturers' Fees

Underlying the discussion about sources of financial support there was a second unspoken question, namely whether or not to pay lecturers. As with students' fees there are two extreme views about paying fees to lecturers. In some cultures dedication to the public good may be so great that professional people of all kinds, including university teachers will gladly give their spare-time services for nothing. Indeed, wherever education is regarded as a social service it may be argued that lecturers have a duty to give extra-curricular lectures and courses for no more than their necessary expenses. But if we are to be realistic, we have to face the fact that university teachers are only human and do not like giving their services for nothing; if they are forced to do so, they will teach grudgingly and to the disadvantage of part-time students. The inference is clear. The best results will only be secured if teachers are not only paid for extra-curricular activities, but paid the rate for the job. It may be tempting to overcome the cost problem by underpaying them, but the consequences will be fatal for the quality of the programme. Moreover, it will be found that only the poorly paid university teachers will wish to participate in the programme.

Fund Raising

To raise funds from external non-governmental sources is obviously worth consideration. There is the potential risk, however, that once a department of adult education has demonstrated its ability to earn income through its own initiative, it may lose grants from governmental sources. With this proviso in mind, funds may be raised from two principal sources:

1. Industrial and Commercial firms.

2. International aid organizations.

Illustrations from South-East Asia

So far we have considered the financing of university adult education in general terms. It is time now to turn to India and South-East Asia and to cite some contrasting methods of financing. Before doing so, however, it is necessary to point out that the universities in the region have not so far shown much interest in developing an adult educational role.

The Philippines

There is a relatively large number of institutions of higher learning in the Philippines and a huge student enrolment. The majority of universities are privately owned. The tradition of offering degree courses on a part-time basis is strongly entrenched, whereas until recently there were no signs of other types of adult education service.

The part-time degree courses are entirely self-financing and usually produce a surplus. The belief of the various university authorities is that a degree-holder greatly increases his earning capacity and should pay the appropriate price for the privilege. Considerations of social equality which may lead to a differential fee-structure are not entertained. Neither is there an inclination to apply any surplus obtained to community service activities.

One exception must be mentioned. The private university of Ateneo de Manila established in 1969 an Adult Education School which it regarded as a community service. The university is providing out of central funds the staff of one director and an administrative assistant, administrative quarters, accommodation for lectures, and a recurrent departmental grant. Students' fees are relatively low, lecturers' fees are relatively high. The programme of courses and meetings is being selected on grounds of what is deemed educationally desirable, but any chance to earn surpluses from vocationally-bases courses will not be neglected. Manifestly, this is only a modest beginning. The willingness of this private university to subsidise the greater part of an adult education programme is nevertheless a memorable development in the Philippines.

Singapore

The Department of Extra-Mural Studies of the University of Singapore was founded as recently as 1963 and it is worth tabulating the financial arrangements in some detail:—

1. The University pays directly the salaries of the academic staff, now consisting of a Director, Assistant Director, and one lecturer.

2. It also pays directly the salaries of four secretaries (clerks) and a messenger.

3. Administrative accommodation within the university consisting of four rooms is provided free together with all furniture, equipment and maintenance costs.

(*Continued on page 19*)

Areas of Peoples' Participation in Adult Education Programmes*

S.C. Dutta

COOPERATION between the State and the people is essential for the growth and development of the country. In a welfare state specially, participation of the people is fundamental to a development programme. Conceptually, cooperation is partnership between the people, individually and collectively, and the State, to achieve commonly agreed goals. This, therefore, pre-supposes participation of the people and the State at all stages, including formulation of the development programmes and projects. The voluntary agencies which are at present the only organised groups of people need to be consulted in the planning stage and given proper share in the implementation of the programme. The State has a responsibility to consult voluntary agencies before launching upon any programme. If this is not done, the chances of success are bleak. The history of the last twenty years is the history of lost opportunities. The people were not enthusiastic about the various development projects because proper psychological approach was not made to them.

In order to be active and dynamic, public cooperation need to be fostered by the State, because it is a force which can move mountains. We should not only seek cooperation of the people or their agencies for the implementation of a programme but in all the various stages of its evolution. This is absolutely necessary. In my view, properly conceived public cooperation can be utilised for bringing about the necessary change in the attitude, approach and behaviour of the people in order to initiate and implement programmes of social and economic development.

II

One of the chief purpose of adult education is to enable an adult to face challenges of life and to make meaningful adjustments with his environment. It seeks to bridge the gap between his ignorance and the vast body of knowledge available at a given time. It also seeks to correct his attitudes appropriately and bring about needed changes in practices as well as values, which remain untuned in the absence of a regular school education. Even those who have had the benefit of schooling, constantly need to adjust their understanding and knowledge to a higher level of life functioning due to new innovations and technological advancement as well as changes in social institutions and values.

Thus all adults, no matter whether literate or not should be enabled to understand and actively participate in the process of change.

III

If you agree with my formulation about public cooperation and about adult education, you will find that the areas of public cooperation are inexhaustible and given a proper leadership, the chances of bringing about social change are immense. In all programmes of adult education, peoples' participation is absolutely necessary. We must in this Seminar consider what could be done to ensure peoples' participation? How can we make different groups respond to the need for their cooperation? Are our programmes not challenging enough to secure public response? Is the attitude of the administrators anything to do with our failure to arouse a responsive chord among the people? Do we agree that people should be helped to look after their own welfare through financial and institutional assistance only? The seminar should find some answers to these questions.

Meanwhile I would like to take up a few adult education programmes and try to indicate the areas of peoples' participation.

The most important pro-

*Paper presented at a Seminar on Adult Education and Peoples' Participation held recently in New Delhi.

gramme in the field of adult education at the present moment is functional literacy projects. The various steps to be taken to implement this project are:—

(i) Selection of the project areas.

(ii) Selection of the benefeciaries.

(iii) Contacting the benefeciaries for participation.

(iv) Preparation of reading materials and follow-up literature with the help of subject matter specialists.

(v) Actual conduct of literacy projects with the help of extension educators, literacy teachers and radio broadcasts.

If we examine the above, it will be found that the selection of the project area must be done carefully, and should be the result of discussions between the peoples' representatives or their agencies and the government officials. The system of taking decision in Shastri Bhawan or Krishi Bhavan should end. Peoples' participation should be ensured at the selection stage. If this is done selecting and motivating benefeciaries will become the responsibility of the local community.

In the preparation of reading material also help and cooperation of voluntary agencies specialising in this work should be sought. Government can hire experts but so can voluntary agencies. But a programme of production of literature under a non-official aegis will be quick, perhaps better and in tune with the local needs and aspirations. It will have more variety.

For actual running of the literacy projects, it is my tentative view that this should be undertaken by the Government. A few voluntary agencies have been associated with this programme, but it is too early to say whether those projects are fulfilling their objectives.

Finally, the finance for these projects should come from the Government. If public cooperation means partnership, the Government should provide the funds and the people should wholeheartedly participate in such programmes to make it a success.

The second important programme is urban community development. Community Development is an educational process, and is, an adult education programme. Here again peoples' participation is basic to the success of the programme. The local communities will have to be involved in this programme from the very beginning and each programme undertaken on the basis of the felt needs or induced needs of the people living in a locality. Mohalla Committees need to be formed to implement urban educational projects. If social institutions in the locality could be associated with the project, the result would be to our advantage. Existing voluntary agencies could also be associated. The motive force for all such projects should be provided by the co-operative action of the people and their services voluntarily offered. Emphasis should not be on material achievements, but on the development of the people and the solution of their basic problems.

Civic Education and education for political and social responsibilities should be part and parcel of this programme. Obviously, these programmes will have to be undertaken by voluntary agencies.

I could give you other programmes, but suffice it to say that in a welfare State, the organisations of the people will have to be given prominent place in the planning and executing programmes for the welfare of the people. In adult education, without peoples' participation no programme will succeed. The areas of peoples' participation are clear. The voluntary agencies should be consulted and associated in the planning of a programme. In its actual implementation, depending on the expertise, the work could be shared between official and non-official agencies. Finance in all such cases should largely come from official sources.

EDUCATION FOR YOUTH IN THE DEVELOPING COUNTRIES

Porfirio Camarena

IN recent times there has been a strong tendency to see the educational system as a function of economic development and of the manpower needs which this creates. In accordance with this concept of education man is considered as forming part of a great production apparatus, in a world of economic expansion. The educational system is thus converted into one more mechanism of the productive apparatus of the country. Educated people are mass produced to serve as links in the great chain of the productive process.

Technological and scientific development has been the prominent factor in bringing about this concept of education. The accelerated rate of change in the general productive system and the pressure which this exercises on patterns of consumption and of life have become a menace and a challenge to the human spirit to transform both mental attitudes and social conduct.

When the phenomenon of technological progress gets a grip in the developing countries, the framework of society is completely transformed. Factors like the population explosion and its implications in terms of food and hygiene turn people's rising expectations into a state of acute social anxiety. In the field of education two great problems have to be taken into account: firstly, accelerated change in technology and the economic and social effects of this; and secondly accelerated population expansion.

The real situation at the moment is that educational systems are proving incapable of dealing with these problems. Youth in the developing countries, principally in the educational sectors, observes this effect and declares itself openly for change. When young people undertake action, often violent action, the fundamental reason for this is the inability of the educational system to equip youth for future needs. At the present time young people in the developing countries are tackling a great variety of problems both in the country-side and in the towns with a view to finding a position in the social scheme of things which will allow them to become involved and to act for the benefit of the collectivity. The better youth is equipped educationally speaking, the greater its chances of developing within society and the greater the social productivity which the country will obtain from it.

In the coming years youth will represent more than half of the population in the developing countries and the large part of it will seek its position in the educational system. But the menace of technological change when controlled unilaterally by the industrial and economic power centres has already begun to appear. The most obvious example is the maximum age imposed by firms when advertising jobs; in many cases in the developing countries access to jobs is barred to the poplation over the age of 35. Young people around 20 years old at present will, in accordance with this capitalist employers' concept, be able to produce services and wealth for society only during the next 15 years, that is, assuming that they have already found an occupation in society. This situation deeply worries young people in the developing countries, since the present educational systems in these countries do not provide adequate mechanisms for retraining and permanent education of people so that they could be of use to society above the age of 35.

Young people require the educational institutions in the developing countries and elsewhere to have a systematic educational concept so that it is not only a continuum in time which includes the population of school age, but also a permanent process incorporating the whole of the population for the whole time.

The developing countries cannot allow themselves to waste the most valuable of their assets, human capital In addition education in these countries is a substantive element in economic and social transformation. Hence permanent education for youth should occupy the centre of the educational system and guide in a human way the infinite possibilities of man and in a social way the clear comprehension of the magnitude of man's participation in the irreversible process of social, economic and technological development.

The anxiety of young people to obtain participation in social change via permanent education is completely understandable.

Young manual workers for example can in no way accept that since they are manual workers today they should be manual workers for their whole life. Their hopes are of necessity limited because no future possibility exists of ever resuming their studies. Probably they will also not be able to find new work if they have the misfortune to lose their job after the age of 30. This effect on the labour market is quite clear and the anxiety of youth about it is understandable.

As a consequence of rapid economic and social development and technological change, the labour market is also subject to intensified changes. Education received in youth may become obsolete. Moreover young people have to prepare themselves to make several moves, involving different occupational pyramids, during their active life. They should accordingly have opportunities for going back to study and to adapt their knowledge and valid experience. Rigid and formal schemes of education at present hinder this process of permanent education. For this reason young people demand participation in the shaping of an educational systems which will incorporate their human aspirations and will put an end to the employers' repugnant concept of considering as finished a man who is reaching an age where he is still by all counts able to be of use to society. "We do not wish to be youth on the scrap heap today, in a society which holds the promise in the near future of greatly surpassing the achievements of the adults of the present."

It should finally be added that if the preoccupation with social change and securing a better future for man comes from the workers' sector, youth as a whole is committed to achieve as part of this promising future, and by means of the institution of permanent education, an improvement in the lot of the workers whose efforts bring about the general welfare of society.

TEACHING ADULTS IS DIFFERENT . . . . OR IS IT?

NOW THEY'RE USING ADULT METHODS WITH CHILDREN

For years educators have been passing along the tried and trusim: teaching adults is different from teaching children and youth. And they were right. For many reasons—smaller classes, higher motivation, absence of authoritarian supervision—teaching adult *is* different. Teachers of adults have long tried to individualize instruction, to boost each student's self-esteem, and to make instruction relevant.

Today, however, the methodology used in the most innovative schools for the young has a striking resemblance to that used in adult classrooms. "Adults are not a captive audience," teachers of adults are invariably told. "They can drop out at any time. That's why you must use every device at your command to win—and *hold*—their interest." Very true...and it's just as true of students in the lower grades who, statistics show, are dropping out *en masse* because the schools cannot win and hold their interest. In short, the very same advice that has been given to teachers of adults for years is now being given to teachers of children and youth These methods, it has been found, are based on principle that apply to learners of any age.

There are three ways, however, in which adult students *are* different: (1) they bring to the learning situation a greater background of life experience: most of them have held jobs and raised families, while many have been in the service; (2) research show that the *ability* of older adults to learn does not change with the years but they may not learn as rapidly as they once did; (3) most adult students are because they choose to be there, not because the law says they must.

Here are some examples of the methodology and the laws of learning applicable to adults:

The student is more likely to learn a piece of information or master a particular skill if he knows "what's in it for him".....if he can see a fairly immediate use for his new learning. This is just another way of saying that the teacher should help the student see the "relevance" (there's that word again) of what he is doing. If his ultimate goal is to get a job, he may wonder why he needs to learn to spell. It is the teacher's job to show him that misspellings on a job application form may lower his chances of being hired (In this case, the words he is learning to spell should be the ones he's likely to need to spell: they should be RELEVANT to his needs.)

The student needs to know what he really wants from the course. The teacher can't tell him this, but with the teacher's help he should figure it out for himself and keep it firmely in mind. The teacher must first discover the student's motives and then reinforce them constantly by showing him the connection between what he is learning and what he set out to learn. By asking questions in the first class session.....group discussion...informal chats with students during coffee breaks or at the end of class, it is usually possible to find out student goals. "Often the teacher will find student goals are unrealistic," says Curtis Ulmer in *Teaching the Disadvantaged Adult.* "In these cases, the teacher must work with the student to bring his expectations down to a reasonable level. Short-range goals which are more easily attained may be substituted for long-range goals which seem unobtainable or unreasonably far off."

Both adults and children bring their emotions with them to class. Threats of withdrawal of the teacher's approval affect students acutely, and may even cause them to drop out of class. Adults are just as sensitive as children to sarcasm or ridicule from the teacher, to coldness rejection, judgmental attitudes. Whereas children may react more openly—with discipline problems or by skipping school—adults react with silence or inattention and with their ultimate weapon: dropping out of class.

"*Activity on the part of the Student is essential to learning,*" according to *Administration of Continuing Education*, a NAPCAE publication. "Principles that are memorized do not produce the same retention as those that are reasoned out by the student and actually used. A lesson on reference sources is more realistic and meaningful when conducted in the library, having the students actually find material by using the card catalog themselves."

The experience and knowledge a student brings to class should be used to help him learn. This approach, long familiar to teachers of adults because their students often have wide knowledge and experience, has proven to be a tremendous help in motivating young students as well. It boosts a person's self concept (and gives him greater confidence in his ability to learn) when the teacher sometimes looks to him for advice.....or asks for his special knowledge of a topic. For example, a man who is learning to operate business machines to advance in his job may be able to give the other students sound advice on human relations: how to get along with your co-workers on a job...something he has learned through practical experience.

A learning experience that is interesting, vivid and intense is remembered longest. A detailed account by the teacher or from a textbook can be dull...but it can be brought to life by a guest speaker, by role playing, through a panel discussion by several stu-

dents who are questioned by others, by a short film on the subject, and other imaginative learning activities. Methods should vary as much as possible in any course.

ALL METHODS DON'T WORK WITH ALL STUDENTS

"There is no evidence to show that any teaching method is generally effective in achieving educational goals for all students," says the *Faculty Handbook* of the U.S. Department of Agriculture Graduate School. Some adult students want a rigid, authoritative teacher. This is particularly true of less able students, especially the more anxious ones who *want* the teacher to control their instruction.

Adults who are highly motivated to achieve and are independent types usually do well when they have responsibility for their own learning. They enjoy and are successful both in discussions and in independent study situations. In general, group methods, discussions, etc., are more effective with the more intelligent and the more sociable adult students. Many adult students are torn between the need to be dependent and the wish to be independent.

WHERE THE GENERATION GAP IS GREATEST

When the adult students are 45 years of age or older, chances are greater that they require certain special and unique teaching approaches. Here are some of those approaches and reasons why they may be necessary:

After a person reaches his forties, his vision tends to decline rapidly. That is why, if you teach older adults you should:

* Make sure that the classroom and work areas are well lighted and students do not face the lights.
* Arrange seating so that the older members of the class are closest to you and to any visual materials or demonstrations you may be using.
* Use charts, diagrams and pictures that are large, with sharp contrasts and neutral backgrounds.
* Make sure that all writing and printing, whether on chalkboards, on posters, or in textbooks or workbooks, is large and very legible.

As we grow older, our hearing declines and so does our ability to understand rapid speech. You may not need to talk louder—merely more slowly—to be understood by many older students. You should also:

* Try to eliminate noises, both inside and outside the classroom, that may interfere with the students' hearing.
* Make sure that when individual students ask questions, these questions are repeated loud and clear for all the class to hear before you answer them.
* Keep your face turned toward the class while speaking, so that those who depend to any extent on lip-reading will be able to understand them.
* Use the chalkboard freely to reinforce what you are saying...so vision will supplement hearing.

OTHER PROBLEMS UNIQUE TO ADULT LEARNERS

Older adults learn just as well as young adults, it simply takes them a little longer to complete their learning tasks. Teachers are wise to remember this when they give tests and conduct their activities.

Many adults come to class bursting with enthusiam and eager to learn, but many arrive there tired after putting in a full day's work at home or on the job. Unlike for children and youth, learning for them is not a full-time activity but an extra one. They are giving up time they may have devoted to family life, watching television, sports other leisure activities. They may literally not have time to carry out homework assignments.

The adult student tends to be impatient, wants to learn fast, and wants to be able to put his learning to immediate, practical use. He becomes annoyed at anything he considers to be "busy work" possibly because it may have been a struggle to get to class, his time in class is short, and he wants to put every minute of it to worthwhile use.

SOME CAPSULE CLUES TO WORKING WITH ADULTS

The following tips have been gleaned from the talk and writings of teachers with vast experience in working with adults:

* Short units of work give them a happy feeling of mastery and success that brings them back for more.
* Important points should be repeated frequently (is a commercial ever run just one time on television?) It's the repitition that gets through to you.
* Remember the importance of frequent, short breaks for older adults; they tend to tire more easily.
* In learning new skills or information, older adults often have to break old, rigid patterns of thought or attitude, long established in their lives. Teachers can soften this experience for the adult learner by explaining that this is a common problem and not especially peculiar to him.
* Adults often have feelings of insecurity and fear of competition with the younger adults in the classs. This means that every opportunity should be taken to praise their good work. Their errors should be minimized....and sarcasm or ridicule avoided at all cost. Accent the positive, not the negative.

Planning an Exhibit for Effective Learning

R.P. Singh*

THE main job of educators is to keep their clientels well abreast with the latest scientific and technological improvements in the fields concerned in a way that results in effective learning. There are many extension teaching methods that they can make use of in discharging their job effectively. Among these, exhibits are especially helpful in arousing desire for new solutions to important problems. An exhibit increases knowledge, influences attitude and stimulates action on the part of viewers.

For planning effective exhibits, one must have a good choice of subject matter and know the ways and means of getting and displaying needed materials. Since all subject matters do not lend themselves to an exhibit, it is important that the pros and cons of exhibiting are considered. An exhibit should be planned if:

1. The subject matter message can be expressed visually and dramatically with a few simple words.
2. The location for the exhibit is which most of the people intended will easily visit.
3. The subject matter is appropriate to the season, place and audience interest.
4. Plenty of assistance is available.
5. The budget will permit the amount of expenditure involved.

While planning for an exhibit, one must decide:

1. The audience — for whom he is exhibiting.
2. The purpose — Why he is exhibiting.
3. The subject — What he is exhibiting.
4. The location — Where he is exhibiting.
5. The techniques — How he is exhibiting.

FOR WHOM

An exhibit is planned with the main idea to get the right message to the right people in the most effective manner. The treatment and message of an exhibit meant for a particular audience are different from those meant for another audience. So it is very important to pin point the audience and consider their interests.

WHY

An effective exhibit:

1. Teaches facts — gives information.
2. Shows process — teaches how to do.
3. Promotes action — motivates to accept new ideas and practices.

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WHAT

The topic selected for an exhibit must be:

1. Timely — related to the current problems.
2. Important — of interest to audience.
3. Specific — with a single idea.

Whatever topic is chosen, the exhibit must be simple with a one-thought theme, and not bogged down with complicated themes, too many words and meaningless phrases. Most exhibits suffer from an overdose of too's—too many facts, too many words, too many colours, too many models, or in other words, to many elements. When this happens, the exhibit becomes a hodge podge of every thing and nothing.

WHERE

The appropriate location contributes very much to the success of an exhibit. The location must be visited by most of the people the exhibit is meant for. The selected audience will determine the best location. Probable locations for an agricultural exhibit are:

Agricultural school	Village school
Agricultural College	Panchayat Bhavan
Government Farm	Block Office.

The place for agricultural implements as the exhibits could be an implement shop. Educational institutions may be the logical place for educational exhibits.

HOW

After deciding the location, a scale model of the booth should be developed. Such model is very important in setting up a good exhibit. It helps to see where the objects are being crowded and where the point of interest in the space is. A scale model with a definite design leads the audience step by step through out the exhibit. The design should be kept simple.

The title selected should be self-explanatory, short (limited to four or five words), simple and catchy and it should be put at the top of the exhibit. An appealing title makes one want to see the full exhibit.

Captions are vital in displaying objects. Three words or less should be used in the main caption—one word is better. The lettering should be large enough to ensure legibility. Here is a rule of thumb for the size of letters:

Distance in feet from viewer to written material	*Minimum size*
3	$\frac{1}{4}''$
8	$\frac{1}{2}''$
15	$1''$
25	$1\frac{1}{2}''$
50	$2\frac{1}{2}''$

Lettering should be simple, clean and well-spaced. Words should not be decorated or made fancy. No colours should be mixed in a word. It should be remembered that the movement of eyes from left to right or top to bottom is easier. So the words should be arranged in this fashion.

An exhibit without a story or message is as dull as trying to read a dictionary. Actual objects, models, demonstration, motion, lighting, colour and contrasts are attention-getting devices and help tell the story.

Photographs used should be atleast 8 inches by 10 inches. Smaller photos will not show up. The maximum size of photo will be determined by the space available.

We see best at eye level. Eye level for most people is about 63 inches. Pictures and small objects should not be placed higher than 96 inches or lower than 30 inches from the floor. To get displayed objects up off the floor or table top, risers should be used. A riser is any box-type material, round or square, with varying heights on which objects can be displayed to fit the design.

The exhibits should be planned within a rectangular area, because studies show that a square is less pleasing to the eye than a rectangular. To attract people to the exhibits, the point of interest or "hot spot" should be taken advantage of. There are four main points of interest in a rectangular: upper left-hand area, upper right hand area, lower left-hand area or the lower right-hand area. By making a sketch and a scale model of the booth, it is much easier to locate the point of interest.

Only one point of interest should be used. The design should be planned starting with the most important object or the "eye-catcher" at the point of interest. The design could be "S" or any of several other simple figures. If an "S" design is used, the point of interest will be in the upper right corner of the rectangle. Other designs could be:—

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	C
Sleepy	V — <
Reverse	C — Ɔ
Reverse	S — Ƨ
Check	— √

There are six main colours—red, blue, yellow, orange, green and violet. Different hues can be obtained by mixing colours. For instance, red is a colour while pink, rose and ruby are hues of this colour.

Red, yellow and orange are known as warm colours because they reflect warmth. They add pep and a warm glow to an exhibit. Blue, green and violet are known as cool colours. The sky, grass, a lake—they give the feeling of coolness. Cool colours can create that effect in the exhibit.

When different colours are put together in an exhibit, a colour scheme is created. A good colour scheme can be planned by using the following guide suggested by Duane I. Nelson.

First Guide. Use of one colour. One colour can be exciting, but this one colour can be varied by using some of its tints and shades. For instance, the one colour could be green with light green, medium green and dark green.

Second Guide. Neighbouring colours. Any three colours together on the colour wheel get along fine in a colour scheme. For example, yellow, yellow-green and green; or blue, blue-violet and violet. If this colour scheme is used, some "play" in the colours should be allowed for—some light, some dark, some bright and some dull—do avoid monotony.

Third Guide. Complementary colours. Any two colours directly across from one another on the colour wheel are complementary. They are referred to as complementary because one colour complements the other; that is, red makes green look greener, green makes red look redder. Complementary colours are not used in lettering. That is, red lettering is not used on green background. These colours can be used in the colour scheme for the exhibit, but one colour will have to be made darker and duller for real interest. Cherry red against a dark forest green is an example. Soft yellow against deep violet, or red-orange against dull blue-green are other combinations. Both colours should not be used in equal amounts. More of the dull colour and less of the bright colour is wanted. These particular schemes of colours look best in large exhibit space.

Fourth Guide. Neutral plus an accent. Neutrals are black, white grey or any neutrals very close to them like buff, beige, cream and oyster white. By adding one bright colour—red, for example, with one or more of these neutrals, an interesting modern colour scheme will be created.

Fifth Guide. Triads. A cut out triangle placed on the top of the colour wheel points to three colours. It may be turned to point to three other colours. Each three colours the triangle points to form a triad. These three colours can be used as a basis for a colour scheme. A subdued colour should be selected for the largest area, a slightly brighter colour for the next largest area and the brightest colour for the smallest area in the exhibit.

Colours used to attract, such as red, orange or yellow, might be used on the "hot spot" of the exhibit or for the main message. These are the most conspicuous colours and make a strong impression. The background of the exhibit should be neutral in colour, using pastels, light greys, light green or pale yellow. These neutrals look well with almost any colour mounted on them. A good rule-of-thumb is to use vivid colours sparingly and on small areas; pastel colours on large areas.

Different colour combinations in the order of their legibility are: Black on yellow, black on white, yellow on blue, white on black and blue on white.

BIGGEST LIBRARY MOVEMENT IN INDIA

Kerala Grandhasala Sangham is 25 Years Old

A UNIQUE Library movement, of which six per cent of the literate population of Kerala are members, has completed 25 years of its useful existence.

This pioneer voluntary movement known as the Grandhasala Sangham, with its headquarters at Trivandrum, is inculcating the reading habit among all age groups, through the hundreds of libraries affiliated to it and working all over the State which has the highest percentage of literacy in India.

Started quarter of a century ago by a group of enthusiastic public-spirited men for the revitalisation and development of non-official libraries in the erstwhile Travancore State, this organisation has grown into a mass movement. Over 3700 libraries in Kerala from the biggest to the smallest, including the University Library and the Public Library at Trivandrum, are affiliated to the Sangham. The state-wide membership is 6.2 lakhs. Sixtyseven lakhs of books valued at Rs. 1.2 crores are stocked by them. The issue comes to 1.5 crores per annum. There are 2 libraries per village and approximately one library for 3000 literate population. Over 75,000 dedicated voluntary workers are involved in this library movement. The Sangham fosters and supports at least one library within two sq. miles. Two thousand libraries are housed in their own buildings.

Every unit library is managed by a committee elected by its members. The office-bearers are honorary workers. At the Taluk level, a union co-ordinates the activities of all the units. There is a District Library Committee. The Grandhasala Sangham is the apex body at the State level.

The affairs of the Sangham are managed by a Governing Council consisting of three elected representatives from each district. Three members are nominated by the above representatives; two by the Government and one by the Kerala University. The Sangham receives a grant of Rs. 1 lakh from the Government for its working. Another sum of Rs. 9 lakhs is given as the grant-in-aid to the libraries.

The libraries are graded from A to H depending upon the stock of books, issue etc. The condition for the maximum grant-in-aid of Rs. 1200 is that the library should have a stock of 10,000 books and an issue of 15,000 books per annum. For recognition by the Sangham, a library should have a minimum of 600 books valued at Rs. 750 with a issue of 1200 per year. Such small units will get Rs. 180 per year. The newspapers and periodicals are a must in all libraries and 3 newspapers and 5 periodicals are the minimum insisted on. The other source of income for libraries is the collection from members as subscription and donations. The grant-in-aid is fully utilised for the purchase of books. It is estimated that libraries themselves collect nearly a crore of rupees for their running.

Helps Adult Literacy

The notable feature of this movement is the voluntary spirit which sustains a great interest in reading, particularly among the neo-literates in the villages. Kerala spends over Rs. 20 crores on primary education. A further development of the literacy beyond the primary level depends to a great extent on the availability of reading material in the villages. This is what has been achieved by this organisation through its non-political, non-partisan functioning.

Village libraries are also cultural centres, 2500 libraries have organised children's section, women's section, adult education centres and arts and sports clubs. The co-ordinated efforts of the library workers have helped to develop many of them into community leaders who form the grass-roots of democracy.

Library Year

The Grandhasala Sangham had declared 1970 as the library year. The programmes of celebration given to the units included constructive work by way of new addition to the library, greater enrolment and literary activities. In order to create awareness in the movement the Sangham had also organised a forty-five day long propaganda march from Kasargode in the north of Kerala to Trivandrum in the south touching almost all the taluks and most of the villages where the unit libraries function. Public meetings and demonstrations were organised at these centres to attract public attention to this people's movement.

The Sangham is planning to launch a scheme for establishing adult education centres in 700 selected libraries in the State. From the small beginnings of 47 libraries in 1945, the Sangham has grown into the biggest voluntary organisation in India for the development, co-ordination and supervision of libraries.

Reports From The Field

Workers' Education and Life-long Integrated Learning

AN international seminar on "The Role and Function of Workers' Education within the Concept of Life-long Integrated Learning" was held in Vienna-Neuwaldegg, Austaria, under the auspices of the International Federation of Workers Educational Associations. The main recommendations of the Seminar are given below:

(1) Modern society is dynamic subject to rapid change in all aspects. In it, social democratic conception should prevail. That means that the aim of all sections should be the largest possible participation of the largest number of individuals as consumers and producers in a politically, economically, socially and culturally open, democratic society.

(2) This society therefore needs a *permanent education* of all individuals of all ages by all available means.

(3) The fundamental purpose of workers education is to work for reforms with the purpose of adapting the traditional school education on all levels to the concept of life-long learning or recurrent education.

(4) The IFWEA member organisations should stress in workers education programmes the importance of consolidating the democratic development within the labour movement in the daily work situation on the local government level, and in the society as a whole.

(5) High priority should be given to studies of problems of developing countries in order to strengthen the opinion for increased support and a wider cooperation with these countries.

(6) Democracy means respect for the expressed will of the majority for a certain period of time but a democratic majority decision is not necessarily an expression of the truth. The minority must be given the opportunity of expressing its opinions and propagating them by all means inorder to change the general opinion and thus the majority decisions.

(7) No educational progress of an individual is possible without strong motivations, in each case this motivation should be appropriate to the group which must be educated and especially where these are the educationally under-privileged.

(8) Since permanent education is concerned with man as a whole and with his complete adaptation to and participation in modern life, all aspects of vocational and professional needs as well as general, social and cultural needs must be fulfilled.

(9) For the rationalisation and integration of the educative system a whole infrastructure should be provided—residential colleges, cultural centres, schools, T.V. sets, film libraries etc.—between the system all kinds of coordinating bodies should be created.

(10) The existing structure of the great educational and communication systems should be altered: these structures were conceived at a time where these ideas of integrated education did not yet exist. The school system, the peoples universities etc. have been up till now mostly isolated by their structures; now they have to be integrated structurally.

Evaluation of Unesco Fellowships

The Indian National Commission for Cooperation with Unesco, Ministry of Education and Youth Services, is engaged in an Evaluation of Fellowships granted by Unesco to the Indian Nationals, in the fields of Education, Natural Sciences, Engineering and Technology, Social Sciences, Human Sciences, Culture and Communication during the five years (1964-69).

Unesco fellows who had visited foreign countries are requested to get in touch with the Secretary, Indian National Commission for Unesco, Shastri Bhavan, New Delhi-1.

MASS EDUCATION: STUDIES IN ADULT EDUCATION AND TEACHING BY CORRESPONDENCE IN SOME DEVELOPING COUNTRIES

Edited by L. O. Edstrom, R. Erdos and R. Prosser, Uppsala, Dag Hammarskjold Foundation, 1970, Pp. 380, Price US $ 10.

REALISING the increasing interest in Adult Education in the world and the significant role that correspondence instruction plays in the field, the Dag Hammarskjold Foundation organized five-week Seminar on "The Use of Correspondence Instruction in Adult Education: Means, Methods and Possibilities" at Uppsala in 1967. This Seminar focussed the attention of the nationals of various developing countries of the world to the need for education by correspondence and problems encountered in determining the solutions necessary for accomplishing the tasks involved in developmental planning. A similar seminar was organised in 1968. The publication is the outcome of the deliberations of these two seminars.

The book is divided into three parts. Part I—"Adult Education", contains four chapters all by Roy Prosser, in which he discusses the general problems pertaining to terminologies used in adult education, features of development planning, adult education in Sweden—a pattern of development and research in Adult Education. Part II—"Education by Correspondence", has eight chapters which cover aspects like definition, history, development and main forms of correspondence education, correspondence courses writing, construction and use of achievement tests, elements of two-way communication, administration and new trends in correspondence education. Part III—"The African Scene", addresses itself to an examination of practical aspects of provision in Africa. This section has nine chapters dealing with specific issues the needs and problems and examples of the "Exciting adventure to meet educational challange in Africa." The chapters in this section begin from the African students and move in a systematic sequence to examine the role of study circle, adult education, correspondence education, radio and television in correspondence education. Other chapters cover some of the areas in which Correspondence Education has been used namely, teacher training, degree, diploma courses and training of Adult Educators, place, advantages and disadvantages of correspondence education. In addition to this, the publication has a detailed and interesting introduction in the beginning and a selective bibliography at the end.

At a time when we have just made some beginning in Correspondence Education, the first two parts of the book will contribute a lot to the stimulation of further thinking on the subject and in clarifying some of the basic concepts and principles involved in this work. The contents of the third part will provide valuable fund of experience to indicate what shape and dimensions our Correspondence Education could take in the years to come. On the whole, the book is expected to serve as a good reference material on the subject and a guide for expansion of our programmes and planning them on sound bases.

Although, written with special reference to the situation as it obtains in the developing nations of the African region, the book contains material which has relevance in other developing countries, like India. "Still the actual solutions will have to be found in each country, as educatian is something so closely linked with the life and traditions of a nation, that although we can learn much from our neighbours, it is seldom wise to copy them slavishly." This is a very valid observation, in the light of which we have to plan our strategy on Correspondence Education.

Though a compilation of lectures, papers and other materials used in the Seminar, the book makes an interesting and smooth reading. The editors deserve all praise for their masterly handling of the matter and in organising it so skillfully.

The publication makes a unique and excellent contribution to the existing literature on Adult Education, more so on Correspondence Education.

R.S. Mathur
Directorate of Adult Education, New Delhi

Indian Universities Should Take Adult Education Work

Says Kulsum Sayani

Smt. Kulsum Sayani, winner of 1969 Nehru Literacy Award of the Indian Adult Education Association and Vice-President of the Bombay City Social Education Committee returned to India recently after spending 6 months in 11 countries of the world. She was interviewed on her return by a correspondent of this journal. The brief interview is given below:

Correspondent: What was the purpose of your trip abroad, Smt. Sayani?

Sayani: I undertook this journey with the intention of spreading the message of love, non-violence and truth as taught by Mahatma Gandhi and to learn about experiments being carried out in the field of adult education in various countries.

Correspondent: Smt. Sayani, you have visited both developed and the developing countries, will you please tell the readers of this journal the adult education work which has impressed you most?

Sayani: I was very much enthused by Iran's tremendous efforts to spread literacy among the masses. I was impressed by the adult education work being carried out in Hong Kong and the high rate of literacy which they have achieved during a short span. I was also greatly attracted by the adult education work being carried out by Universities in U.S.A. and Canada. They are providing innumerable number of courses to different sections of the community. I wish in India, Universities could take up this work in right earnest.

Correspondent: There is a great tension these days all over the world. What are your suggestions to reduce this tension?

Sayani: In my opinion, unless the material progress is tempered with spiritual values, there is nothing to hold back the world from the brink of disaster. It is the largeness of heart and understanding of the others point of view and indefinite love, that can serve as the surest cure for the world's sad malady today.

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(See Rule 8)

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Dharm Vir
Signature of Publisher

The Financing of University Adult Education in a Developing Country

(*Continued from page 6*)

4. Classroom accommodation on university premises is provided free of charge and during the evenings the department has access to most university lecture rooms.

5. When accommodation is used in non-university premises it must be paid for out of income from students' fees.

6. Students' fees are fixed according to the type of course. Thus, vocation courses are substantially more highly priced than non-vocational courses.

7. The size of the class enrolment is deliberately allowed to rise above the maximum ceiling usually regarded as required for teaching efficiency so as to increase the surplus.

8. Lecturers are paid a good fee by local standards and the remuneration is uniform regardless of academic rank or the charge to students.

9. All other costs than those enumerated in paras 1-4 must be paid out of income from students' fees, and from the outset the university refused to accept responsibility for any losses which might be incurred. At the same time, the university recognised in its wisdom that the Department could not be expected to operate its course budget on an annual basis and therefore agreed that a profit or loss could be carried over from one year to the next. In the event, the Department built up a surplus in its very first year of operations and continued to show a surplus year by year, until, by 1970, it had built up a reserve fund of $200,000 (Singapore) from which, of course, it now derives a substantial income in interest. This achievement is all the more remarkable in that students' fees have not been increased.

The Singapore experiment has thus been singularly successful. The cost to the University is not great and yet it can claim both to provide a public service and to utilise its plant in the evenings and sometimes at weekends when otherwise it would be in disuse. On the other hand, the Department of Extra-Mural Studies deliberately organises a large number of profitable courses as a matter of expedience and allows more students to attend certain classes than might be considered educationally desirable. One must also pose the question: would it offer exactly the same type of programme if its course programme was heavily subsidised? Perhaps, but, then, it is arguable that the obligation to make ends meet has stimulated the ingenuity and strengthened the vitality of the staff.

India

A strictly limited number of extension lectures and courses is provided by the universities of India, though many universities offer degree courses for students studying in the evenings and early mornings and some now offer correspondence courses. Only one university, the University of Rajasthan, has established a Department of Adult Studies.

A full-time Director was appointed to this Department of Adult Studies in 1962. Since that time the Department has gone through a process of expansion followed by contraction, mainly caused by a reduction of financial support from the University. Its financial arrangements are as follows:—

1. The University pays directly the salaries of the academic staff, now reduced to a head of department with readership status, and a lecturer (the department started with two members of staff in the session 1964/65 and had four members by the session 1965/66).

2. It also pays directly the salaries of a strong secretarial staff.

3. Administrative accommodation within the university initially consisted of six rooms but now consists of only three rooms.

4. Classroom accommodation is provided free of charge on university premises. Three additional centres are used in the neighbouring city of Jaipur at no charge to the department.

If other centres are used, the accommodation must be paid for out of course fees.

5. Office equipment, most of the stationery and postage expenses, and telephone charges are paid for by the University. Some stationery and postage charges must be paid for out of income.

6. There is a departmental grant of 5000 rupees to cover recurrent costs and contingencies.

7. There is no reserve fund.

8. Accounts must be closed on an annual basis. No surplus may be carried forward. It is not necessary to balance income and expenditure on each course but the general account must be in balance overall. The University would probably agree to meet a small loss.

9. Lecturers are paid competitive fees by local standards.

10. Except for one generously subsidised series of annual lectures the whole programme of courses and projects must be self-financing.

11. In brief, the University pays for the salaries of the permanent academic and administrative staff, provides administrative and teaching accommodation and supplies the greater part of recurrent administrative costs. However, it gives virtually no support to the teaching programme. The consequence of this is that the department is haunted by the need to balance its accounts at the end of the year and must necessarily include in its programme a high percentage of courses deemed to be potentially profitable. Its financial position would be greatly eased, even so, if it could carry over a surplus or deficit from year to year.

Essential Requirements

Let it be supposed that a university has decided to inaugurate an adult education programme. Let it further be supposed that it has decided to set up a special department or self-contained unit to plan and supervise the programme. What are the minimum organizational requirements? What financial considerations must be borne in mind?

A. Requirements

1. *Academic Staff.* The larger the staff the more diversified the programme and the greater the volume of work that can be carried out. Realism suggests, however, that few departments can begin with the optimum number of staff. What, then, is the irreducible minimum? The figure recommended is three: a head of professional status, a senior lecturer of some seniority and a junior lecturer. The cost can readily be calculated in each institutional setting.

2. *Clerical Staff.* At least two secretaries of sufficient experience to display some personal initiative.

3. *Staff Accommodation/General Office.* Rooms for academic staff. One large room for secretaries which, if partitioned, may also serve as an enquiry/registration room for the general public.

4. *Teaching Accommodation.* Free use of university lecture halls, auditoria, and classrooms when not used by internal students.

5. *Hire of Teaching Accommodation.* An allocation to cover the hire of rooms in centres outside the university.

6. *Office Equipment.* Office equipment, which must include a duplicating machine if central university facilities are not easily accessible.

7. *Telephones.* Five telephones, including one independent line when there is not a university operator on evening duty.

8. *Postage and Stationery.* A recurrent allowance for postage and stationery.

9. *Publicity.* A recurrent allowance for publicity costs.

10. *Transport and Subsistence Allowances.* Transport and subsistence allowances for academic and organizing staff.

11. *Teaching Aids.* An allowance for essential teaching aids, including audio-visual aids.

12. *Books.* An allowance for the purchase of books and other reading materials to be used by classes. Multiple copies of textbooks may be required.

13. *Contingencies.* A special contingency allowance.

14. *Action Research.* An allowance for an ongoing evaluation of the programme.

B. Financial Considerations

1. As a rule, it is difficult to make a surplus on the initial operation. The university must accordingly be prepared to underwrite losses for a period to not less than two years.

2. Unless a university is prepared to underwrite the programme indefinitely, in which case the question of profit or loss does not arise, it should permit the department to carry over from year to year a profit or loss, with the stipulation that a continuing loss should not be tolerated.

3. Aside from any expansion of staff and administrative support the university may choose to finance, expansion should be permitted insofar as it can be financed out of revenue.

4. No matter how low the operational level it is imperative to keep careful accounts. Confusion if not disaster may befall even the humblest programme if the financial arrangements are ineptly managed. Above a certain ceiling of expenditure it is usually necessary to satisfy the scrutiny of independent auditors.

All those concerned with the programme, right down to the field level, require some knowledge of elementary bookkeeping. Once the scale of an operation reaches a certain size, it is probably essential to appoint a full-time finance officer or at least to ensure that among other duties a person with the requisite skills is made responsible for keeping the accounts.

In large scale operations four major accounting activities may be discerned:

1. Preparing accurate estimates.
2. Receipts of payment.
3. Control.
4. Audit.

5. In considering budgeting three factors should always be borne in mind:

1. Forward planning is essential.
2. It is important to build up a reserve.
3. Budgets should always include an item labelled contingencies.

6. Forward planning should conform as far as possible with the time-table of university planning; triennial or quinquennial planning as necessary.

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Nehru Literacy Award

Shri P.N. Javarappa Gowda, President of the Mysore State Adult Education Council, receiving the Nehru Literacy Award from the Vice-President of India, Shri G.S. Pathak in New Delhi on April 10, 1971.

(Report on Page 1)

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Pathak Presents Nehru Literacy Award to Mysore Council

THE 1970 Nehru Literacy Award of the Indian Adult Education Association was presented to the Mysore State Adult Education Council in New Delhi on April 10, by the Vice-President of India, Shri G.S. Pathak.

The Vice-President in his speech pointed out that the transition from a traditional to a progressive society could take place only if the masses become literate. "Literacy is also an essential condition for the smooth and successful working of parliamentary democracy," he said.

Shri Pathak noted that during the last seven decades percentage of the literate population in the country has increased five-fold from 6.2 per cent in 1901 to 33 per cent in 1969. But at the same time, the number of illiterates had been increasing at the rate of 4 million a year.

This was due, not only to the phenomenal population growth but to the rather inadequate endeavours so far made to tackle the problem of illiteracy.

Referring to various steps to combat illiteracy, Shri Pathak said that the World Literacy Programme of UNESCO had a project for farmers. The Union Ministry of Education was providing facilities for education of adult industrial workers and their families. Then there was the National Board of Adult Education to promote and evaluate the programme of adult education on a national scale.

It was indeed an encouraging sign that the problem of illiteracy was being taken up with earnestness and zeal at all levels, the Vice-President said.

Congratulating the Mysore State Adult Education Council on getting the award, he said it was a befitting recognition of the valuable services rendered by the Council in the field of adult education for nearly three decades.

The citation read by Dr. M.S. Mehta, President of the Indian Adult Education Association, hailed the Mysore Council for pioneering efforts for promotion of literacy in the State and in imparting general education to young men of rural areas through vidyapeeths.

Established in 1940 the Council conducts over 1500 literacy classes with an enrolment of over 30,000 adults. In these centres about 6 lakh adults have been made literate so far.

The Council has done remarkable work in the production of literature for neo-literates and in establishing libraries in the State.

Accepting the award, Shri P.N. Javarappa Gowda, President of the Mysore State Adult Education Council emphasised the need of adult literacy for the economic and social development of the country and for the successful functioning of democracy.

Dr. L.M. Singhvi, Vice-President of the Indian Adult Education Association, thanking the chief guest said that adult education should be given a priority as it was a nation building activity.

A Souvenir on the occasion was published by the Association.

NEWS & EVENTS

Siddhartha Shankar Ray

New Education Minister

Shri Siddhartha Shankar Ray has taken over as the Union Minister for Education and Social Welfare and as President of the Indian National Commission for Cooperation with Unesco.

Born on October 20, 1920, Shri Ray comes from a distinguished family of lawyers of Calcutta. His father, Shri Sudhir Ray, was an eminent lawyer and from his mother's side he is a grandson of Deshbandhu C.R. Das.

Matriculating from Mitra Institution at the age of sixteen, Shri Ray joined the Presidency College, Calcutta. After graduation Shri Ray studied law in the Calcutta University. He went to England for higher studies and was called to the Bar from Inner Temple.

On his return, 1947, Shri Ray set up legal practice in Calcutta. He came in close contact with Dr. B.C. Roy who initiated him into politics.

In 1957, Shri Ray was appointed Minister of Law in the West Bengal Government under Dr. B.C. Roy.

Urban Community Development Project of Tisco

The Department of Community Development and Social Welfare of the Tata Iron and Steel Co Ltd, Jamshedpur, has completed 11 years of its useful service for the promotion of social welfare activities in the city of Jamshedpur.

The Department conducts about 90 literacy classes for women and the average daily attendance in these classes is over 1000. It also runs 26 sewing and knitting classes for women.

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Master of Leisure

Loughbrough University of Leicester, England, announced recently that it will award a new kind of degree—Master of Leisure! The one year post-graduate course aims at producing men and women professionally qualified to plan and administer leisure recreational facilities on a large scale.

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Centre for a Voluntary Society

A new *Centre for a Voluntary Society* has been organised by the National Training Laboratories Institute of the U.S., aimed at improving the processes of volunteering and the strengthening of the voluntary sector. The areas of study and action will be: coordination and training of volunteers in all fields, applied research on social movements and issues; helping voluntary associations respond to changing social needs; philanthropy and funding as they relate to the economic support of non-profit organizations and voluntary activity and citizen education in the use of time and money. Address: 1507 M. Street, N.W. Washington, D.C.

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Face to Face Meetings

The Adult Education Association, Madras, organised three face to face meetings of the voters and the political parties contesting elections in Tamil Nadu during February this year.

The representatives of the political parties strictly observed the code of conduct sent to them earlier. Neither the party nor the individual was attacked in any way.

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The name of the Extension Department of the University of British Columbia, Vancouver, Canada, has been changed to *Centre for Continuing Education.*

Life-Long Education*

M.S. Adiseshiah**

Some life-long imperatives

Each individual wants all his life,

to eat, drink and be merry,
to know and be known,
to love and be loved.

Each society wants through its history,

to develop,
to preserve its cultural identity,
to ensure its security.

And so I can go on and so can you, listing life-long wants, individual and social. I stop here, however, and offer some characterizations on the above listing.

Every individual has certain material needs which he attempts to meet. It is true that man does not live by bread alone but equally without bread he cannot begin to live. Bread is verily the stuff of life. To meet these needs he must learn certain skills and must have either the right to acquisition of the results of his labour with all its attendant complexities or some other guaranteed means of meeting his material needs along with their consequences.

Every individual wants to know and be known. He has a deep rooted curiosity about himself, others and the universe which surrounds him. He accumulates every day such a large store of information and knowledge that neither his mind nor that of all his fellow intellectuals can hold them. He devises machines which can record, store, retrieve all known facts so that he and the intellectual community to which he belongs can grow in wisdom. Wisdom, however, demands an internal life of serenity and spiritual balance.

Each person has deep seated springs of love which express itself in feelings of oneness with those near and dear, in compassion and pity for the suffering and the down-trodden, in a sense of outrage and revolt against oppression, inequality and injustice. Each person also wants to be loved for what he is and what he would like to be.

Societies and nations have similar permanent wants.

Each country wants to develop. No country is permanently developed. No country is permanently underdeveloped. All countries are developing, at varying stages and at varying paces. And this fact of, and desire for, development is all embracing and global. It is economic and social, comprehending all the socio-economic demands of individuals and variables of society. It is political and ethical embracing the moral policy parameters of freedom, equity and justice.

Each society wants to maintain, preserve, enrich and transmit through its history its culture. There is the culture of Man composed of pluri-societal and diverse social cultures. And each of these many multitudinous cultures is equal in worthfulness and value to the other. There is no higher culture and no lower culture, for culture is the handiwork of Man, Man who is equal in value and dignity. Each culture is unique and priceless for the history of Man.

Each country wants to be secure. And today the means of ensuring such security has reached a degree of sophistication, through our nuclear and thermonuclear weapons, through our biological and biochemical germs and gases, through our out-reach under the seas and above space, and calls for such incredible expenditures of our collective wealth that two current consequences have to be lived with. The first is that the only wars in the name of security and its many variants of freedom, democracy, sovereignty, anti-colonialism and neo-colonialism that can be fought within permissible limits are the euphemistically termed brush wars staged, with their consent, in the so-called developing countries of Asia, Middle East, Africa and Latin America. The second is that there is no alternative to peace everywhere, —in the first, second and third worlds, if there is to be security anywhere, —for any one society or country.

I am not here, however, concerned with these few individual and societal life-long imperatives except in relation to education. And it is to that that I now turn.

Education for what

We can now begin to see what education is for.

One way of looking at education is to see it as an instrumentality or means of meeting the life-long needs that we have been considering. We would then have the following education chart:

education for bread
education for knowledge and wisdom

*Extracts from a speech delivered at a Conference on "Education in the Seventies: National and International", held at New York.

**Dr. M.S. Adiseshiah until recently Deputy Director-General of Unesco is now Director of Madras Institute of Development Studies, Madras.

education for love
education for development
education for culture
education for peace.

The common feature of all the elements of this educational flow chart is their life-long, continuing and permanent nature. This common feature encounters a similar characteristic within the educational system itself, giving rise, not to the discovery, but to the rediscovery and growing acceptance today of the re-voluntary concept of life-long education.

What is new in this rediscovery is the rendezvous of life and education that has now taken place. The concept itself is not new. The ancient seers, the authors of the Hindu Vedas and Puranas, the Jewish Torah, and the Chinese, Buddhist, Persian and Japanese classics, the Moslem and Christian mystics, Buddha, Mohammed, Christ, Sankaracharya, Aurobindo and Gandhi taught and in the case of the latter group lived out the teaching, that learning, thinking, reasoning and enlightenment are a life-long affair. Among these great lights, I want specially to refer to the Czech metaphysician, Jan Amos Komensky, whom we know as Comenius. Every age, he declared, is destined for learning: nor is man given other goals in learning than life itself. For Comenius the purpose of education rested firmly in the conviction that man lived a godly life through education as a preparation for life after death, which he called the "celestial university." This life on earth was for him the "lower school."

Indeed, I am certain that the concept of life-long education would have never been formed as an original approach but for the tremendous expansion of adult education which took place in the course of the last decades in some of the more developed countries, like the Scandinavian countries, United Kingdom, the Soviet Union, Czechoslovakia Canada, France, to quote only a few of them, and in the developing countries, more recently, in the form of literacy campaigns and community development. In both situations, the rapid expansion of adult education reflects the thirst for knowledge which is inseparable from the claim for human dignity and the gradual development of democracy and from the recognition of the role of education as a means of achieving them.

While adult education concentrated mainly on providing a substitute for the lack of schooling or inadequate schooling of the less privileged groups, it was soon faced with the necessity of developing a new pedagogy, based on the simple fact that adults, poor in formal knowledge as they are, but often rich in experience, and involved in the many responsibilities of life, cannot be taught as children. Adult education soon became a new type of education in its own right—no longer a substitute—which questioned the formal approach to teaching, relied more on motivation, and attempted to bring the content of education nearer to life. Then adult education received a new impetus from the fact that the ever increasing prestige of education as a factor of social promotion, combined with the need for an ever greater volume of knowledge, which educational systems recognized by steadily extending the duration of compulsory schooling. The increased duration of school education and the demand for more adult education which increased simultaneously had a cumulative effect and combined into the notion that the education period, instead of being restricted to school age, coincided with the whole life. And it was also in keeping with the conditions and requirements of societies in which better food and diets, better health, improved social services and facilities had opened up new vistas for the "third age."

It is not surprising therefore that adult educators, youth leaders and those engaged in organizing the farm and factory have always known this truth that education is a continuing life-long affair. The enterpreneur in the farm or enterprise is as concerned with keeping himself, his apprentices and his workers learning and relearning up-to-date skills and techniques as he is in updating his machines and constantly sharpening his tools. In many cultures early and adult socialization have developed similar traditions. These out-of-school groups have long known and used the teaching and learning methodology of life-long education which is now invading in-school education. These methods which are traditional to out-of-school education include: independent study, work study programmes, community service, functional learning, group interaction, learner-oriented instruction, self-evaluation, student participation in design of courses, differentiated staffing, flexible scheduling, use of businessmen and engineers as lecturers, varied cycling, multiple entry etc.

Hence we can see why to Comenius three hundred years ago as to Piaget today education is essentially an empirical learning process wherein the mind is a receptacle which is gradually filled by knowledge derived from sensation. As sensation and perception stop only when the fire is lighted at the funeral bier or the last nail hammered on the coffin, education continues until the burning ghat or the burial ground. Comenius went so far as to recommend that "children be sent to school for as few hours as possible (four hours) and leave the same amount of time for individual study."

What education is not

Against this double background we can perhaps nail down what education is not—a series of startling negatives which have relevance to what passes for education in the third world.

Education is not a one shot

affair. It is not going to school for 6 or 12 or 18 years out of 60 or 70 or 80 years in one's life. Such school-going is certainly a part of education. It is not education. I recall writing my last Honours paper in Madras University and walking out of the University Hall muttering to myself; now I have finished with education. I will never open a book again in my life. If school-going is to help us acquire information and store facts in our minds, then going to school for all of one's life, leave alone going for 6, 12, or 18 years, will be totally inadequate to achieve that end. If schoolgoing is to give us particular skills, we must keep returning to school as often as skills change. Education is not school-going.

Education is not acquiring information and storing knowledge of facts. First the information at our disposal is exploding at such an accelerated rate, that machines and not education are the means of storing the information. Further the facts tend to be outdated fast and the skills which are associated with such knowledge are changing constantly and rapidly. Education is not a computer machine.

Education is not acquiring or possessing degrees or diplomas. These degrees and diplomas measure in some way a person's memory. Education is more than repetitive retention. It has to do with what happens next, not with what happened in the past, with the future and not with the present. Degrees and diplomas may also mark a person's cleverness and capacity to improvise. I was good at algebra (and I must have been born under the right stars) and so for all my examinations, I was able, through study of past examination questions, correctly to forecast six or seven out of the ten questions asked. I had to answer each time only five. My brother had a phenomenal ability to write in the most convincing and persuasive manner. He could not write the three hour thesis for his Honours degree on the precise philosophy theme set and so he wrote a fine critique on Freud's Interpretation of Dreams and won his diploma. Education must signal learning attainments and differing capabilities for problem solving, in various forms and at various levels. But such education is not diplomas or degrees.

Education is not the classical methodology of one-way preaching and teaching. Such a method may give some intellectual satisfaction to the preacher or teacher or it may be simply a means of his earning a living. That is not education. Nor is learning, memorizing and repeating all that one has heard, seen or read. That may be a test of the capacity of one's power of mimicry but is not education. In education there is no subject and no object, there is no teacher and no taught. All are teachers and all are students.

Finally education is not a facility for an intellectual, economic or social elite. In so far as society is not based on the principle of equal opportunities in all for all its members, the educational system will mirror this inequality, this discrimination, this denial of democracy. Such education will favour persons from the well-to-do strata at the expense of the poor and the disadvantaged sectors. The content of such education will similarly express this class bias and human discrimination. In so far as it does, society denies the vocation of education and raises questions as to its credibility. Education, however, is not elitist in facility or content.

Life-long education

What then is education?

Education is:

learning,

learning how to learn,

a combination of different sets of learning skills to meet different needs,

learning through the systematic using of all modern management techniques and all the technologies available from computer-assisted programmed instruction to educational television, terrestrial, satellite-based or hybrid: and using all the methodologies we have learned in business and adult education,

learning in school, factory, farm, home, church, club, theatre, cultural centre, evening classes, correspondence courses, open university, anywhere and everywhere where a learning experience is to be had,

learning which is consciously subjected to a process of democratization involving real equal opportunities to all and a learning content covering all of life and society—personal and social, rural and urban, farm, factory, and service, local, national and world.

Such a concept of education has important practical, pedagogic and institutional consequences for all centres of learning—the school, the family, the church and the temple, the monastery and the ashram, the factory, farm and adult education and cultural centre.

First, there will no longer be a division between in-school and out-of-school education, between formal and informal education. Education is a continuum in which the school loses its false monopoly. It becomes one important and perhaps the only full-time agent in the continuum that we call education. This is of great significance in terms of educational structures, in two ways: vertically, since it means that educational systems must be conceived as continuous processes which will cater for the individual throughout his life; horizontally, because school education is only one of the dispensers of knowledge; not only adult education, extra-mural activities of universities, correspondence courses, but mass communication media, cul-

tural and artistic groups and societies, trade unions, religious and political movements clubs and sports associations share with school the responsibility of providing knowledge. Indeed, life itself is the wide open school where man never ceases to learn – a notion which Comenius repeatedly stressed.

Second, there will be a minimum basic learning experience made available to all in each society. This basic minimum is not a fixed point for all time and for all societies but is one which has to be worked out in relation to each society's demands and resources. It is a moving minimum, always moving onward and upward because demands are unceasing and resources are limited only by decisions. The basic learning skills thus imparted to all will be available to each through an educational path of his choice and through an educational time sequence which could be variable and flexible.

Third, learning above this minimum will be a function of the economic and cultural needs and demands of society. For the third world during the second development decade, the manpower needs of the economy which will have prior claim will have to be met by using the reconversion techniques which industry has accustomed us to and which will have to be used for the educated stocks produced by the educational system of the sixties. In the seventies, the reform and renovation of the school system above the basic minimum should be undertaken as part of the change, movement and decision of the total national development system. It is a systems decision.

Fourth, this concept of education involves fundamental changes in the very concept of the curriculum. Since education is to be spread over the whole period of life, and school education supplemented by other channels of knowledge, the concept of curriculum can no longer be confined to the school but must extend to all learning centres, so that the curricula of one starts where that of another leaves off. Further the curricula will not be something fixed and constant but systems of knowledge which are changing, moving and developing. Main emphasis will be placed on subjects of particular formative value. It implies a rehabilitation of "general culture", both humanistic and technological which will provide the individual with adequate mental equipment for mastering the now unforeseeable developments of knowledge. There will be no curriculum, but interrelated curricula which must be used over a life time.

Fifth, the concept will involve changes and flexibility in the techniques of learning. The combination of learning inputs will have to be spread over the individual's life during which all the technologies of the school and the shop floor, all the methodologies of the market and the monastery will be used. The methodology and the content of learning will also have to be related to the capacities and aptitude of each learner over time. Certain learning can be acquired before age 7, others before 11 and still others only at the adult stage. Learning systems must adapt to this time path and not time to learning.

Sixth, per contra is the implication with respect to teaching methods: first, the teacher can no longer consider himself as the only provider of knowledge, since film, radio and television, magazines and newspapers, youth clubs, travel abroad, and early access to all forms of life compete with him: he has to be competitive, attractive, widely conversant with all aspects of life himself. He can no longer teach in an authoritarian and magisterial way, hardly in an authoritative one, since no one can any longer claim universal knowledge, nor final certainty in any field or subject, at a time when no notion or concept can resist the test of a generation. He must develop the spirit of inquiry among his student—a spirit so closely linked with the scientific spirit which is the distinguishing feature of our age—knowing full well that while so doing, he invites being questioned himself. He is the guide who learns with his pupils where and how to cull and assimilate new knowledge everywhere to be found in a more and more complex world rather than the transmitter of knowledge of the old age. Not only must be retrain himself continuously, in terms of subject-matter, pedagogy, and educational technology, but he learns and enriches himself through this new relationship with his students.

Seventh and closely linked to all that I have said is the approach to education. If life-long education reflects the changes of knowledge which take place over a life period, then its function is no longer to transmit a static body of data, concepts, and values; it is, to a large extent, to prepare the child and adult to realize from the outset that some of the intellectual, scientific and ethical content of the education which they receive is bound to change. Indeed, life-long education must prepare the child and adult not only for the passive acceptance of change, but for an active role in bringing about change and for contributing towards social and eeonomic progress. If society calls in question the credibility of education, education must in turn contribute its share to making society credible. Also every educational system, as a built-in component, must provide for the continuous retraining of every man or woman from the point of view of academic knowledge, but even more of professional and vocational training at all levels, and if necessary ensure occupational reconversion. This does not mean that education is no longer the carrier of lasting moral, cultural, or religious values which are the heritage of a society. But it must combine this function, more than has been the case in the past, with that of

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Changing Concept of Adult Education

J.C. Mathur

IF I were to describe in one sentence the recent shift in the concept of Adult Education today I would say that it is a shift from the limited to the comprehensive, from the static to the dynamic and from the terminal to the continuing. This may appear to be more an aphorism more a new turn of phrasing than a new concept. But in fact it is not so.

It seems to me that reluctance on the part of educators to spell out these phrases and to understand the basic changes that have occurred is perhaps symptomatic of the kind of mild cynicism that overcome those who have long been involved in this business. However, since all over the world youth is coming forward with the war-cry for a drastic change in the way and values of life, it would be wise for adult educators to meet the challenge not in a spirit of contradiction but in a spirit of enquiry. The conceptual change has resulted from the economic and technological transformation which the last few decades have witnessed at a pace unheard of and unimagined in history.

The first change is that of the universally accepted idea of conscious and planned development of society. Development has been described by the formulators of the programme of the second development decade as 'growth and change.' Undoubtedly, this is a social and economic concept covering both developing and developed countries because growth and change are occuring in both societies. But in societies like that in India and to some extent Pakistan and Indonesia, development implies also the adjustment of tradition to the new environment. That is why often the word transitional society is used in order to incorporate this shade of cultural significance in it description.

However, the process of development implies not merely growth change and cultural adjustment in the social ethos. It points also to the ever beckoning goal of improvement in the life of man as an individual. From that follows a very modern and challenging implication of seeking a balance between development (with its emphasis upon higher production and higher growth rate) and social justice which is germane to the improvement of man as an individual. One of the weaknesses of the way in which educators have pleaded for more attention, more resources, more support for education is that they have overlooked the emphasis upon a balance between welfare and development.

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This brings me to the much debated question of the definition of adult education and also of literacy. In my opinion, the numerous definitions that have been propounded from time to time are not irreconcilable with each other. In fact the merits of each varies from country to country and even from situation to situation. However, what I wish to emphasise is that there are two new elements that are outstanding enough to be noted. First, the learner—regardless of his profession has, as a result of adult education to become and continue to remain, more productive as an economic and social unit. The second element is that the learner is equipped not only to start but also to sustain a process of self education.

If we thus look upon adult education as an instrument of economic development and social transition and as a basic factor in the self improvement of the individual anywhere in the world then one immediately thinks of the miserly resources that are available for any kind of adult education. This question of resources is essential for the consideration of the concept because the role that the new concept visualises would be impossible with the resources at present given to adult education. I may give a few figures. For instance, not many people know that only .002% of public resources in the world are today available for adult education. The resources of bodies like UNESCO are of course extremely limited. I am talking of the resources of the countries as a whole. If we talk of resources for development of all kinds for the under-developed countries, it is a well known fact that the affluent countries have not yet been able to spare 1% of their GNP for the developing countries. Only 7 countries have come to that level. The others are much below that, and even the United States had spared only 0.94 % of its GNP for development purposes in 1969. What is more interesting is that even out of this multi-lateral sources or agencies are being given only 10 % and the rest of the 90 % as bi-lateral assistance much of which carries with it various kinds of conditions.

It will be no use our going with the begging bowl and asking for more funds for adult education as it been generally understood so far. If therefore we are keen to have more resources we have not only ourselves to understand the new concept of adult education but also to carry this knowledge, this new understanding to the policy makers and planners, leaders of public opinion and controller of resources in the various nations of the world.

It follows from this that adult education is to be in the core, the heart, main stream of economic

development. It is to be an instrument of transition of a poor society into a richer one. How can it be so? I will not go into the field of implementation, but would like to point out that economic development today has become a process of planning and projectisation.

Adult Education is no longer tied to the apron strings of narrow and limited educational programmes traditionally considered the responsibility of ministries of Education and Universities. It is because it has been so that in the development process it gets a share only out of the development visualised for education as such. But economic and social development consist of such things as the putting up of new factories, the employment of millions of people in the construction of dams, the adoption of new technology of agriculture by millions of farmers, the production of handicrafts by thousands of traditional craftsmen in the rural and urban areas and various kinds of social development programmes, such as family planning, nutritional development of the backward areas and communities and so on. All these activities are today being organised either as projects or planned programmes. For all these various kinds of inputs, aids—human and material, machinery, raw material etc., are calculated in advance of the introduction of such projects or programmes. The new concept of adult education demands that those who make these calculations should include the adult education of the beneficiaries from the programmes, as an essential input along with the others. Should they do so, then adult education will become their responsibility as much as those of educators and Education Ministries. It would also mean that adult education would go into the working out of cost benefit ratio, of the estimates of investments and returns. Let us not be starry-eyed and pleed for adult education merely as an opportunity for the uplifting of the human spirit. I don't deny the importance of adult education for spiritual values, and will revert to it later, but in the context of economic development adult education has emerged as a major responsibility of those who plan economic and social development.

I have referred to the transition from a poor society to a rich one. But there has been in recent years another kind of transition too; that of the countries under foreign rule, from being dependencies to becoming free societies. Wherever this has happened, it has also been accompanied by the introduction of various kinds of democratic and parliamentary institutions and bodies, in areas used either to despotic or colonial rule. Millions of citizens have become voters. What is more, a new type of leadership is coming up as a result of the churning process in the rural and tribal areas. These are leaders many of whom have been illiterate, most of whom have had no opportunity to exercise power, many of whom are impatient and do not observe the distinction between the angry word and angry action. In some of these countries, the former rulers have left a very thin crust of the intelligentsia trained in using these institutions. In India for the first decade of our independence this intelligentsia played an effective role in the process of transition from a despotic to democratic rule. But now the very democratic objective have, so to say, jettioned this intelligentsia from its position of leadership. Therefore, there is this formidable task of giving, in the quickest time to a much larger mass of the new leadership from the village to the parliamentary level opportunities for learning the skills and attitudes it took the older intelligentsia nearly a century to acquire. It is in this context **that adult education is no longer a process of the down trodden, neglected masses to be raised to the level of the enlightened ones. Instead adult education is a skill to be sought and provided to our own masters.** It is not a blessing from above, it is not a challenge to darkness. It is a demand from the forces that will control the destinies of nations. Consequently, **adult education and literacy cannot be a slow going process extended over many years. It has to be treated as a skill to be quickly provided, for immediate use in the Parliaments, in the handling of files and taking of decisions, in the expression of criticism, in the wielding of authority by the representatives of the people.**

Another facet of the new concept of adult education has some relation to the oft repeated question of the retention of literacy and of information once imparted. Data has been extensively collected to show how school children after one to two years education relapse into the illiteracy and how the claims made by various kinds of literacy drives are frustrated as time erases the not so indelible ink used by the adult educators. Some people have argued that this shows the necessity of longer and institutional type of formal literacy and adult education. I am reminded of two ways of keeping a knife in sharp trim. One is to subject it to a longer initial sharpening process in the factory, the other is, regardless of the initial process, to continue to use the knife throughout its life. Retention in the new concept of adult education cannot be guaranteed only by prolonged initial training even though if more time and attention can be given at the first instance, undoubtedly the impression will last longer. The guarantee, if any, lies in the continued use of the acquired skills in economic activities and social action by the learner. **Retention of literacy will depend upon the extent to which those responsible for the economic activities and social action of the millions of the learners will agree to provide to the participants in those activities, continuous and frequent action and opportunity for the use of the skills and for the enrichment and reinforcement of such skills.**

This is what is meant by Life-long Education.

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CONTINUING EDUCATION OF WOMEN

Margaret Duncan

THE concept and method of education has undergone extraordinary transitional shifts of emphasis in the past 25 years, and this continuous transmutation has powerfully effected the structure and implementation of a stable programme which should be planned with infinite care, developed with creative innovation and executed with practical experience.

The changes have been so swift, that there is barely time for any retrospective analysis, or modification to the method in use at any given time.

This attitude of flexibility, and the use of mobile structures in all areas of thought and action is conspicuously evident in the thinking of National and International educationists—by evolving new theories, devising new methods and modifications in the process of developing the science of education.

A rigid structure would mean the end of progress in any process of evolution which involves the minds of men. The essence of development is the *fluidity* of transition from one stage to the next, each stage resting on an improved programme for development. Each method of implantation *evolves from* the *previous* concept, and *extends* into the next.

In the Actual Practice

In practice, most methods of teaching adults are simultaneously being used throughout the world. In India, it is necessary to have a multitude of methods, because there a multitude of problems pertaining to social attitudes, environmental conditions, traditional values and community prejudices, and the same method cannot be applied to all situations, when the problems are scattered amongst 500 odd million people who will all be effected, in some way.

Getting with it

The concept of continuous learning is in harmony with the view of great educationists throughout the ages, and during the past few years, society also is beginning to switch on to the same wave-length.

There are many authorities today—educationists, social workers, government officials and leaders in voluntary organisations—who believe that the concept of continuing education is here to stay, and must develop into a concrete system eventually, becoming the core of future education throughout the world. They are committed to the belief that it is the only way man will ever learn to identify with himself, his God, his neighbour, his community and his environment.

Miss Margaret Duncan is Publication Secretary and Editor of *Today* Magazine of YWCA of India.

Through *continuing education* there is a possibility for man to become complete, if he will learn to nurture his inherent abilities of discernment, judgment and appraisal, and, most importantly, develop "conceptual skills," which is a still further dimension, related closely to the powers of reasoning, and the most valuable of intellectual assets.

The Continuing Marathon

The first hurdle in the marathon pursuit of continuing education is to determine "where to start continuing", generally, one continues *with* something or *from* a certain point, but in an educational context, just where is this jumping off point which is the beginning of continuation?

These are complicated and abstract questions, but the advocates of continuing education must be prepared to give the answer to those whom they hope to reach.

To begin with, there must be a base, a foundation, no matter how fragile, from which a person proceeds with his self-development campaign. That base, on the other hand, can be the spectacular reality of being born. Learning starts with birth, and in some form, continues until death. This "form" can be instinctive, the way animals learn to survive and can develop into cunning methods of self-preservation, But *this concept* of continual learning, has sprung from a brain, it is *not* instinctive, and therefore, it has a plan, nebulous, rough; but still a guide for the direction of one's life.

In contemporary thinking, "education" is always supported by at least one of a number of aids and clarifications: *adult, citizenship, continuing, continuous, extension, functional, out-of-school, primary, technical* and *vocational* are only a few in an ever-growing list.

In modern nomenclature, the noun "education" must be correctly qualified, and even the right *qualification* can be further defined, and usually is, by educationists.

The Drama of Continuing

The concept of "continuing" education is one of the most absorbing, exciting and dramatic ideas to arrive on the current scene. It is also extraordinary that the concept should be considerad radical or in the least unconventional—it is, after all, the logical solution to the problem of "the making of the whole man" and has been in practical application for thousands of years. It is *a way of life*, simply that, and probably the most difficult educational concept of all to get across.

To some, the concept of continuing education may seem new and difficult, and might seem too

complicated to immediately grasp its significance, and realise that the practical application of this concept is one of the basic principles on which most voluntary organizations have been working for a long time.

A Life-Long Blessing for Women

Applied to women—the poor, the middle class and affluent—the creating of an atmosphere and opportunity for learning throughout a life-time, might be the beginning of a new era, which will have a cumulative influence on every aspect of the community, environmentally and economically.

The status of women is very much in the picture these days, and therefore it is a propitious, as well as a crucial time to think of the continuing education of *women*, as the *vital link* between development and stagnation.

In spite of unequal status, women have a tremendous influence on the lives of the other two sections of society—men and children.

Measured against the yardstick of personal experience, the intrinsic, omnipotent relationship between women, development and the very roots of society, places a special responsibility of enormous importance squarely with voluntary agencies whose concern is the welfare of women. It is, or should be, the first and fundamental premise of the voluntary organization to perceive, in its totality, the full implications of continuing the development of the "whole" woman, and the effect and influence which will, therefore, be projected into society. When this basic principle of responsibility is fully comprehended and accepted, the programme of voluntary agencies will be motivated and propelled into new areas of imaginative action.

These voluntary agencies, in their effort to make a vital contribution to the community, endeavour to reach a variety of people through educational programmes, and the *organizational motive* is to help people develop to the fullest of their potential, socially, mentally, and economically, thus living their lives to the most satisfying extent. This process of development is never-ending, because new aims and ambitions appear, and therefore, development of the "whole" person is a continuing effort of self-improvement, automatically fulfilling and enriching as the personality matures. There are always biproducts, when this process of assimilation is perpetuated, and therefore, a constant changing of priorities and psychological requirements.

All agencies, government and voluntary, whose concerns include the welfare of individuals as well as communities, try to meet *immediate needs*, and to also produce programmes which will prepare people for an unknown future.

On another level, the objectives are to help individuals in their pursuit of excellence, and to encourage the *individual* contribution to community development.

The Force That Compels

We speak again and again of helping the *individual* to develop serving the *individual's needs*, preparation of *the individual* and this is for a practical, psychologically based reason. Motivation is the force, the "something" that impels a person to act and motivation is a personal drive which must come from *within*, it is *not* an external force.

The concept of adult education is comprehensive and broad, and therefore, simply defined as anything that someone wants to learn, and any way in which they learn what they want to know is a *method* of adult education.

The Compatible Marriage of Motivation and Ego

However, the *compelling reasons* behind this "wanting" to learn are not so simple. A person wants to learn a particular thing, so that he can improve the condition of his life. There can be no other reason, and therefore, *of his own free will* he seeks help, and when the help is forthcoming, he avails himself of the facilities offered to him.

Two things have happened within the framework of this one "desire"—(a) the end result, the benefits, are his, and (b) the *initiative* which made him seek the benefits are also his. In other words, *motivation* and *ego* are compatible and comfortable together—the individual suffers no guilt because of the selfishness of his desire.

It is much easier to motivate an individual with becoming a member of a group situation, than it is to motivate the group as a whole, because it is unlikely that there will be one single underlying motive for all. The group consists of, perhaps, 12 or 15 egos, each with their individual wants.

Therefore, we create, for the individual's ego an "image" of the group in which he can see himself in a manner that will be the determinant. Three psychological abstracts supply the ego with motivation:

(i) his self-respect
(ii) his independence
(iii) his personal philosophy of life (values)

None of these must ever be placed in jeopardy or compromised. A person can never be motivated if these are ever threatened, damaged or ridiculed. Then again, these abstracts cannot be directly approached by an external influence, and so this is done by *evoking* understanding and intelligence and *nourishing* self-respect and independence, and by the *fusion* of a living and learning situation.

Producing A Thing Which Does Not Exist

The non-existence of motive is, of course, the chief obstacle in any programme directed at continuing education. There can be no continuation of the process of learning without the impetus of motivation, and motivating adult women into furthering their basic knowledge is a difficult task, although

perhaps, not as difficult as trying to start them on a primary literacy course. Any attempt at direct persuasion simply won't work. To begin with, the straight forward, to-the-point, approach is generally a psychological mistake, it might be intepreted as an insult, thereby offending the woman's self-respect, independence, and sense of value.

The Enticement And Bribery Motivation

In India, a woman's self-respect is generally in jeopardy, her independence is a questionable abstract, and her sense of values is forever wavering, attaching itself periodically to anything which offers some temporary security. This last may be the answer, in some cases, and must come under a broad heading of "enticement" or "bribery," the end justifying the means, the *means* being usually food, and the end a fragment of learning. In actual fact, literacy-cum-nutrition projects are very successful, and gaining support in rural areas and in the ghettos of large cities. In this type of adult education programme, the woman learns *how* and *what* to feed her family, she is given a *foundation* of *functional* literacy, her children probably attend a *nursery school* attached to the project, and often the children are fed. Here, her values can be very much strengthened, her self-respect kept intact, and her independence made almost to seem a reality, all in some measure, due to the four-fold benefits she derived from a single programme.

All Good Things Must End...or Must They?

However, the literacy-cum-nutrition course cannot go on forever, and there is always the possibility, or *certainity*, unless action is taken, of the woman becoming a "functional illiterate"—having lapsed because of no on-going programme.

The only *permanent* solution is a continuing programme, which will actively engage the woman, taking her step-by-step to the doors of a vocational training institute, where there will always be a minimum educational requirement.

It is the step-by-step activity which creates the obstacle, and is the problem most likely to be dropped into the hands of voluntary organisations. For this in-between stage, arrange a programme which will attract and hold the woman long enough to arouse her curiosity, develop some concrete goal to be reached, not very far in the future, and will return the physical and mental cost expended by her in terms of employment and a better standard of living.

We must "evoke" her intelligence, "nourish" her weakened self-esteem, and "fuse" the proposed activity with a viable learning/living motive.

When, and if, she is attracted to the group, and becomes interested in participating in the programme, and when, and *only when*, she sees the end result of the activity being a *benefit* to herself, will she become motivated. The programme has provided the motive, but the organisation has provided the programme.

Without Programme There Can Be No Beginning

Therefore, programme, its germination, planning, execution and development, is the *main function* of a *voluntary organisation*, *rooted* in the idea of *service* to a group or to a community.

It is their reason for being, and carrying on, and usually a major part of the organisation's planning with regard to staff, volunteer and leadership resources, to say nothing of money—are directed to the promotion and planning and operation of programmes will be interesting, educational, creative and on-going, but it will result in a determination on the part of the participant with the expectation to go on still further or begin something new.

Viewed With Regard—Honoured With Priority

Because education, in all countries now, stands high on the list of priorities in the service programmes, in almost all voluntary agencies, the importance of meeting acute human needs, education is stressed. Special attention is also being given to the education of women, which is a very real concern in all developing countries, and in some developed ones as well. Women, especially in the East, are subjected to discrimination on many levels, in spite of the constitutional guarantees of rights and opportunities.

Is the Voice of Women Heard?

Early in 1970, at the 23rd Session of the UN Commission on the Status of Women, the main achievement was the adoption of a Draft Programme for the Advancement of Women. It is a new look at the old problems. For example, new types of assistance, as well as better co-ordination was recommended, both *within* the UN Development Programme, and *between* specialised agencies whose programme is geared to women's advancement. The Commission stressed *action* and *impact* at the regional level, and it was repeatedly asked: *"Is the voice of women heard*, and if heard, is it heeded?"

Their dissatisfaction regarding status is well founded; very little recognition was given to women in the plans of the First Development Decade, and to atone, the UN Commission has spent a lot of time planning the launching of a united, long-term programme for the advancement of women in all areas of discrimination and inequality.

Technology and science have effected women in their working life—rapid change has created special problems for them which can, for the most part, be directly attributed to their lack of education.

The little education most women have been allowed to absorb was outdated before it was given to them, and so is the type of guidance and training they do, or more likely, *do not* receive. Women, no matter what their present age, suffer from lack of

exposure to the disciplines of a scientific age. Their interest in matters technical is limited, and apt to be discouraged, and as a result there is no *motivation* for a woman to equip herself for rapid advance and change.

In some developing countries there are young girls who have not even found out that there are *different*, and perhaps even *exciting*, alternatives to the traditional occupations which have been dictated by society.

Effective Access

There is a real concern about the "effective" access of girls to training and education, through the provision of appropriate educational programmes, which would help them to have *fiexible* vocational training, adjustable to new methods and structures of employment. Further, women are insisting on *provisions* to ensure *continuing* adult education, and they want *re*-training facilities *when* needed and *where* needed.

The problem of educating adult women who have had no schooling whatsoever, presents itself differently from country to country—but it is a fact, that education cannot be *continuing* if there has been no *beginning*, and often it is the voluntary organisations which accept the responsibility of providing the basic foundation, from which a woman can be motivated into continuing the process of learning self-improvement. There is a tendency towards discouragement, with some which result in drop-outs.

Dropouts—Why?

The problems confronting early school-leavers are a weight on the collective conscience of all governmental and voluntary agencies around the world.

There has been a realisation of not only the geographical scope of the problem, but also the toll it has taken in "wasted" years, and an inner emptiness for some.

Agencies have wisely concerned themselves with the *prevention* of early school leaving, as well as the cure which must follow if it occurs.

There has been extensive research and study on the problems associated with drop-outs, and the results have been interesting although not surprising.

The main reasons are:

I. Economic

Families cannot afford to send girls to school. Even if they attend for short time, usually they must leave to take up duties in the home, to work to supplement the family income—if they are older, they must care for the younger members of the family.

Schooling costs money even if it's free—transportation, clothing, books, and the constant factor of their maintenance must all come out of the family income.

Institutional factors—Often there are not enough schools for children to continue primary education or secondary education. The preference within the family group will usually favour the boy.

II. The School Curriculum

Often, in developing countries, the aftermath of a colonial system of education, has no bearing on the life of the child now. There are few vocational guidance facilities available to encourage girls to stay in school.

III. Social Factors

The influence of *custom*, the inherited culture of a people, is often prohibitive to the encouragement of women's education. The belief is that a women's place is in the home, and she must stay there. There is no advantage to their being educated, and no point to *continuing their education*; even if they acquire a *basic education.*

Lack of accommodation is another factor. Hostels where girls can stay away from home, are scarce in most developing countries.

IV. The Status of Boys

The status of boys is much higher in developing countries than the status of girls, therefore boys in a family are given preferential treatment as far as education goes.

V. The Attitude of Man

Many men are opposed to the education of women. They don't want educated wives—it threatens their role as the dominant partner. An educated woman might threaten their job—and competition is highly insulting to the male ego.

Too often women and girls bend under this kind of disapproval and don't follow through with studies.

Inspite of laws to the contrary, in many places the customary age of marriage for girls puberty, and therefore, few girls stay in primary school, to say nothing of secondary school. If they do stay in school, this may delay the marriage, and parents become troubled lest the girls be left unmarried. This attitude is mainly in the uneducated classes. Professional men often want highly educated wives for reasons of income and status.

VI. Radical discrimination

Looking at the problem from a world angle, is another factor affecting school drop-outs. In some places the quality of education offered to 'inferior' races does not encourage perseverance. In other places there is discrimination which makes it less

(Continued on Cover III)

Comparative Theory of Adult Education in Yugoslavia

Dusan M. Savicevic

ADULT education has become a driving force of social development. New systems have been set up, positive experience has been gained, research work is in progress. The results of this research cross national boundaries, and the field of adult education is becoming a very suitable means for the promotion of international cooperation. Successful study and generalization of one's own practice in this field presupposes the acquaintance with and critical evaluation of achievements in other countries. The scientific thought of adult education must not be confined within national boundaries, whatever the social, economic, and historical background may be. Consequently, all tendencies toward scientific isolation in this area of human activity must be overcome.

There is a growing interest among experts in adult education in studies on a comparative basis. There is a new, specific area of research now being explored and studied, the comparative theory of adult education—Comparative Andragogy, as it is called by Yugoslav experts in the field.

If this area of research is to be compared with other areas of education, the conclusion would be that in a theoretical and scientific sense it is the most undeveloped one. There are many reasons for this, one being that valuable experience and scientific achievements sometimes do not become known, owing among other things, to the language barrier. This mainly applies to countries belonging to small language—group territories. Many research workers have come to the conclusion that a knowledge of the "main" languages is not sufficient for those who want to get acquainted with achievements in adult education in the contemporary world. How much is known, for example, of the theoretical efforts and research achievements in the area of adult education in Czechoslovakia, Poland, Yugoslavia, and in the developing countries?

The study of foreign experiences in adult education in Yugoslavia dates back to the beginning of this century. At that time, the modern workers' movement was being formed, and the first "people's universities" were founded as modified extensions of universities and as adaptations of some forms of adult education in Scandinavia. However, intensive study of the experiences gained in the education of adults in other countries began in Yugoslavia only after World War Two and especially after 1950, when Yugoslavia started making efforts toward breaking its political and economic enclosures. The study of foreign experiences in the field of adult education gained importance in Yugoslavia in 1954, with the introduction of the reform of the system of education in this country. The period between 1954 and 1958 was a period of efforts to include the education of adults in the Yugoslav system of education. At that time many Yugoslav experts visited foreign countries, studying their achievements in the area of adult education. New institutions, such as workers' universities, sprang up at that time, when the modern system of adult education was being set up in Yugoslavia.

The initiation of monthly and quarterly publications on the theory and practice of adult education greatly helped to promote comparative study in this field. One of the most prominent of these is the *Narodno Sveuciliste* (People's University) Review, which was first published in 1955. In 1959 it changed its name to *Obrazovanje odraslih* (Adult Education) Yougoslav Review on Theory and Practice in the Education of Adults. In 1969 it changed its name again and is now published under the title of *Andragogija*. In the fifteen years since its first publication this Review has published many studies by Yugoslav and foreign authors on the education of adults in many countries. It includes a regular column, *Strane Zemlje* (Foreign Countries), which regularly reviews and discusses aspects of the education of adults in a foreign country. Most articles feature the education of adults in Czechoslovakia, Poland, Soviet Union, West Germany, East Germany, France, Italy, the Netherlands, Denmark, Sweden, Norway, Finland, the United States, Canada, Japan, Hungary, Austria, Bulgaria and also in the developing countries. The column also reviews the work and contributions of UNESCO and other international organizations dealing with the education of adults.

In the period from 1955 to 1970, groups of Yugoslav experts have been studying adult education abroad. Visiting developed countries in Europe and on other continents, Yugoslav experts have become acquainted with the situation, problems, and trends that facilitated a comparative insight and further development of adult education in Yugoslavia.

International conferences and meetings on the

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education of adults, organized in Yugoslavia, contributed to the widening of the scope of interest in comparative studies. The First International Seminar on Economic Adult Education was organized in Rijeka, in 1956. With UNESCO assistance, an international seminar on the system of adult education was held in Opatija in 1964. Yugoslav experiences were compared with the experiences of other countries. Also with the assistance of UNESCO, an international seminar on "The Training of Personnel for Production and Management" was held in Porec in 1968, and an international symposium on "The Education of Adults and Social Changes" took place in Ljubljana in 1970.

Since 1963, the Editorial Office of Obrazovanje odraslih has been organizing annual meetings called *Andragoske teme*, meaning "Topics of Andragogy," where contemporary problems in the education of adults are discussed. So far, there have been seven of these discussions, attended also by representatives of some foreign countries. These professional meetings have made possible the exchange of experiences and the comparison of achievements in Yugoslovia and other countries: mainly European.

Study tours, experts studying abroad and international conferences and meetings of scientists have enabled Yugoslav experts to gather enough material to organize theoretical studies of adult education on a comparative basis. Since 1960 there have been published several studies which, inter alia, review and compare the experiences gained in other countries.

These studies are twofold in character. They are historical and contemporary analyses and, at the same time, comparisons in education between various countries. Adult education in these studies is considered in the given historical, social, and cultural contexts, and the world scientific thought of adult education is viewed as an entity.

All these activities have led to the establishment of the specific area of studies called comparative andragogy, organized at universities and other institutions.

The Association of Workers' and People's Universities of Croatia runs a two-year correspondence course for the teaching staff in the education of adults. Among other subjects on the curriculum is comparative andragogy, studied for one term. The studies cover the following problems: aspect, subject, and objectives of comparative andragogy; the system of education of adults in the Soviet Union, Poland, and other socialist countries; the system of education of adults in England, Scandinavia, West Germany, the United States, and other western countries. After the studies, the participants in the course take a final examination.

Studies in comparative andragogy are also organized in departments of education in faculties of philosophy, mainly as part of general andragogy, which is studied for two terms in faculties that include a department of education.

The most comprehensive studies in comparative andragogy are organized by the Department of Education of the Faculty of Philosophy in Belgrade, on the postgraduate level, leading to the master's degree in adult education. The programme of studies in comparative andragogy includes the following subjects: basic systems of education of adults (Scandinavian, English, American, French, Soviet); variations of these systems; systems of education of adults in African and Asian countries; the world conferences on education of adults in 1929, 1949, 1960 and 1965 (Teheran Conference on literacy); their contribution to the development of the idea of the education of adults; activities of UNESCO in the area of adult education; international organizations for the education of adults; regional associations for the education of adults and their nature; historical and comparative studies of systems of adult education contributions of comparative studies in individual areas of adult education; and contemporary trends in the field of comparative andragogy.

Studies of comparative andragogy at the postgraduate level last two terms and lead to a final examination. Postgraduates can choose topics for their bachelor's and master's theses from the field of comparative theory of adult education.

Facilities for comparative studies in adult education are greater than they were ten years ago. There is a growing number of publications, and more research work is being done in this field. Yugoslav authors have made efforts to accumulate a certain amount of knowledge, which has made it possible for this field to be included in university curricula. However, in Yugoslavia there are certain obstacles to the development of theory in this area of study. The most important one is the language barrier. The growing professionalization of adult education will bring about an increased interest in comparative studies. Young specialists in adult education are graduating from universities and some of them, interested in comparative studies, shouid be selected and given assistance in their future work. Research work and the transfer of its achievements is a sine qua non for the development of this field in its theoretical sense. This presupposes the publishing of results of research work, exchange of publications, and individual contacts between experts. The initiation of mutual research projects in several countries would accelerate the accumulation of knowledge in the field.

The countries belonging to "main" language

(Continued on page 20)

An Appraisal of the Training Programmes for Social Education Workers in India

N.A. Ansari

Introduction

THE programme of Social Education had been in operation in India for over two decades. It had covered the entire country and there are a large number of Social Education Workers at different levels. These workers are expected to play a significant role in the successful working of the programme in the field and as such the training of these workers occupies an important place in the overall programme of social education in the country. The planning, administration and teaching of a system of social education demands quite different skills than those appropriate for the formal system. This can't be achieved satisfactorily without proper training of the workers conducting such programmes. Hence a study of the training programmes for social education workers in the country at different levels with a view to finding out how for these programmes had been able to achieve the desired objectives was conducted.

Objectives

The study was designed to answer the following questions:—

(a) What were the different training programmes for Social Education Workers at different levels?

(b) What were the main aims and objectives of such training programmes?

(c) What were the different aspects of the training programmes and what was their respective share of time and emphasis in the total programme?

(d) What was the general impact of the training programme, i.e., did the training programmes enable the Social Education Workers to perform their jobs satisfactorily, and, if so, to what extent? and

(e) How could the effectiveness of the existing programmes be improved and what modification would be necessary?

Methodology

With a view to finding answers to the foregoing questions data were collected from:

(a) The Training Centres for training Social Education Workers at the district and block levels;

(b) Principals/Directors of Training Centres mentioned under (a) above;

(c) Officers Incharge of Social Education in the Central Ministries and Department of States and Union Territories; and

(d) Ex-trainees of the Training Centres mentioned under (a) above.

The population of the study consisted of Training Centres (19), Officers Incharge of Social Education in the States and Union Territories, (25), Officers Incharge of Social Education and allied fields in the Central Ministries (6) and ex-trainees of the training centres for District and Block Level Social Education Workers (2199).

The study covered the whole country and related to the training programmes orgainsed by the Training Centres mentioned above from April 1953 to March 1966. The data were collected through Questionnaires, interviews, study of records and observations.

The data collected was analysed along with a careful judicious and balanced study, both of objective facts and subjective opinions and conclusions have been drawn therefrom. The overall aim of the appraisal had not been fault-finding or sitting in judgment, but finding out areas of success and failure and analysing reasons thereof with a view to effecting improvement in the training programmes for Social Education Workers in general.

Major Findings

The Directors of the training programme considered, the training as 'Good'. But for future improvements they suggested the following:

(a) provision of more opportunities for an on-the-job training particularly in planning, supervision, administration, and evaluation of social education, and

(b) correspondence with ex-trainees and giving answers to the questions or problems they posed.

Eighty per cent of the State Level Officers Incharge of Social Education felt that there was a

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urgent need for a clear understanding of the concept and programme of Social Education.

As regards the general assessment of the training programme sixty two per cent of the State Level Officers considered the training programmes as average, 19% as 'Good' on a five point scale while the remaining 19% did not give any reply.

33% of the officers incharge of social education in the central ministries considered the training as good, 17% as average, while remaining 50% gave no reply.

As regards, the general assessment of the Training Programme, 80% of the ex-trainees considered the training programme as 'Good', 7% considered it excellent and 13% as average on a five point scale.

Recommendations

The main recommendations of the study are given below:

Objectives of the Training Programme; Clear definition of jobs and use of problems-approach

1. The principles of job orientation and problem approach underlying the short-term in-service training programmes have been considered essential in all quarters. The main objectives of these courses were, therefore, to give in-service training to the workers with a view to enabling them to perform their jobs and duties more effectively. The jobs and duties of Social Education Workers at different levels, their respective roles and inter-relationships had, therefore, to be defined very clearly. Further, the training courses needed an adequate practical bias and fields orientation so that these courses could result in improving the job efficiency of workers. In this connection properly organised group discussions and supervised field work and study tours, in particular, were to be emphasized and intensified.

Concept of Social Education—clarity of concept and coordination

2. The necessity of ensuring proper coordination, both technical and administrative, between the Central Ministries dealing with the subject of Social Education, particularly the training of Social Education Workers could hardly be overemphasized. In fact, such a coordination was long overdue; because lack or inadequacy of such a coordination had led to ambiguity rather to lack of uniformity in the understanding of the concept and programme of Social Education resulting in conflict of ideas between Social Education Workers at different levels. These created numerous difficulties for the workers in the performance of their respective jobs, particularly at the field level and also affected their morale adversly.

Syllabi, methods and materials of training

3. The syllabi of training in theory should be drawn keeping in view of the objectives of the training programme and the problems faced by the field workers.... Inter-disciplinary teams of educators, social scientists and field workers could, therefore, be in a better position to chalk out a field-based, realistic and useful syllabus of training for Social Education Workers at different levels. There should also be provision for a common 'core' course in Social Education and optional courses in certain specialised fields so that different interests and needs of the trainees could be catered.

Group Discussion

4. There was a need for giving more scope, time and attention to group discussions of different type such as symposia, panel discussions and seminars. More time should also be allowed to guided reading and writing assignments. Aspects of training programmes such as trainees' lectures, study circle meetings, and preparation of 'term' or special papers which had been found useful in some Training Centres should be made universal and should be further encouraged.

Guide Books and Case Studies

5. Preparation and well-planned distribution of workers' guidebooks dealing with different programmes of Social Education, audio-visual aids particularly of the non-projected type, and case studies giving illustration of 'what works and how and why it works' on different aspects of development and Social Education programme was yet another area which merited serious attention.

State Government and Training Centres—Liaison and Consultation

6. Regular consultation and coordination between the State Government which deputed the trainees and the Training Centres which trained them, were also very necessary. Both of them would be able to appreciate each other's point of view and requirements much better if there was provision for such consultation and coordination of efforts. There was the need for better arrangements, both at the Training Centres and in the States, for evaluation of the performance of the trainees during the training course and in the field. Encouragement should be given to good trainees through adoption of measures such as promotions, awards, merit certificates and pay increments. The need was also felt for a more careful selection of trainees deputed to the Training Centres. As far as practicable, trainees having good academic background and field experience and who were not too old should be deputed for training. It has to be remembered that in-service training was at best and agency for improving teacher competence as a supplement but could not be regarded as a substitute for modifications or improvements in the pre-service programmes.

Training in Own Area

7. There had been a suggestion that trainees of one particular area or region should be sent to the Training Centre located in that area or region so that they understand and deal with the field problems in a more realistic manner. It was pointed out that the field situations and conditions in the area where the Training Centres were located, were different from those obtaining in the trainee's respective State or region. There was a case, therefore, for establishing separate Centres for particular States, Union Territories and regions. Key personnel of Social Education and District Officers from the various States and Union Territories in the country could, however continue to be trained at a National Institute as such personnel were mainly to perform supervisory and administrative duties.

Instructional Staff at the Training Centres—Selection and Professional Development

8. The question of selection of suitable Instructors at the Training Centres was considered very important. In particular, the Instructors should have adequate field experience. The combination of good academic background with sufficient field experience would be ideal. Measures could be considered and adopted for ensuring the inter-change of Instructors and field workers as a regular feature of the training programmes. This would be mutually beneficial to the Training Centres and to the field. Provision of facilities for continuous professional development of the Staff was a good investment if the training programmes were to yield rich results.

Follow-up of ex-trainees

9. Follow-up of ex-trainees was yet another essential aspect of the training programmes. Follow-up should be done through regular correspondence, visit of Instructors, issue of bulletins and publications, organisation of refresher courses and orientation seminars at regular intervals and cooperative research and study projects.

Research and Evaluation

10. Research was needed to strengthen the training programmes by feeding them with useful contents. Research had also to help field workers by suggesting solutions to their problems. There was a vast scope for research in the field of Social Education. The present effort to stimulate study and research in various aspect of Development with the help of universities and the Training Centres was noteworthy, the Training Centres had to be supplied with new ideas and new findings so that the training programme did not degenerate into a stereo-type.

Shoe Shines Help Fight Illiteracy

BY giving shoe shines and doing other odd jobs, Danish and Norwegian students will give 3,000 Zambian farmers a chance to learn to read and write and grow better crops.

Starting this April, a pilot programme in functional literacy will go into action in 250 villages in Zambia, the landlocked east African nation that became independent in 1964. The programme combines combatting illiteracy with teaching new skills for daily life, including how to grow more and better maize, Zambia's staple food.

This project was made possible through funds provided by the Zambian government and by the donation of about $100,000 by the Danish and Norwegian students.

The Scandinavian youngsters became involved in the project in 1969 when officials of the Danish and Norwegian secondary schools' associations told Unesco that they would like to contribute to a literacy programme for a developing country. Unesco prepared a list of seven projects from which the students' representatives picked the Zambian pilot project.

All in a Day's Work

Having made their choice, the students set about publicizing the project in Denmark and Norway; brochures and posters by the thousand highlighted the problem of illiteracy in Zambia, a country half again the size of France but with a population of only about 4,000,000.

The campaign culminated in the traditional "Dagsvaerk" or "day of work," held every October. Some 40,000 Danish and Norwegian students aged 14 to 18 went out to work, shining shoes, picking apples, washing windows and cars, wrapping parcels in shops, and even scaling the roofs of historical buildings to give the domes a cleaning.

The money they collected amounted to 75,000 kroner, about 100,000 dollars, enough to get the functional literacy pilot project under way.

In the meantime, two Indian educators—Mir Moazan Husain of the Unesco Secretariat, and Mushtaq Ahmed, a techninal assistance expert—prepared a detailed "plan of operations" for the project which was approved by the Zambian government. Then Mr. Husain went to Copenhagen to submit it to the student association leaders. Recalling the meeting, he says, "there were five or six boys aged 16 to 19, very self-confident, completely informed about the situation. They asked very precise and pertinent questions and obviously knew what they wanted."

The area chosen for the project is the granary of Zambia—the maize-growing belt from Mazabuka to Pemba in the Southern Province, as well as areas around Mumbwa in the Central Province.

The programme will concentrate on teaching the rudiments of reading, writing and arithmetic to some 3,000 farmers and their wives, as well as showing them how their crops can be improved in quality and quantity through the use of fertilizers, high-yield seeds and improved agricultural techniques.

While the men are in the fields, the women will be given instruction in nutrition, hygiene and child care.

Intensive training.

Some 250 instructors have been undergoing three months of intensive training; each instructor will be sent to a village where he will be responsible for a class of 12 adults between the ages of 16 and 50. The instructor will have three textbooks to work with, one on maize production, another on health and nutrition and the third on citizenship. The books are written in the local language, so that the farmers studying them will learn both to read their own language and how to improve life for themselves and their families.

In addition, each class will be provided with a radio set to receive the weekly "Farm Forum" broadcasts from the national radio station in Lusaka, Zambia's capital.

The Farm Forums, organized with Unesco assistance, are designed to stimulate the villagers, who get together to listen to the radio and discuss their common problems.

The money supplied by the Danish and Norwegian students has been earmarked for the purchase of fertilizers, seed, two landrovers to carry supplies and 27 motor scooters to get the literacy programme inspectors from village to village.

The young Scandinavians are taking a bold look into the future. For the second phase of the project in 1972, they have asked Unesco to suggest two alternative programmes, one for 100,000 dollars and the other for 300,000 dollars.

(Unesco Features)

LIFE-LONG EDUCATION

(Continued from page 6)

reflecting and preparing for changes which are more rapid and more basic than ever before in history.

This brings me to what I consider as an essential aspect of life-long education: that it has to operate a synthesis. We are all aware that the recent crisis of education which has more or less violently shaken educational systems in many parts of the world and has led to its rejection by those it is intended to serve, can be ascribed in no small extent to a sense of irrelevance experienced by students when they confront the education they have been given with the various aspects of the life they have to live. Part at least of this sense of irrelevance is due to the fact that education does not sufficiently prepare the student to overcome the tensions, conflicts, and contradictions which are inherent to a complex world. The rationality of scientific concepts or the lofty ideals conveyed by a humanistic culture are sometimes at considerable variance with a world of ambiguity and violence. The youth is ill-prepared to reconcile his scholarly, if not scholastic education, with his involvements, responsibilities, expectations, or requirements with respect to occupation, politics, family life, sex, leisure, and participation in world affairs. He often feels split and torn between the many and conflicting aspects of this polymorphous universe which he has to face in its frightening and seemingly incoherent variety. Not only must education today prepare the man of tomorrow for these various complementary roles by being relevant to all of them, not only must it reconcile continuity and change, humanistic values and scientific and technological progress. It must also integrate the successive layers of experience through which each individual enriches and builds up his or her own being. It must achieve within each man or woman, through the short but unique period of a life-time, the fundamental unity which makes the universe intelligible and worth living in. Life-long education is above all and for all this attempt at a synthesis.

Such a concept of education will involve perhaps the most fundamental changes in the school system. Its management must be modernized. Its present division into school years and scheduling within the school year, with a fixed body of information to be imparted each year, its oral teaching method, its examination system aimed at testing for the next school stage and not for life, its elitist and discriminatory bias, all these will have to be changed. Rather than offering courses in subject matter as such, the school should provide the future adult with the means of expressing himself and communicating with others. The main emphasis should be on the 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. There will have to be continuity in the structures and content of the school system involving the removal of present educational barriers to the normal transition from one learning experience to another. There can be no drop-outs in the system any more than there are drop-outs from life. Second and third chance schooling will become normal, not miscalled mistaken repetition.

All this calls for intensive studies and research into the institutional, intellectual and moral implications of the concept of life-long education. We know and have known for a long time what the concept is. In conjunction with our States Members, we are now developing an action-oriented research programme for realizing the aims and goals of the concept. In addition to projects for specific areas of life-long education, such as self-instruction learning centres and services for out-of-school youth, we are planning a core project for the total scope and planning of life-long education. Two educational research and planning institutions, one in a more developed and the other in a less developed country, will carry out the following activities:

(1) creation of a general conceptual model containing all the major components of a life-long education system;
(2) research into the existing educational system of a country and the creation of a realistic model of the type of life-long education system which might be created by a specified future date;
(3) preparation of one or several alternative conversion models for developing that life-long educational system;
(4) application of the models in a Member State, upon request, as the first total planning effort on the part of Unesco for life-long education.

In all of the above, emphasis will be placed upon present formal and non-formal, traditional and modern education, from pre-primary to adult centres, as prerequisites to the effective planning of a new formulae for life-long education. In addition stress will be laid on the utilization of advanced educational management techniques and methods in designing and administering systems of life-long education.

Similar intensive studies are needed in the various centres of learning and on the basis of pilot and demonstration efforts, of the points of entry, the structures, the interrelationships and division of labour, the time paths, the learning inputs and the demands of democratization into which this concept can be translated.

For that is the vocation of the school in education—to be the major instrument for Man to learn to be Man—to labour, to be of service and to be at peace. Such are the life-long learning tasks of life-long education.

Changing Concept of Adult Education

(Continued from page 8)

Life-long education is much more than a slogan. It is a reiteration of a time-honoured but often forgotton principle. In ancient India, inspite of the *Samavartan* or Convocation ceremony in the *ashramas* of the Vedic times, one reads of the frequent readiness of the monarchs, merchants and the pauper to listen to the preceptor. One reads of the congregation of thousands of teachers and thinkers at Nemisharanya. That was Life-long Education in traditional times.

Society in those times moved slowly and those opportunities mainly for the repeated emphasises upon certain aspects of knowledge. Today our knowledge moves very fast because of technological change. It is a platitude that the pace of scientific discoveries and inventions makes one out of date practically every hour of ones' life. Parents have to confess their ignorance when their children confront them with bits of latest knowledge. The laboratory is no longer a mysterious den. It issues forth new information almost continuously, information which is indispensable for ones' movement in life, in society, in the street itself. In such an environment, the learning process can no longer be terminal. The Convocation is not to mark the accomplishment of knowledge, it is only the recognition of the skills to seek knowledge throughout the rest of the graduates' life.

In this context adult education is no longer the concern of the limited coterie of adult education organisers and literacy instructors. It is integrally related to the rest of the educational system. **The new concept of adult education implies its integration both vertically and horizontally; vertically with the phases of formal education, horizontally with the various media and agencies that inform people in different walks and environments of life.** It is thus that adult education has acquired a more comprehensive scope than in the past.

Comparative Theory of Adult Education

(Continued from page 14)

groups should organize the translation of valuable works from countries of smaller language groups and thus enable the educators of adults to become acquainted with experiences of other nations. The very significant work done in the area of adult education in East European and developing countries is unknown to a wide circle of adult educators.

Besides the exchange of information, the translations of studies and the exchange of university professors and other experts would greatly facilitate acquaintance with foreign experiences in the development of the comparative theory of adult education. UNESCO and its bodies should encourage such exchange. Developing countries should be given particular consideration in this respect. University curricula should provide for studies in comparative andragogy.

The number of journals on adult education is constantly increasing and will continue to increase in the years to come. Such journals should also include the achievements of research work done in foreign countries. This would be one efficient way of becoming acquainted with and transferring the achievements of others. So far, Yugoslav authors have made their modest contribution to this end. National associations of adult education could also contribute to the development of comparative theory.

CONCLUSION

Studies in the comparative theory of adult education are an acute social necessity in the contemporary world. They are not a mere temporary fad. The study of the experiences of others offers possibilities for correction, comparison, and creative implementation of one's own efforts in the field of adult education. Any initiative toward the development and recognition of scientific thought in the field, on the national as well as on the international level, should be supported. Universities and colleges should, first of all, provide for the inclusion of studies in the comparative theory of adult education in their curricula.

Continuing Education of Women

(Continued from page 12)

likely for people of certain races to get into school, let alone remain in it. This very often is encompassed in the cycle of prejudice and poverty surrounding the discriminated.

VII. Personal & Psychological Factors

Some girls leave school because they are not intellectually equipped to carry on. Of course, this applies to boys as well. At other times, although intellectually adequate to continue, there is not encouragement from the home, or economic factors make it impossible to prepare lessons, and they fall behind their class. This is a potential drop-out immediately.

Some girls see no future in the employment they're likely to get, and therefore, no point in continuing their schooling. Their social status, they think, pre-determines their destiny.

VIII. Parents are often the Trouble

Some parents have an indifferent, negative attitude towards the continuation of their children's studies. Some illiterate parents even fear that their traditional authority will be jeopardized if their children learn too much. This touches very closely the "self-respect" of the individual.

Leisure Time—Obstacle or Aid?

For girls who have never had any schooling, who have married early and who live in a poverty area, there is no leisure. Women, on the whole, have less leisure than men—so continuing education programmes have to be specially timed to coincide with the leisure time of the husband, older children, or, with the more afluent, leisure is the time when husband and family are *not* home.

The highly motivated individual has no problem with leisure, he can use any amount.

One of the responsibilities of education, adult or primary is not to teach the use of leisure. There need not be a technique for *teaching* or *preparing* people for the use of their leisure time—their urge for continuing education precludes any necessity for such instruction.

Some Seek and Cannot Find

Sometimes it is not necessary for educational institutions to actively promote programmes of continuing education...there are times when people seek out the programmes because they have reached the stage of need, and they should not have to look any farther than the nearest newspaper, or the reception desk of a voluntary organization. Availability of literature is a *must*.

In Vocational Training—The Need For Encouragement And Guidance

Vocational Information and Guidance impresses itself upon a women's organization in a very special way. The growing number of occupations open to women and the overcrowding in service and office positions in some countries call for more and better information on opportunities for women and girls. As for guidance, the realization that choice of work and the education leading to it influence the likelihood of employment and career-opportunities has not been made clear enough to girls. Motivation through interest has to be aroused for *careers* instead of occupations which offer little, if any, long-term values. Girls need to be helped to discover their gifts, and to feel the importance of what may previously have been considered only "masculine" aptitudes, and therefore "unfeminine." Voluntary organizations should go a step further and help rid society of some of the hurdles girls must overcome if they are to ever do anything new and exciting in a work situation.

Although women of all ages are faced by special obstacles in the employment market, at present there is a widening of occupational opportunity and choice. There are more jobs at higher levels of skill, a more diversified pattern of employment than before. The difficulty of keeping up with these vocational opportunities in a rapidly changing job market, is a problem. There is also the ever present problem of the changing age composition and marital status of the female work force.

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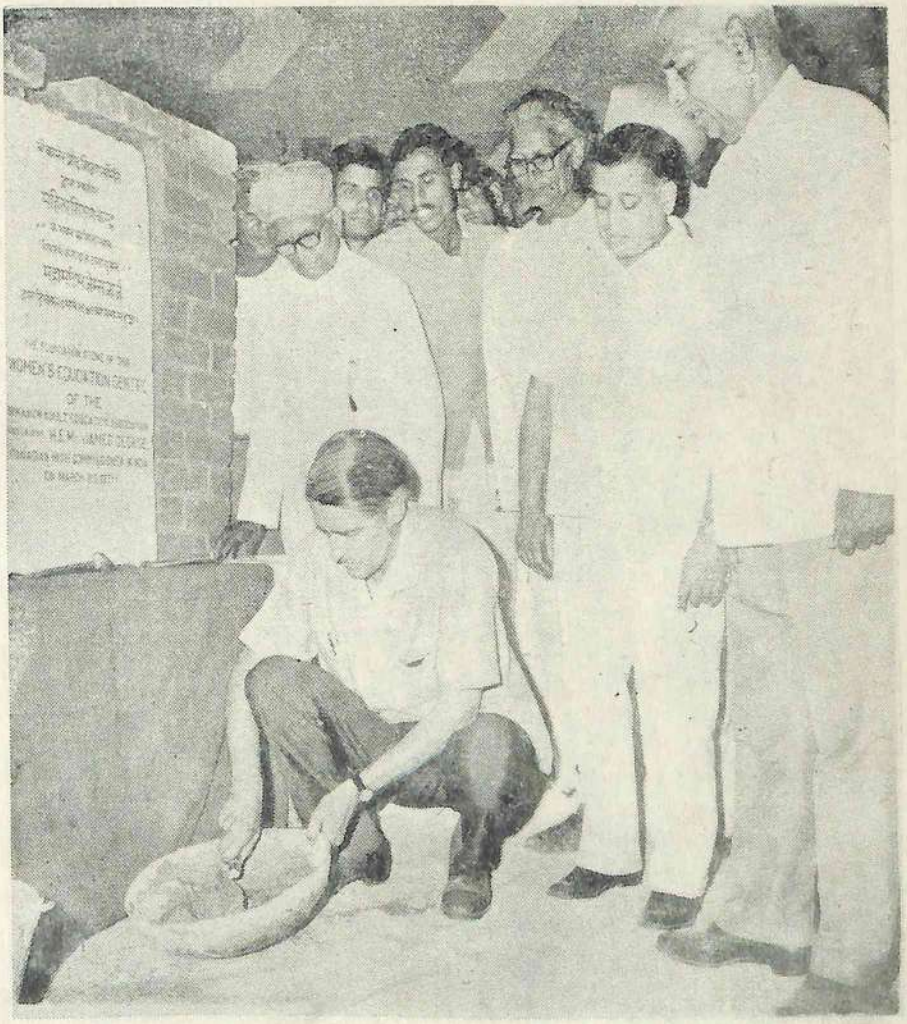

Mr. James George, Canadian High Commissioner in India laying the foundation stone of the Women's Education Centre of the Bikaner Adult Education Association at Bikaner recently. (Report on page 2)

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INDIAN JOURNAL OF ADULT EDUCATION

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National Literacy 29.35 per cent in 1971

THE provisional 1971 census figures released by the Registrar General and Census Commissioner, revealed that the percentage of literacy in India has increased from 24.03 in 1961 to 29.35 in 1971. The rate for the male population being 39.49 and that of the female population 18.47.

The first 10 States and Union Territories in the order of ranking of literacy rates are Chandigarh 61.24 per cent, Kerala 60.16 per cent, Delhi, 56.65 per cent, Goa, Daman and Diu 44.53 per cent, Andaman and Nicobar Islands 44.48 per cent, Laccadive, Minicoy and Amindivi Islands 43.44 per cent, Pondicherry 43.36 per cent, Tamil Nadu 39.39 per cent, Maharashtra 39.06 per cent and Gujarat 35.70 per cent.

Chandigarh has thus displaced Delhi from the first position in the literacy rate it held in 1961. N.E.F.A. has the lowest literacy rate of 9.34 per cent followed by Jammu and Kashmir (18.3) and Rajasthan (18.79).

Kerala comes close to Chandigarh in the highest percentage of literacy. While it has the same percentage of literacy among the males, it lost to Chandigarh among the females. Kerala's figures are 66.54 per cent of males—same as in Chandigarh—and 53.90 females as against 55.94 in Chandigarh.

In the percentage growth of literacy in the 10 years from 1961 to 1971 Laccadive, Minicoy and Amindivi Islands stand first with 86.68, Jammu and Kashmir follows with 65.91 per cent.

Although Chandigarh has the highest percentage of literacy in the country its growth rate was only 19.94 occupying the 21st place.

Assam has shown a fall in the percentage of literacy from 29.19 in 1961 to 28.74.

NEWS & EVENTS

Women's Education Centre at Bikaner

The foundation stone of the Women's Education Centre set up by the Bikaner Adult Education Association was laid by the Canadian High Commissioner, Mr. James George at Bikaner on March 20, 1971.

Mr. George appreciated the work of the Bikaner Adult Education Association and said that money donated by the Canadians was being well spent for the welfare of the people of Bikaner.

Shri J.S. Mehta, Education Commissioner of Rajasthan in his presidential address, said the Women's Education Centre was unique and it was the need of the day. He assured the Association of Government's support in its schemes. He was of the opinion that the ability to express and the capacity to give and take through the word of mouth were most essential for democratic living.

The centre according to plans prepared by its sponsors is a facility that is planned to provide functional literacy programmes to women. A Hosiery Training Centre will be run which will raise the financial position of the women. A good library and a reading room, will be mantained by the Centre. Facilities for recreational and cultural activities of the women will also be provided.

The Bikaner Adult Education Association is an institutional member of the Indian Adult Education Association.

Training and Development Symposium

The American Society for Training and Development, Madison, in collaboration with the Agency for International Development will organise an International Training and Development Symposium from May 23-June 3, 1971.

Information: J.W. Pearson, Executive Vice-President, ASTD, P.O. Box 5307, Madison, Wisconsin 53705, USA.

Programme of Continuing Education at Bombay

The S.N.D.T. Women's University, Bombay, has conducted two Extension Lecture Series, 'As Your Child Grows Up' and 'Helping the Adolescent into the Adult World' during March-April this year.

During the academic year 1971-72, the university proposes to conduct extension lectures on Sex Education, Women and Law, Enlightened Citizenship, Your Child and the School. It also proposes to hold short-term courses on 'Do it Yourself' (Maintenance of Household Equipments), 'Practical Economics', 'Family Nutrition' and 'Art Appreciation.'

Yemeni Tax to Fight Illiteracy

The Arab Republic of Yemen has imposed a "literacy tax" on postage stamps and cinema tickets.

And all businesses in Yemen have been instructed to make a special contribution to a national literacy campaign fund.

These measures were taken under a new law setting up an inter-ministerial committee charged with organizing a nation-wide drive against illiteracy. Under the campaign, adults are to receive free instruction and textbooks.

Within four years, the authorities expect to be able to forbid public and private enterprises from employing anyone lacking a literacy certificate.

Brazil Teaching Adults to Read

With 500,000 adults now enrolled in classes, Brazil hopes to have another 1,500,000 grown-ups learning to read and write before the end of this year. The literacy drive is being concentrated in densely populated urban areas. All told, there are an estimated 7,000,000 illiterates in Brazil.

(UNESCO FEATURES)

Gadgil Passes Away

We deeply regret to record the death of Prof. D.R. Gadgil, former Deputy Chairman of Planning Commission on May 3 in a railway compartment near Bombay. He was 70.

In his passing away the country has lost an eminent economist and educationist.

Prof. Gadgil was a great supporter and lover of Adult Education.

Free But Fettered—The Illiterate Citizen

Dr. C.D. Deshmukh

(Excerpts from the Fifth A.D. Shroff Memorial Lecture delivered by Dr Deshmukh under the auspices of the Forum of Free Enterprise on Oct. 27, 1970. The views expressed by him are of special interest to our readers.)

THE AUTHORS of the first five-year Plan (December 7, 1952) recognised the problem of illiteracy as primarily a handicap to democracy.

They observed:

> "In a country, where nearly 80 per cent of the population are illiterate, democracy will not take root until a progressive programme of primary education trains up a generation fit to undertake its responsibilities. Even the programme of primary education is considerably handicapped without a corresponding programme of the education of adults."

According to their view the concept of adult education, which was mostly confined to literacy, was found to be too narrow to be able to meet the various needs of the adults. They, therefore, widened it for the purposes of the Plan to include, in addition to literacy, the health, recreation and home life of the adults, their economic life and citizenship training; and to denote this new concept the term 'Social Education' was coined implying an all-comprehensive programme of community uplift through community action.

Social Education

Up to this stage the work in the field of social education had been confined mostly to literacy. As a result of the work during the preceding 15 years, especially during 1937-39, and since 1949-50, the literacy precentage in the country increased from 8.3 in 1931 (for undivided British India) to 17.2 per cent in 1951 (for divided and integrated India). Most of the post-literacy work was done through libraries, although the library movement had not made much headway in the villages, owing to dearth of suitable literature. The recognition of the importance of recreational and cultural activities in programmes of social education was then a fairly recent development. However, no systematic attempt had been made to exploit their potentialities for mass education. A few institutions had attempted to improve the economic condition of the villagers by teaching them improved crafts and agriculture. Their was some good work to the credit of some of the basic institutions and some co-operatives.

The total expenditure on social education in 1950-51 was Rs 83.45 lakhs. The first five-year Plan visualised an average annual expenditure of Rs 3.02 crores. It was estimated that an average annual expenditure of Rs 27 crores would be required for the succeeding 10 years to make everybody literate and give him in addition a veneer of social education in the larger sense of the term.

In order to enable the human factor to respond fully to the national plans of development, social education was to be based on co-operatives, agencies of village development, co-operative farming, agricultural extension work, etc. In handling these priorities the utmost attention was to be paid to inculcating in the adults, right individual and collective habits. The knowledge of various subjects was to be correlated to every step involved in these activities, thereby broadening the horizon of the adults and enabling them to understand and effectively participate in the wider national life. To this end reorientation courses were to be planned for the personnel engaged in the departments concerned and to prepare literature to guide them in their work.

The social education approach was to permeate all programmes of state aid to the people. The effectiveness of private agencies doing social education work was to be encouraged by giving them proper help.

State resources were to be used primarily for organising an economic activity on co-operative basis. This was to be the rallying point for the community and mark the beginning of the community centre, the nucleus of which was to be provided by the trained community organiser.

In organising literacy and post-literacy work the aim was to be to put it on a self-financing basis, as far as possible, by normally starting it only when the ground had been prepared by some more obviously useful activity and interest in knowledge had been sufficiently stimulated. "A news sheet, locally produced and carrying suggestions for improving their lot—suggestions which they can immediately put into practice and in which they have developed faith as a result of the work in the first stage, should find ready customers among the villagers." At a later stage the stage could help with libraries to the extent that its resources allow.

Special Aim

A special aim was to train local leadership as a result of the working of small groups in youth clubs. children's clubs, farmers' clubs, etc.

Teachers training colleges were urged to take up research in methods of imparting literacy. Experimental centres of social education were to provide sufficient material for literature suitable for adults. The scope for interdepartmental co-operation was indicated. The central government was to provide model guide-books for workers and prepare pamphlets on certain standard subjects like health, democratic citizenship, co-operatives, etc.

Finally the lines on which a suitable administrative machinery was to be devised were indicated. The guidance was to be given by the central government which was to initiate, and aid financially, experimental work in social education and basic education in the states, guide it, assess the results and make them available to other states. A common national platform, where the various agencies can meet at intervals for mutual discussion—so necessary for evolving a common outlook and securing co-ordination of different agencies—was, in the commission's view, already provided by the Indian Adult Education Association.

It was pointed out that social education in industrial areas in towns has special importance in view of the dull and drab conditions of life prevailing in urban areas. It was pointed out that here the employer and the labour unions should be able to cooperate.

The provision for social education in the Plan (operative for 3 years only) was Rs. 15.10 crores, i.e. 10 per cent of the total provision for education of Rs. 151 crores, this latter being seven per cent of the total Plan expenditure in the public sector.

The second five year Plan devoted for less space to literacy or social education. The depressing fact that only 17 per cent of the population (or 20 per cent after excluding children below 10 years) was literate was recorded for the year 1951 and the serious disparity in literacy between men (24.9 per cent) and women (7.9 per cent) and between the urban population (34.6 per cent) and the rural population (12.1 per cent) was noted. The Plan report declared roundly "Rapid social and economic progress along democratic lines and widespread illiteracy are scarcely compatible with each other." However, while observing that literacy was undoubtedly important, the planners apparently laid greater stress on, (i) carrying out the essential reforms proposed in the system of education and (ii) on developing facilities for continuation of classes and social education classes at various levels. Although Fundamental Education was mentioned, its precise implication was nowhere explained. The report said: "The Ministry of Education proposes to establish a fundamental education centre for training social education organisers and for continuing study and research in problems relating to social and basic education.

Comprehensive Approach

Social education undoubtedly held the field, as believed to embody a comprehensive approach to the solution of the problems of the community, primarily through community action. It included, besides literacy, health, recreation and home life, economic activities and citizenship training. The sights were set very high indeed and social education and rural improvement were looked upon as a nation-wide effort, of which the facets were the entire national extension and community development programmes of the state in co-operation with people and voluntary organisations, the co-operative movement and the village panchayats—the last introduced with a gay abandon and brave words (democracy at the grass roots) in the middle of the Plan period. A period of careful evaluation was indicated as likely to help determine the nature of specialised agencies and methods and techniques needed in the field of social education both in rural and in urban areas.

Against this somewhat fuzzy philosophy, some realistic perceptions had begun to obtrude themselves by the time the third Plan was formulated. States the report:

...Over the past decade in several directions there has been a measure of progress, as in the development of community centres, reading rooms in villages, organisation of youth groups and Mahila Mandals, and the revitalisation of village panchayats and the co-operative movement. One aspect of social education and in some ways the most important, has, however, caused concern.

This was literacy. It was noted that between 1951 and 1961 literacy had increased only from 17 to about 24 per cent. The planners wisely observed:

"The introduction of Panchayat Raj at the district and block levels and the important role assigned to village panchayats render it imperative that in as short a period as possible a substantial proportion of the adult population should become capable of reading and writing. This is essential in their own interest as in that of the community as a whole. As sufficient progress had not been achieved so far in this direction, the problem is being now studied afresh with a view to working out means for the rapid expansion of adult literacy."

Altogether in the third Plan, about Rs. 25 crores were expected to be available for social education. At the central level there was to be further development of the National Fundamental Education Centre as part of the National Institute of Education. Literature was to be provided for neo-literates, and voluntary organisations in the field of social education were to be assisted and the library facilities were to be expanded. The educational plans of states found room for libraries and continuation classes

and, to a limited extent, for adult schools and other schools for perfecting adult literacy.

Adult Literacy

The Plan envisaged a large-scale and effective programme for adult literacy based on the closest possible co-operation at every level of personnel engaged in education and community development. It called for a pooling of the available resources in men and money, mobilisation of voluntary workers and organisations and development of adult education and literacy work at the block and village levels and in every city and town, so that it took the character more and more of a popular movement. Panchyat Samities, village panchayats and voluntary organisations were to create and maintain popular enthusiasm and develop adult education and literacy on a continuing basis in a manner related organically to their own needs and conditions. At every step the local leadership, the teachers and the voluntary workers were to be drawn into the movement for the expansion of literacy both among men and women. Proposals for a large-scale programme of adult literacy on these lines were to be drawn up by the Central Ministry of Education in consultation with the Ministry of Community Development & Cooperation and it was hoped that appreciable progress would be realised during the third plan.

The third five-year Plan was to end in 1966 and the fourth introduced. However, three fallow years characterised by disillusionment, failure of crops, devaluation and loss of direction intervened, in circumstances now only too well-known.

During the third Plan, after rising by 20 per cent in the first four years, national income (revised series) at 1960-61 prices registered a decline of 5.6 per cent in the last year. Since population kept on rising steadily at 2.5 per cent annually, the per capita income in 1965-66 was about the same as in 1960-61 and showed only a nominal rise in the following year. It was only in 1967-68 with its record harvest that national income rose in one year by 9 per cent and the estimated income in 1968-69 was expected to exceed the previous year's level by 1.8 per cent.

The planning between 1966 and 1969 was, therefore, merely a holding operation, and the formal four to five-year Plan (1969-74) has only recently been put out and approved. This Plan devotes little space to adult literacy and attempts no appraisal of the efforts made in the direction of social education and adult literacy during the preceding 18 years. But it promises that efforts will be made to spread literacy amongst adults through mobilisation of voluntary efforts and local community resources. Pilot projects are to be initiated in selected districts to begin with and the programme is to be extended to other areas in the light of experience. For the development of the programme assistance is to be sought from industry, from the students working under the National Service Scheme, and from voluntary organisations which will be assisted financially and given technical guidance. Under Agriculture the Plan report mentions a programme of Farmer's Education and 'Functional Literacy' in the high yielding varieties area. This programme is to be extended to 100 districts, to cover one million adult farmers.

Adult education is to continue to be an integral part of the community development programme. University departments of Adult Education are to be helped to take up pilot projects, to conduct research and organise extension and extra-mural lectures. A National Board of Adult Education has been set up to advise government on the development programmes and for enlisting the cooperation of the interested and the agencies concerned. The further development of television and the experiments with satellite communications, which will begin from 1972-73 may, the hope is expressed, have significance for education, especially adult education. Of the total outlay provided for education Rs. 822.66 crores (hardly 3½ per cent of the Gross National Production) the portion meant for social education is Rs. 8.30 against Rs. 15.10 crores in first and second and Rs. 25 crores in third five-year Plan. To this might be added Rs. 2.45 crores for Farmers' Training and Education including functional literacy. A special scheme of farmer's training was introduced on a pilot basis in 1966-67 in five districts. The three components of the scheme were (i) functional literacy, (ii) farm broadcasts, and (iii) farmers' training. The intention was to try out arrangements for intensive training and information in selected districts having potential for optional use. Later on, the scheme was extended, so as to increase the number of farmers' training centres to 25 in 1967-68 and 50 1968-69. A recent evaluation, however, showed that only 27 centres were functioning effectively. During the current year there has been a spurt. The number of centres has been doubled.

Lackadaisical Attitude

While this somewhat lackadaisical attitude towards adult literacy has characterised the five-year Plan reports, the problem of the liquidation of illiteracy has during the last decade been attracting attention in the international sphere.

Dr. Durgabai Deshmukh in an honorary capacity and five others including myself as consulting experts helped to draw up the Asian Model of Educational Development prepared by UNESCO in May 1965. Dr. Durgabai was in charge on behalf of the experts of the part of the draft dealing with Adult Education and Teacher Training. This part of the draft was revised appropriately in accordance with the relevant resolution of the Teheran Conference (World Conference of Ministers of Education on the

Eradication of Illiteracy held in September 1965) and recommendations on this respect were adopted by the conference of Ministers of Education and Ministers responsible for Economic Planning held in Bangkok on November 22-29, 1965, which approved the modified draft plan. As both of India's concerned ministers were busy owing to a session of Parliament, I was asked to represent both and in these two capacities participated in the deliberations of the Bangkok conference. The conclusions of the conference of interest in connection with education out of school was: adults must be given opportunities for continuing their education at all levels. They emphasised that formal education needs to be supplemented with simultaneous action for extending adult education and out of school youth programme to prepare countries to respond immediately to urgent economic and social needs. "It must also be recognised," their Report and Recommendations said, "that youth and adult education programmes and formal education of children and young people reinforce each other by preventing the perpetuation of iiliteracy and semi-literacy in the population and should therefore constitute integral parts of the Education system." This principle is spelt out in a few paragraphs which bear reiteration in extenso:

The Asian Model

"Educational orientation is directly influenced by the tempo and nature of changes in society. The impact of these changes on the individual and upon his community are producing profound disturbances in the traditional, social and cultural values. Women are taking their place side by side with men in the development of their countries and full access to education must be available to them. It is necessary, too, that the common citizen learns more of the needs of this modern dynamic world and adapts and develops his life in keeping with rapidly changing conditions.

Economic and social development both in industry and agriculture are making new demands on education, and adult education is now being considered as an important and essential element in the over-all educational system. Governments are realising that to neglect the education of the adult and youth elements of the population will mean a major obstacle to progress for the next few decades. The coming twenty years are crucial; countries of Asia cannot afford to let their adult illiterates become a 'lost generation'. It is in fact this generation that contributes to the productive wealth of the country, by providing the labour force and generally contributes to its economic life. Adult education therefore must be geared to economic and social needs; it must, in other words, become 'functional'. Further, this functional aspect should be concentrated in 'priority areas' in economic and social development, and the future manpower needs of the countries.

As a consequence, education of adults and out-of-school activities for youth should be an integral part of all educational systems and plans. Informal education is necessary in the countries at all levels of development, starting from elementary literacy to higher education. On the other hand, education cannot be limited any longer to schools and universities; today educational activities must be carried out by factories, co-operatives, local authorities, radio broadcasts, television, etc. As far as content is concerned adult education covers very difficult fields and needs. But the urgency of some problems in Asian countries and the scarcity of means impose the necessity to select priorities and to plan adult education according to needs and possibilities.

Within this wide scope, the specific tasks of adult and youth education can be related to the following immediate problems; the number of illiterates in the region; the number of early school leavers including semi-literates needing further education; the number of young people who by 1980 would still not have had access to primary education and elementary education; the number of adults to be trained to meet manpower requirements at the basic, middle and higher levels; ascertaining the kind of skills required and related in terms of numbers to the National Development Plan.

The programmes of continuing education of adults and out-of-school youth education would, therefore, comprise the following activities: functional literacy, general education programmes following school curriculum and wherever possible using school resources technical and vocational education, civic education.

Functional Literacy

The struggle against adult illiteracy is now following two main directions: on the one hand the elaboration of well defined and realistic national plans and programmes for progressive eradication of illiteracy according to the possibilities, needs and aims of different countries; on the other implementation of work-oriented pilot literacy projects carried out through national means with the support of multilateral and bilateral assistance.

Briefly stated, the essential elements of the new approach to literacy are the following: (a) literacy programmes should be incorporated into and correlated with economic and social development plans; (b) the eradication of illiteracy should start within the categories of population which are highly motivated and which need literacy for their own and the country's benefit; (c) literacy programmes should preferably be linked with economic priorities and carried out in areas undergoing rapid economic expansion; (d) literacy programmes must impart not only reading and writing, but also professional and

(Continued on page 16)

Adult Education and the Youth

S.C. Dutta
Hony. General Secretary,
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THE youth of India lack a sense of confidence and a sense of pride. The impression which has gained ground over a period of last 20 years is that of failure and frustration. In every fields we have been told that there had not been any significant success since independence. What we don't have has been magnified out of proportion. What we have achieved is not taken note of. A stage in the development of our country has come when we have to build-up a tone of confidence and pride in whatever we do and in whatever we achieve. It would be wrong to say that since independence India has not progressed. In terms of solid achievement our success has been phenomenal. Considering the vast country, the huge population and the enormous problems which we faced at the time of independence it would not be wrong to say that we have done very well. The green revolution, the net work of hydro-electric irrigation system, the steel factories, the industrial complexes, the phenomenal increase in schools and colleges and above all the shift in the attitudes and ideas of men, all point out that we have achieved a tremendous success.

This attitude of success will have to be inculcated amongst our youth. Today they are frustrated, lack confidence and pride in whatever they do. It is the task of the adult education movement to inculcate in them a sense of pride in whatever they do and give them a tone of confidence in their ability to achieve something worthwhile.

Adult education movement must inculcate a sense of self-reliance and self-confidence amongst the youth. This should be one of its major responsibilities in the changed conditions prevailing in India and the world. In this task cooperation of the organised youth movement should be sought.

The youth of India today wants to meet challenges and to feel a sense of involvements in whatever they do. The adult educators must organise courses which will provide the youth with an opportunity to have training responsibility. These courses should be organised in such a way so that the youngmen & women participating in it should share the responsibility of receiving the courses and should have the satisfaction of involvement in the entire processes of education and training.

The youth of India also want to have a sense of satisfaction. They should be provided opportunities to meet hurdles and obstacles in life and in overcoming them get the feeling of satisfaction. In sports, social and cultural functions, problem-solving games should be included.

The greatest need for our young people is to have a sense of excitement, a sense of involvement, a sense of challenge and above all, a sense of satisfaction. The Adult Education Movement by providing these in its programmes will be doing a great service to the youth of the country and thereby to the future of India.

EARLY HISTORY OF ADULT EDUCATION IN ASSAM

B.K. Talukdar

ASSAM is the frontier state of India. It is a state of unity in diversity with variety of diverse problems. It is a state with different races, languages, customs etc., both in the plains and the hills. And due to this, Assam is called the 'miniature India'. The problems of Assam, in fact, are the problems of India. And really therefore, Assam is not lagging behind in sharing some problem of all India importance. In the case of the problems of Adult Education also, this is suitably applicable. The history proves that Assam is playing an active role in tackling this problem from the long past.

A critical study of the background of the Adult Education movement in Assam shows, that it started in Assam even before the British period. In fact, during the 16th century the two great Baishnava saints of Assam, Sree Sankardev and Sree Madhabdev devoted their time and energy, not only for the spread of 'Vaishnava' religion, but also for the spread of education, particularly for the spread of Adult Education through different means. They knew it well that religion and religious instructions must be based on education. Also they strongly believed that if the adult people are to be motivated to any religious instruction, then definitely they must be made aware of the importance of the same. They were convinced that this awareness can only be aroused through proper education. And actually this is the beginning of the movement of Adult Education in Assam. These two great saints composed some devotional songs 'Bargeet' along with some valuable religious literatures in Brajabuli language, so that all the adult people, irrespective of their caste and sex may be interested in them and understand the ideas clearly.

These writings were really very popular amongst the village masses. Though it is difficult to ascertain the percentage of literacy at that time in Assam due to lack of census operation, yet there is reason to believe that these simple but interesting songs and literatures, written by the two saints, gave an impetus to the adult people to be literate. And this may be counted as a great landmark in the history of Adult Education movement in this eastern area. Side by side, the "Namghar" or prayer hall, which was also established during that period in almost all villages under the 'Vaishnava' influence, was rather an "Adult Education Centre" in the broad sense of the term. It is because the adult population of the village, both male and female, assembled together in the 'Namghar' not only for their common prayer but also they availed the opportunity to discuss their social problems there. Anyway, it is a fact that the "Namghar" awakened the social awareness in true sense in the minds of the people and thereby it helped the movement of Adult Education in Assam. Indirectly, also it paved the way for the future 'Panchayat' system in the State.

Another feature of this period was the system of "Bhawona" or open-air-theatre. Sri Sankardev and Sri Madhabdev wrote some small dramas specially for this purpose. These dramas or one-act-plays 'Ankiya-Nats' were played by the village adults and enjoyed by the people of all walks of life. Through the impact of "Bhawona" the people became motivated to learn more and more about their religion and thereby get their education. It can be rightly said that this system of open air theatre of that time played the role to a great extent of modern audio-visual aid in adult education. In fact, this adult education movement pioneered by the two great saints, as mentioned earlier, continued to influence the society up to the end of the Ahom rule in Assam. By the Treaty of Yandaboo in 1826, the British got the chance to enter into this part of the country. Immediately after the oncoming of the British, the Adult Education movement got a setback. It is because, in 1836 Assamese, the mother-tongue of the people was thrown out of the law courts and schools and it was replaced by the Bengali language. Naturally therefore, it hampered the progress of adult education in the State.

Fortunately after this the Christian missionaries came to the scene and they volunteered their services for the development of education in general and mass education or adult education in particular in this region. For this purpose they established printing press and published the entire Bible into Assamese to make it popular amongst the masses. Moreover, they established schools in different areas and published some school primers in very simple Assamese language. Their ideas were to make education popular and thereby to make Christianity popular in the villages. The missionaries entered the remote

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villages and organised the different charitable works including educational institutions, dispensaries etc. And through these organisations encouraged the simple village people to read and write and to lead hygienic life. But it did not continue for a long time because the missionary activities began to shift from the rural to the urban areas. However, for a period this movement remained rather in a standstill position.

After provincial autonomy in 1937, the adult education movement was geared up in Assam like other states in India. The movement though initiated in 1939 actually started in Assam in the name of "Mass Literacy Campaign" in the year 1940-41. For this purpose a separate Mass Literacy wing was established under the Director of Education. The Mass Literacy staff consisted of a "Mass Literacy Officer," 'three assistant officers' and sixteen sub-inspectors of schools throughout the State. These officers were charged with the responsibility of doing mass literacy work, which was the much essential feature of Adult Education at that time. Really, the campaign became popular amongst the rural adult population. This wing became a permanent part of the State Education Department in the year 1945. In this connection reference may be made to the "Pathachakras" the study circles, opened by the Department, which ultimately turned into some rural libraries. Along with this "Janasiksha-Kendra", literacy centres were started at the sub-divisional level and for this purpose some local committees were formed. All the necessary educative materials, such as primers, slate and pencil, lantern, kerosene oil etc. were supplied by the Department. The Department also brought out two Assamese Primers—"Adipath" I and "Adipath" II for the beginners. Generally the local primary teachers offered their services for a nominal remuneration and they helped a lot in this respect. Along with this due importance was given to the reading material for the neo-literates. For this purpose some booklets, written by competent authors were published by the Department. A bi-montly periodical "Janasikkhya" was also published regularly for the neo-literates.

In 1950 the Mass Literacy wing of the Education Department was renamed as Social Education and additional people recruited to expand its activities. This time the Adult Education was not only confined within the plain districts of Assam, but also it extended to the Hills Districts namely the Abor Hills, Mishmi Hills (Present NEFA), Garo Hills, NCMH and K. and J. Hills. It was a period of success of Adult Education in Assam.

During the first five-year Plan period the Community Development Programme came into operation throughout the country in 1952. The C.D. Blocks were established and they mainly consisted of the villages with illiterate masses and naturally, therefore, the importance of education or social education was felt much for the Blocks. Eradication of illiteracy was taken as a means, though not as an end of Adult Education in the State. In Assam altogether, 162 C.D. blocks were selected for all round development of the rural population. In each Block, one Social Education Organiser was appointed to look after the progress of Adult Education within the area. With the joint efforts of the officers we have observed a net-work of village libraries, listeners group etc. For this purpose, some Community Centres with community radio sets are functioning in the field for the upliftment of Adult Education in the State. Also the C.D. Blocks were provided with mobile-van and other audio-visual aids. With these various means C.D. Blocks in the State were trying their best for improvement of Adult Education. To help in the movement, a 'Janata College' was established and also an integrated library service was introduced.

This is in brief an account of the different phases of Adult Education in Assam. But the target is not yet achieved. It is because, there are some social and economic hindrences on the way of its success, After careful analysis, it can be ascertained that the village-folk are very much reluctant to go to the Adult Education centres. It may be due to their conservative outlook or due to the fact that they are satisfied with their age-old unsophisticated life. Also, it is seen that about 74 p.c. of the people of the State live in the villages and most of them depend on agriculture. So it is clear that the rural people are not enthusiastic to respond to the call given by Social Education Organisers in different areas for educational upliftment. As a result, Adult Education has been destined to suffer.

The communication difficulty is another handicap on the way of Adult Education movement in the State. Assam is the worst victim of flood and erosion. It has become a regular feature that in every monsoon the flood water of Brahmaputra and its tributories not only bring havoc to the standing crops and life of the poor villagers, but also disrupt the communications for several months of the year. During this seasons generally, some of the remote villages are practically cut off from the rest of the state and this type of communication difficulty directly or indirectly hampers in the development of Social Education in the State.

The other difficulty in this field is the shortage of reading materials for neo-literates. When the adult pupils, after having literacy, comes out from the literacy centre, and remains at home without reading any-

thing for a long time, relapse into illiteracy. Therefore, for the preservation of the literacy there must be some reading materials in mother tongue for the neo-literates. Unfortunately in our state we observe the 'book famine' in the field of education in general and adult education in particular. And it is really an important point to be considered so far as the adult education in Assam is concerned.

Along with other difficulties, the indifferent attitude of the educated people towards adult education is perhaps not to be neglected. Really, it is a handicap on the way of its successful development. The educated people in our society have a greater responsibility towards the success of this movement. They are to take the initiative in this movement. The motto 'each one teach one' should become a popular slogan amongst the educated people. So, if the educated section of the society does not bear the burden of leading the illiterate masses, then we can never expect the desired success.

There is no denying the fact that various methods of adult education are there which can be applied in the different adult education centres. But the important point to be remembered here is that, whatever method is adopted it must be based on psychological and economical aspects of adult education. It should be psychological in the sense that the adult mind is different from the child mind. And as such the adult pupil should be dealt with quite differently from the young pupil in the class-room. Similarly, the adult education should also be economical in the sense that the adult pupil becomes interested with his education only when it is concerned with his economic improvement. That means by nature, the adult pupil expects to improve his efficiency in the function as a cultivator, trader, craftsman, day-labourer. Whatever he may be. And here lies the importance of 'functional literacy'. "It is selective and that is why, different groups of people should receive different programmes according to their needs. It is "work-oriented and it has a role to play in the economic development of the country".

It seems that the selection of the course and the adoption of the method for the pupils in the adult class, requires much caution and scrutiny. It will not be out of place, if it is mentioned here that some traditional methods like theoretical lecture, blind memorisation etc. have became rather less effective now-a-days. And automatically, they have been replaced by the modern methods of teaching with the help of audio-visual aids, seminar discussion, project method etc. And it has been proved that these methods, along with sufficient reading materials, library facilities etc. have become more popular and successful throughout the globe.

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WHY LITERACY?

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THE natural question which poses itself before every illiterate person when he is invited to be literate is 'Why Literacy?'. He thinks that he is living very much like everybody else; he has a home, he has a family, and he gets two or even more square meals a day. Then why should he bother his head about becoming literate and indulge in the intricacies of the alphabet. It is very difficult to convince him of the need of literacy, and this has ever been the biggest problem before every adult literacy worker. If the adult could be fully convinced of the worthwhileness of learning the three R's, he would like to plunge headlong into the ocean of literacy, and there would be no further need of persuasion, coercion, or motivation. But this is easier said than done. It needs all the tact and skill of a literacy worker to bring this conviction home to the illiterate adult, and then the dose has to be repeated whenever there is a tendency on his part to lapse back from this tenet.

One very important thing to remember in this connection is that the mere alphabet has no appeal to the illiterate adult. Since he is now a calculating member of the community, he assesses the worth of every activity according to the financial and economic gain that is likely to accrue from the activity. If he could realise that literacy would help him in his everyday economic matters, in drawing up his family budget, in maintaining his farm accounts, in purchasing seed and manure and, in addition, giving him freedom from exploitation, he would certainly like to be literate.

Even illiterates try to carry in their heads a profit and loss account related to their vocation, but it is haphazard, crude and unsystematic. Written accounts are much more accurate, useful and instructive. They can serve for future references, consultations and inferences. In higher commercial pursuits one cannot do without elaborate ledgers, written cash books and registers for which literacy and education are absolutely necessary. Our farmer today is fast changing. He has developed commercial thinking and is quickly shaking off that old attitude of endless and aimless toil, irrespective of profits. In these changed circumstances and with this new mode of thinking literacy and social education are obligatory for him. Illiteracy cannot be reconciled with these current slants.

The map of the world shows that prosperity and happiness of nations are directly proportional to their literacy. The most affluent nations of the world are also the most literate. This appears to be a universal truth. There could be no better and more convincing proof of the need for literacy than this. The more literate and educated have always traded with the illiterates and the less educated and have exploited them. The only remedy to escape exploitation and to prosper in life, therefore, remains in literacy. Literacy makes a person fit and the survival of the fittest is the accepted law of nature.

An illiterate person is shy in facing people, as he suffers from a feeling of inferiority and lacks self-confidence. He does not have the vitality of the three R's to tone him up to face situations and to look people in the face. This feeling of self-accusation impairs his efficiency even in his profession. Scientific investigations have now proved beyond any shadow of doubt that there is a positive correlation between literacy and professional efficiency. All the owners and high executives of labour organisations should make use of this knowledge and realise that the war for the promotion of efficiency in work has to be fought against the arch enemy illiteracy.

Because of his poverty of knowledge, resistance to change, and fundamental beliefs the ways and methods of the illiterate often appear uncouth and crude. He has hardly any aesthetic sense and is, therefore, devoid of the heavenly happiness which necessarily accompanies this sense which develops only with the refinement and chastity a good education carries with it. These illiterates are in verity a breathing and pulsating entity most unlike an educated and consequently a fine, rational and sophisticated specimen of humanity. They are more of a bundle of unsublimed emotions than beings with a well developed system of sentiments, thinking, reasoning and will. In them the very unfolding of the soul has been impossible without the bracing air of literacy and education.

Galore are the blessings of literacy. Literacy is a means to the end education without which no human being can derive the fullest enjoyment of life. The higher echelons of knowledge and wisdom are a closed book to an illiterate and, all his life, he will remain deprived of that bliss which education and civilization alone can bring.

The illiterate lives in a cramped and constricted world of his own. The vast horizons and the infinite stretches of the universe do not exist for him. He cannot conceive and visualize them. This narrowed vision hampers the growth of his personality owing to which he ultimately is a much smaller being than he could be with the help of literacy and a good education. We may, therefore, declare that literacy opens for us vistas which would otherwise remain unknown to and unseen by us. This is why literacy.

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OTHER FEATURES

ADULT EDUCATION AND NATION BUILDING : A SYMOSIUM ON ADULT EDUCATION IN DEVELOPING COUNTRIES

Edited By John Lowe, Edinburgh, University Press, 1970; Pp 258. £ 2.5.

THE editor of this book has collected much needed information that should be of tremendous value to adult educators in the developing countries. It is well organised and an interesting reading on the subject.

The introductory chapter of the book written by Dr. Lowe stresses the importance of adult education as an instrument of national development, indicating common themes and distinctive innovations.

The next ten chapters of the book have been written by a number of distinguished adult education specialists from developing countries. Studies of the structure, deficiencies, and future of the system of adult education in a cross section of developing countries include examples from Asia, Africa, Latin America and the Ocean Territories. The chapter on India, written by Shri S.C. Dutta provides a critical appraisal of adult education in this country in the pre-Independence and post-Independence period. The shift in emphasis from literacy education to continuing education has also been emphasised by the writer.

The concluding chapter written by Dr. Alan Thomas former Executive Director of the Canadian Association for Adult Education, provides a salutary comparison between Canada and number of African countries. The well written chapter based on the practical observations of the author as a visiting consultant in several African countries during 1968 deals with the similarities and dissimilarities between the situation in a developed country like Canada and that which he observed on his African journey.

At the end of the book there is a select bibliography on Adult Education in developing countries mentioned in this book. Those interested in studying adult education in depth in the developing countries will find this bibliography of great value.

Altogether the book is a very useful addition to the literature on the subject.

—J.L. Sachdeva

Free But Fettered—The Illiterate Citizen

(Continued from page 6)

technical knowledge, thereby leading to a fuller participation of adults in economic and civic life; (e) literacy must be an integral part of the over all education plan and educational system of each country; (f) the financial needs of functional literacy should be met out of various resources, public and private, as well as provided for in economic investment, (g) the literacy programmes of this new kind should aid in achieving main economic objectives, i.e. the increase in labour productivity, food production, industrialisation, social and professional mobility, creation of new man-power, diversification of the economy.

In Asia the dimensions of the problem, on the basis of statistics prepared for the Teheran World Conference on Illiteracy (1965) are frightening. There were about 300 million illiterate persons, 15 years of age or more in member-states in Asia. The percentage of *adult illiteracy* of 15 in 1961 was over 90 per cent in Afghanistan and Nepal, and over 70 per cent (but below 80 per cent) in Laos, India, Pakistan, Iran and Viet Nam and between 27 and 47 per cent, in Ceylon, South Korea, Philippines, Burma, Thailand, Taiwan and Malaysia. Buddhist countries on the whole make a better showing than India and Pakistan.

The latest estimates show a deterioration so far as India is concerned. Of the 800 million illiterates in the world India has 350 million, i.e. about 2/3rds of the total population.

Some of the apparently intractable features of adult illiteracy in India owe their origin to the unsatisfactory status of Primary Education in the country.

According to the Second All-India Educational Survey carried out by the National Council of Educational Research and Training, although nearly all the rural area is now served by primary schools 41 per cent of these are one teacher schools, and in 20 per cent of the primary sections the enrolment is upto Class III only. Nearly 24 per cent are incomplete primary sections, not having the final primary class according to the approved pattern. Girls constitute only a little over 36 per cent of the enrolment in the primary sections of the country. Against the third five-year Plan targets of 76.4 per cent (90.4 per cent for boys and 61.6 per cent for girls) the actual percentage was 74.36 (93.39 per cent for boys and 54.79 per cent for girls).

The ratio between enrolment in classes I and II is approximately 7.2 (only 4 : 1 for rural areas, being 7 : 2 for boys and 6 : 1 for girls).

Considering matriculation and teacher training as the desirable qualifications for teachers at the primary stage, only 32.70 per cent of them fulfil both these qualifications (varying between 3.40 per cent in Orissa and 81.11 per cent in Punjab). There is a sizable backlog of untrained teachers, 57.38 per cent for regular training courses and 46.62 per cent for short training courses.

The National Policy on Education embodied in a report of the Committee of Members of Parliament on Education (1967) has this to say on *spread of literacy and adult education.*

Adult Education

Para 33: "The liquidation of mass illiteracy is essential, not only for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Plans to accelerate the spread of literacy should therefore be prepared and intensively implemented on several fronts. With a view to reducing new additions to the ranks of adult illiterates part-time literacy classes should be organised for grown-up children (age 11-12) who did not attend school or have lapsed into illiteracy. All employees in large commercial, industrial and other concerns should be made *functionally literate* within a prescribed period of their employment and a lead in this direction should be given by industrial plants in the public sector. Similarly teachers, students and educational institutions should be actively involved in literacy campaigns especially as a part of the social or national service programme. The achievement of literacy should be sustained by the provision of attractive reading materials and library services to the neo-literates. Adult or continuing education should be developed through facilities for part-time or whole-time education and through expansion and improvement of library services, educational broadcasting and television. The development of extension services in universities is of great significance in this context. In particular, the universities should organise special extension programmes to train rural leadership.

An unexpected ally in respect of literacy emerged, possibly as the result of the awakening of international interest in this vital matter. The occasion was the appointment of the Education Commission of 1964, under the chairmanship of Dr. D.S. Kothari (Chairman of the University Grants Commission) which, for the first time in the history of such commissions, was induced to take interest in the problem of literacy as well as adult education.

The Commission appointed a Task Force on

Adult Education with one of its members, Dr. V.S. Jha, as convener. Among the members of this Task Force was Dr. Durgabai Deshmukh under whose convenership a sub-group on Literacy Education was formed. Her membership of the UNESCO international Liaison Committee for the Liquidation of Illiteracy enabled her to make substantial contributions to the deliberations of this sub-group which are reflected in the Commission's recommendations on the subject.

In the chapter on Adult Education (Chapter XVII, page 422 et seg) the Commission roundly stated that India was more illiterate in 1961 than in 1951 with an addition of about 36 million illiterates, and that in 1966, it has 20 million, more since between these years the total population increased by some 150 million, there must be at least an equal number of more literates also). The Commission note that this has happened despite unprecedented expansion of primary education and despite many literacy drives and programmes. Though the percentage of literacy has risen from 16.6 per cent in 1951 to 24 per cent in 1961 and 28.6 per cent in 1966, a faster growth of population has pushed the country further behind in its attempts to reach universal literacy. The Commission widely observed: "The moral is obvious: conventional methods of hastening literacy are poor avail. If the trend is to be reversed a massive unorthodox national effort is necessary.

High Price Paid

Feelingly, the Commission note the high price which the individual as well as the nation pays for the illiteracy; e.g. (1) the condemnation of the illiterate in the circumstances of modern life to live an inferior existence; (2) the illiterate individuals low income; (3) the illiterates isolation from sophisticated social processes, such as democratic governments and commerial marketing; (4) blocking of economic and social progress; (5) reduced economic prodoctivity; (6) less efficient population control; (7) imperfect understanding of national integration and security; and (8) retarded improvement in health and sanitation. The sum and substance of the situation is—and I quote the Commission: "The uneducated is not in reality a free citizen". On an analysis of the situation the Commission came to the conclusion that the principal strategy adopted so far to make the people literate, viz., exclusive emphasis on the development of a programme of free and compulsory education for all children till they reach the age of 14 years, has failed. Not only shall we have to wait till 1986 (instead of 1961 as indicated in the Constituion) before we can hope to provide seven years education to all children but also the whole current system of primary education continues to be largely ineffective and wasteful and many children who pass through it either do not attain functional literacy or lapse into illiteracy soon afterwards. The Commission conclude: "It is therefore evident that while our effort to develop a programme of free and compulsory education should continue with redoubled vigour, a time has come when a massive and direct attack on mass illiteracy is necessary."

The Commission noted that campaigns launched in the past to eradicate illiteracy petered out because of, (i) being too limited in scale to achieve a significant advance and generate enthusiasm for further effort, (ii) having been sporadic and uncoordinated; and (iii) having been launched too hastily without careful assessment of the needs and interests of adults, without awakening public interest or stimulating the desire to learn and without adequate provision for the follow-up work.

The Commission points out as prerequisites of sustained support and purposeful orientation of literacy programmes, the acceptance of certain basic ideas such as: (i) the proposition that the pace of industrialisation and modernisation of agriculture and in general of the economic progress of the country is inhibited by the predominance of illiteracy in the working force (144 million or 67.4 percent), (ii) that the illiterate resist social change; (iii) that the illiterates are out of tune with the spirit of the age in which science and technology influence progress and determine the ways of life and standards of living; (iv) that illiteracy is an obstacle in the way of the communication of new ideas and new practices, so essential for progress; (v) that the illiterate cannot make a real democracy the essence of which lies in practicipation by the people in organised civic life and in important decision-making.

In the international setting also, the Commission points out, the prevalence of illiteracy in the country is humiliating. It robs of its meaning Article 26 of the Declaration of Human Rights which states that everyone has a right to education.

Tellingly the Commission draws attention to the lack of political commitment in the country to any programme of adult education. (The more cynical from amongst us are beginning to suspect that politicians have a vested interest in illiteracy).

Sustained Campaign Needed

The Commission recommend unhesitatingly "a nationwide adherent and sustained campaign for liquidation of illiteracy, involving the central government and the state governments, all governmental, voluntary agencies and private organisations and industries, all educational institutions ranging from primary schools to universities and above all, all educated men and women in the country." The Commission considered that with well-planned efforts it should be possible to raise the country's percentage of literacy to 60 by 1971 and 80 per cent in

1976. In no part of the country, however backward, should it take more than 20 years to reach practically cent per cent literacy, i.e. by 1985.

It is now time to ask ourselves: What exactly is literacy? It is not the mere ability to read and write. "Literacy, if it is to be worthwhile, must be functional, i.e. such as to enable the literate not only to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge which will enable him to pursue his own interests and ends. The Education Commission quoted in this context with approval the conclusion of the World Conference of Education Ministers on the Eradication of Illiteracy in 1965 (a conference which the Indian delegation headed by the then Education Minister Chagla and his small team including Dr. Durgabai Deshmukh, were prevented from attending by the outbreak of hostilities with Pakistan three days before the date of the conference.)

"...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 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 training for work, increased productivity, a greater participation in civic life, a better understanding of the surrounding world but should uitimately open the way to basic human culture."

The Commission suggested that literacy programme should have three essential ingredients:

(1) help increase efficiency,

(2) generate interest in vital national problems,

(3) impart skills in reading and writing that would help in continuing education.

The problem of illiteracy calls for a variety of programmes for its solution. The first step essential is to arrest its growth by expansion of universal schooling of at least five years duration as rapidly as possible in the age group 6-11. Since the percentage of girls is about half that of the boys, this is essentially a problem of the primary education of girls, which was exhaustively discussed by the National Committee for the Education of Women and Girls, under the chairmanship of Dr. Durgabai Deshmukh. For the age-group 11-14 who either missed schooling or droped prematurely out on the school, part-time education is called for—Part-time general and vocational education is also required for young adults in the age-group 15-30 who received some years of schooling but failed to attain permanent literacy or to prepare themselves adequately for the demands made on them by the environment.

Having regard to the dimensions of the problem (189 million illiterate adult—age group 15 plus) and the wider regional variations as well as to variance between men and women, the Commission recommended a two-fold strategy for combating illiteracy in the country, viz. (i) the mass-approach and (ii) the selective approach.

Comparative Merits

Before the comparative merits of the two methods are discussed it is necessary to refer to the criterion for literacy as indicated in the Census of 1961. The test for literacy was satisfied if a person could with understanding both read and write. This, it will be noticed, is a far lower criterion than that indicated by the Education Commission which may be called the functional literacy criterion. All conventionally accepted figures for literacy will have to be lowered considerably if only functional literacy is meant. The expected figure for simple illiteracy for 1968-69 is 350 million, being 65 per cent of the estimated population. It is also estimated that in 1968-69 out of the total population of about 230 million in the age-group 11-44 forming the working force, 150 million would be illiterate. This then is the minimum number to be dealt with in any systematic campaign for eradication of illiteracy. Since it would be demonstrably futile to leave the problem unsolved beyond 1985, if we have given 15 years for completely eradicating illiteracy, then very roughly, we have to make 10 million literate (out of these 150 million) every year. This means that in each of the 5,000 blocks in the country, 2000 on an average should be made literate every year. This is not such a forbidding task, and with properly organised efforts one ought to be able to do better.

A Planning Group on Education, reporting on the Education Department in the fourth Plan (September 1968) expressed the view that a reason for the retarded growth of illiteracy was the inadequate support given to it in terms of finances and the low priority accorded to it in the succeeding Plans. In 1950-51, the expenditure incurred on 'social education' was Rs. 86 lakhs (0.8 per cent) of the total educational expenditure of Rs. 144 crores. In 1965-66, it was Rs. 120 lakhs (0.2 per cent) of the total educational expenditure of Rs. 600 crores. Thus while the total educational expenditure increased over four times, that on social education rose only 1½ times; while the proportion of expenditure incurred on social and adult education to the total educational development programmes in the first Plan was 3.3 which fell to 1.5 in the second Plan and to 0.5 in the third Plan. The group observed, pointedly, "Even in the literacy classes conducted in the country the main emphasis is on reading and writing without any regard being given to the functional aspects of the literacy programme." They noted furthermore, that the educational administrators had been adopting the conventional and

orthodox methods without creating any motivation among the adults or mobilising voluntary public and political support for developing the programme.

Sensitive Age-Group

The group's recommendation was that in the fourth Plan the programmes of eradication of illiteracy should be taken up in a modest way by concentrating on the most sensitive age-group of 15-25, where the number of illiterates was estimated to be about 60 million. The other programmes were to be taken care of through better organisation, but without expenditure out of Plan allotments. The first stage could well be a mass movement largely dependent on the mobilisation of local resources, both of personnel and finance. Such a movement could be taken up by (a) educational institutions in neighbouring villages and towns and cities, and (b) non-student educated youth and other social workers in compact areas. Students, teachers, members of professional classes, educated people etc. could be an important asset in this movement. This general campaign could be spearheaded by Adult Literacy Pilot Projects in selected areas. The first phase might be largely on a campaign basis, with the additional condition that the follow-up for taking neo-literates up to the functional standards would immediately follow without any gap between the two.

The main effort under these twin programmes would be to provide the first stage of literacy to 10 million literates in the rural areas, especially in the age-group 15-25 with ½ million made literate in the hilly and tribal areas.

These then were the main features of the mass approach. It is possible to regard the Grama Shikshan Mohim of Maharashtra as a somewhat specialised campaign of this nature. It must be assumed here in the metropolis of Maharashtra that the audience know more about this than the speaker. It is claimed that so far some 30 lakhs have been made literate through this unique effort at a cost of about Re. 1 per head. The latest verdict from a very authoritative source in the central government that I have recently heard is that the follow up has not been satisfactory. The Maharashtra government themselves felt peeved that not a single functional literacy project had been alloted to their state, out of the 100 sanctioned, as a sort of penalty of success. I understand that this has since been rectified and some project allotted to them recently.

This brings us to the so-called selective approach, about which the Education Commission have a good deal to say in paras 17, 20 et saq. of their report.

A very important embodiment of the selective approach are the Functional Literacy Projects in the rural areas covered by the high yielding variety agricultural programmes. In 1968, there was some idea what there would also be functional literacy projects in conjunction with rural industries as also in urban and industrial areas. But these last two kind have been deferred and attention concentrated on functional literacy projects in intensive agricultural development blocks of about 100 villages.

The larger programme was to be financed by the state and local community. It was proposed to cover 11 million illiterate adults, mostly in the age-group 15-24, in addition to ½ million under urban projects and two million industrial workers.

The provision and targets recommended by the Group for Adult Education in the fourth Plan were Rs 40 crores in all, for first stage of literacy in rural areas for 15 million persons, and 1.5 million in tribal and hilly areas, and functional literacy in rural areas including high yielding variety areas for 10 milllon, literacy in urban and industrial areas for two million and assistance to voluntary organisations to cover 5 million illiterates and in total for some 24 million. As against this it is depressing to see that the target set in the fourth five-year Plan is only apparently 3 to 4 million judging from the total provision of some 11 crores.

Reluctance to Face Facts

There is evidence to show that right form the beginning there has been a reluctance on the part of authority to face the fact that the cost of making an adult properly literate ranges between Rs 20 to Rs 30 per head. That this in incurred only once over a year and is less per year than the cost of Rs 35 per annum for a minimum of 4 to 5 years for a child 6-11 years of age is overlooked. It is also not realised that the adult undergoes literacy education in his spare time whilst following his vocation (predominantly agriculture).

Pilot Experiment

It is estimated that some Rs 450 crores will be required over 15 years to make 150 million farmers literate. The pilot experiment is fully capable of extension all over the country and Rs 30 crores a year is not too high a price to pay for breaking the illiterate citizen's invisible fetters and ensuring a safer democracy.

The target actually set by government under functional literacy is, alas, about 1/10 of that required. It is expected that in 100 districts covered by high-yielding variety programmes, about one million adult illiterate farmers would be made functionally literate by the end of the fourth Plan period. As in other undertakings and enterprises our efforts appear to be intended to be only symbolic and not calculated to make any appreciable impression on the situation.

For all practical purposes, the citizen of India will continue to be fettered for at least a couple of generations more. Of the three life and death problems confronting the country. viz. population control, liquidation of illiteracy and conservation of our natural resources, there is not one that we are handling with success.

On the occasion of the International Year for Human Rights (1968) an International Conference on Human Rights was organised by the United Nation at Teheran (April, 1968). At this conference an address was delivered by Mr. Rane Maheu, Director-General of UNESCO—'One must first be able to read,' he pointed out, to make his responsible freedom a reality, and to be aware of the law which could protect him. To promote literacy is to change man's conscience by changing his relation to his environment. Literacy as well as enriching individual freedoms and rights is an integral part of the emancipation of communities and nations.

Solemn Appeal

To conclude I cannot do better than quote the Resolution (IV) adopted by the Second Committee of the International Conference on Human Rights, organised by the United Nations at Teheran on April 22 to May 13, 1968, as a solemn appeal to all whether the state or the voluntary organisation or the individual, whether a believer in free enterprise or in any of the innumerable brands of socialism.

Text of Resolution IV adopted by the Second Committee of the International Conference on Human Rights, organised by the United Nations at Teheran, April 22 to May 13, 1968. The International Canference on Human Rights:

Considering that literacy is a vital condition for the effective enjoyment of human rights, both civil and political, and economic, social and cultural;

Noting with regret that, despite efforts mady by states and international organisations, there are still over 700 million illiterate persons throughout the world.

Considering that illiterate adults are defenceless in a society whose working they cannot understand, into which they have no means of entering; and in which they are unable effectively to exercise or to defend their rights as proclaimed in the Universal Declaration;

Considering that the Right to Education is solemnly proclaimed in Article 26 of the Universal Declaration of Human Rights and in many other international instruments, including the Covenant of Economic, Social and Cultural Rights.

Recalling the conclusions of the World Congress of Ministers of Education held at Teheran in 1965.

Bearing in mind the recommendations of the Consultative Liaison Committee for Literacy set up under the auspices of UNESCO, and the solemn appeal made by its chairman, invites:

(a) The government of all countries in which illiteracy is still widespread to increase the intellectual and material resources marshalled to combat illiteracy, with a view to expanding the gradual elimination of this scourage;

(b) The government of all countries, including those not faced with the problem of illiteracy, to intensify their co-operation with and support for programmes for the education of million of illiterate men and women;

(c) The General Assembly of United Nations to draw the attention of organs having responsibilities in the area of human rights to the importance of combating illiteracy as a means of ensuring the effective and positive enjoyment of rights possessed by every human being;

(d) The United Nations and its specialised agencies especially UNESCO, to do their utmost to increase the contribution which literacy can make in the contemporary world to the safeguarding of peace, economic and social development, the emancipation of people and the promotion of rights and freedoms.

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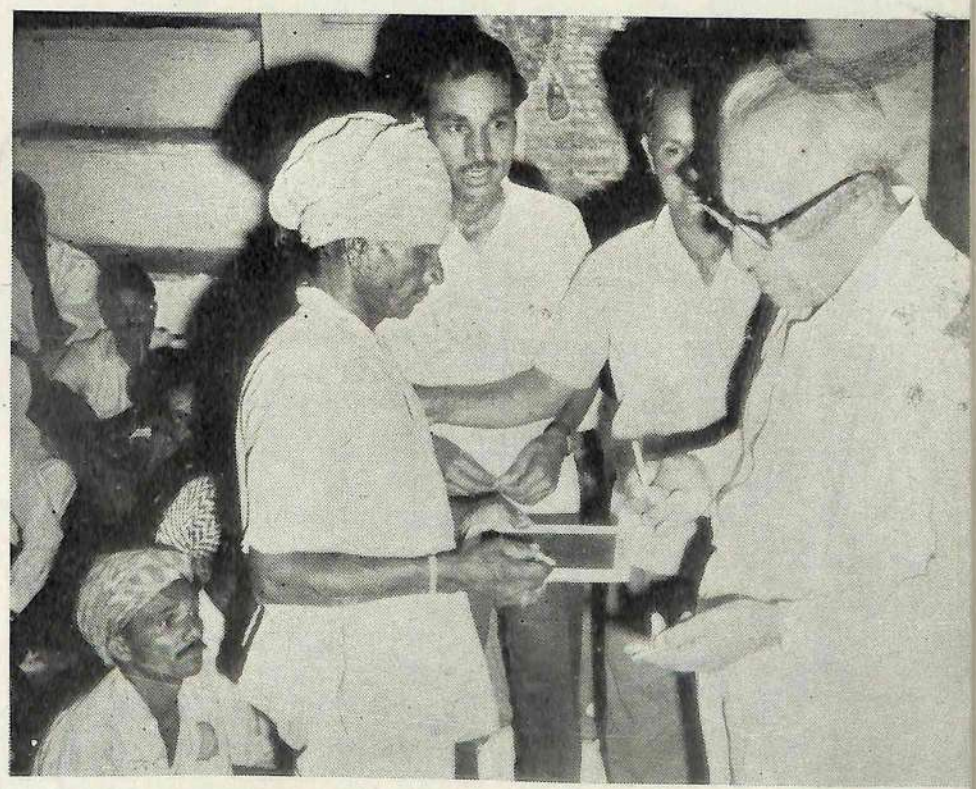

The Functional Literacy and Farmers Education Project in Udaipur and Bharatpur Districts Rajasthan was inaugurated by Dr. Mohan Sinha Mehta on May 1, 1971 in Village Bujda Udaipur district. The photograph shows Dr. Mehta giving the first lesson to the farmer.

(Report on Page

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INDIAN JOURNAL OF ADULT EDUCATION

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Mehta Inaugurates Functional Literacy and Farmers Education Project in Udaipur

THE Functional Literacy and Farmers Education project in Udaipur and Bharatpur districts of Rajasthan was inaugurated by Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association on May 1, in village Bujda in the Panchayat Samiti of Girwa in Udaipur district. A lamp was lighted to mark the occasion.

The project is being run by the Directorate of Extension Education of the University of Udaipur. Seva Mandir is collaborating in the Udaipur district only.

The function marked the initiation of the programme in the first of the 30 such literacy centres covering one of the 18 Panchayat Samities of the district. Similar programme has also started in other Panchayat Samities of Udaipur and Bharatpur districts.

After distributing slates and pencils, Dr. Mehta gave the first lesson to the farmers who have joined the programme.

Speaking on the occasion, Dr. Mehta said that education is a life-long process. He advised the farmers to make the most out of the educational facilities provided by the University Extension Directorate, so that the gains of the green revolution could be consolidated.

Dr. D.K. Misra, Director, Extension Education, University of Udaipur, explained the plan of activities which the Directorate would undertake to improve the skills, knowledge and attitude of the farmers pertaining to modern innovation in agriculture. He said that to keep pace with the latest developments in farming, the farmers had to go through the process of self-education.

A small agricultural exhibition was also organised and different types of farm publications were distributed to the farmers.

NEWS & EVENTS

Adult Literacy Teachers Training Course

The Indian Adult Education Association organised an Adult Literacy/Education Teacher Training Course for the volunteers of the Mobile Creches for Working Women, in New Delhi form May 11 to 21, 1971.

The course was covered in twenty lecture-cum-discussion groups on various aspects of the subject.

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Zakir Husain Memorial Lecture

The first Zakir Husain Memorial Lecture on 'Dr. Zakir Husain's Humanism', delivered by Dr. K.G. Saiyidain in Madras in December last year has been printed. Copies are available on request from the Indian Adult Education Association.

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Unesco Books Translated

The Indian Adult Education Association has brought out the Hindi edition of Unesco monograph *School Teachers and Adult Education* by A.S.M. Hely.

The two other booklets of Unesco, *Literacy and Development* by H.M. Phillips and *Functional Literacy—Why and How* are being translated into Hindi by the Association.

The Indian National Commission for Cooperation with Unesco has brought out a Tamil version of the Unesco book, '*The Teaching of Reading and Writing* by W.S. Gray. It has been published by the Southern Languages Book Trust, 458, Poonamallee High Road, Kilpauk, Madras-10. The Hindi edition is also under preparation.

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Meeting Finland in Europe 1971

The Finnish Association of Adult Education Organisations will organise an eight-day Seminar on "Meeting Finland in Europe 1971", in Orivesi, Tempere, on August 17 this year.

The Seminar aims to give a picture of today's Finland and its position in Europe and in the World.

Information from the Finnish Association of Adult Education Organisations, Museokato, 18A2, Helsinki-10, Finland.

Proposed International University Panel of Experts Appointed

The U.N. Secretary General, U Thant, has announced the appointment of a 15 member panel of experts on the establishment of an International University.

The Panel is to assist the Secretary General in further consultations and studies concerning the establishment of an international university.

The Panel consists of 10 experts nominated by Member States, and five experts designated by the Secretary General in consultation with the Director General of UNESCO and the Executive Director of the United Nations Institute for Training and Research (UNITAR).

Mr. Gopalaswami Parthasarathi (India) Vice-Chancellor of the Jawaharlal Nehru University is one of the members of the Panel.

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Workshop Held on Effective Conference Planning

The University of Chicago's Center for Continuing Education held a four-day Workshop to meet the need for the professionalization of people who plan and execute conferences as short-term learning experiences for adults.

The Workshop was designed to carry out (a) understanding the goals of their own organization or institution, (b) diagnosing problematic situations capable of being resolved through educational programmes, (c) identifying the various steps in the process of setting obtainable goals for short-term learning situations, and (d) measuring and appraising the objectives and the progress of a conference.

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Teacher Education and Socio-Economic Development in Asia

The International Council on Education for Teaching, in cooperation with the Indian Association of Teacher Educators, will organise an international conference in Bangalore from June 14-19, 1971.

The theme is "Teacher Education and Socio-Economic Development in Asia." About 300 delegates from India, other Asian Countries and United States are expected to participate.

Information: Dr. N.V. Tirtha, Professor and Head, Post Graduate Department of Education, Bangalore University, Bangalore-9.

Time Factor in the Attainment of Literacy Skills

By Mushtaq Ahmed

ONE important question which should and does concern adult literacy teaching is the relationship between the duration of instructions and the level of attainments. Some programmes and especially the writers and dealers of special primers vie for short periods of teaching. Quite a few of them claim that if their method of teaching i.e. the primer is used an illiterate adult can become 'literate' in three months or about 36 hours of instruction. Others, as if not to be left behind in the race, hasten to cut down the period to 20 hours. Some government programmes usually last for 3-8 months or 36 to 96 hours and at the end of it they claim to have turned out so many literates. But as they generally call this period as 'basic literacy' or 'first stage of literacy' or 'pre-literacy' it would be more appropriate to call the products as 'basic literates' or 'first stage literates' or 'pre-literates' and not 'literates.'

What level of attainment would be necessary for a person to be considered literate would, of course, depend upon the concept and definition of literacy. Unfortunately the organisers of the programme define literacy and their objectives in glorified terms but not measurable terms. The examinations or the tests would help us to form an idea of the attainment level but they are seldom systematically conducted. Scientific data showing the attainment level is rare.

It is essential for the planning and budgeting of a literacy programme that the planners have a fairly accurate knowledge of the level of literacy which could be attained by the majority of the learners in a given period of time. The budgeting, training, staff and reading material requirements of a 20 hours literacy campaign would naturally be different from that of an intensive one year literacy training programme. It is, of course, realised that the relationship between time and level of attainment will also depend upon the motivation of the learners, the quality of teaching and the teaching materials.

Some reliable evidence, therefore, of the level of attainment after certain hours of instruction, may serve as a helpful guide to decide upon the duration of the programme and the budget required. The experiment recently carried out by the Institute of African Adult Education, University of Ibadan, Nigeria, does provide some clue to the relationship.

Shri Mushtaq Ahmed is Unesco Expert in Literacy, Evaluation, Research and Planning, Department of Community Development, Lusaka, Zambia.

Nigerian Experiment among Tobacco Farmers

The experiment was started in August, 1967 among tobacco farmers of Western Nigeria with the objectives to make them functionally literate and improve their performance leading to upgrading of cured tobacco leaves. A primer and a series of text books containing month to month operations of tobacco were prepared. The primer was eclectic based on a count of most frequent letters in selected Yoruba texts. Each lesson in the text books was a work unit followed by programmed type of exercises.

Basic statistics of the classes, when started, are as follows:

	N	Percent
Age		
15—39 years	351	68
40—54 years	140	27.2
55+ years	24	4.8
Total	515	100
**Previous Education*		
Illiterates	387	75
Partially literates	114	22
Literates	14	3
Total	515	100
***Status*		
FCPS	474	92
GLFS	41	8
Total	515	100

* It was judged by a 'reading sheet' which was given to each student to read before giving him any instruction.

** FCP stands for the members of the Flue Cured Producers Associations and GLF stands for Green Leaf Farmers. The FCPS being members played more important roles in the total production programme and were richer than the GLFS who were not members of the Associations but only grew tobacco and sold the green leaves to them.

The instructors were primary school grade I teachers, having about 12 years of education.

The Testing of the Level of Attainment

The experimental classes were 11 months old by the end of June, 1968. To assess the reading abilities of the students, after this amount of training, a special passage, describing a procedure in the production of tobacco and technical in nature was prepared in Yoruba. Since the purpose of the experiment was to take the learners to the level of functional literacy which required the ability to read and comprehend technical information pertaining to their occupation it was expected that they would be able to comprehend the passage. It was not pre-tested for the purposes of item analysis. But the passage appeared to be of a sufficiently high standard as the level of difficulty of all the items in their finished form was between 31.4-68.6 percent difficulty range.

The application of Flesch* reading difficulty formula placed it at a 'fairly difficult' level (score=47**) almost touching 'difficult' level which begins from score 45.

The questions were of the multiple-choice response type. The students had no previous experience in doing this type of questions but the instructors familiarised them with the type by giving examples on the blackboard. Of the 141 students who attempted the questions only one of them responded to all the choices in each of the questions, the rest responded to only one of the choices as expected. The passage consisted of 637 words, had ten multiple-choice questions, each having four choices only one of which was correct. The passage was intended to measure reading speed and comprehension which included:

1. grasping the main idea
2. noticing details
3. following directions
4. understanding the logic, and
5. predicting the outcome of given events.

Of the 141 students who answered the questions the responses of 17 were considered unreliable and discarded. The following results is, therefore, based on the responses of the remaining 124.

Attendance

The mean instruction received by the group, before reading the passage, was 160 hours and the SD 64.0.

Results

56.2 per cent of the answers were right and 43.8 per cent wrong. The reading speed was 50.5 words per minute and the SD 26.6. If we regard those receiving 40 per cent and above of the marks as 'pass' and those receiving 40 per cent and below as 'fail' 84.7 per cent passed and 15.3 per cent failed.

The abilities of comprehending different types of meanings are shown in table I:

We see from the table that the group was weak in following written directions and predicting the outcome of given events. Only the main idea of the passage was grasped by the largest number.

Not much difference was found in the amount of comprehension of those farmers who were totally illiterate before they joined the classes and those who were partially literate. The table II shows the scores.

Table I

Types of comprehension	*Question %*	*Correct*
Grasping the main idea	1	67.8
Noticing details	2, 4, 5, 6	56.8
Following directions	7, 8, 9	52.4
Understanding the logic	3	57.5
Predicting outcome	10	52.8

Table II

		Illiterates	*Partially lit.*
Comprehension	Mean	7.1	7.7 score
	SD	2.8	2.6
	N	48	65
Reading speed	Mean	48.5	53.2 words per minute
	SD	27.02	27.30
	N	38	58
Attendance	Mean	180	168 hours
	SD	58	78
	N	48	65

* Flesch, Dr. Rudolf. The Art of Readable Writing, Harper, 1949.

** Ave. sentence length = 17.6
syllable per 100 words = 163.3

(Continued on page 20)

The Programme of Continuing Education at the American University in Cairo

By Dr. O. L. Farrag

IN the course of forty-five years, the Division of Public Service (D.P.S.) at the American University in Cairo has emerged as a major force in the development of adult education in the United Arab Republic. It has attempted to embody the philosophy of continuing education in the light of the specific needs of its urban Egyptian environment.

On the basis of a regular reassessment of community needs, the Division provides courses, seminars and other educational services to adults from all walks of life without the restrictions of traditional university requirements. It seeks both to expand the intellectual and cultural horizons of individuals as well as to impart skills and knowledge that can be applied to specific jobs and professions. It stands ready to focus on specific problems that threaten to impede the progress of any sector of the community. And in the belief that the first problem of the world today is survival through peace, the Division offers public programmes designed to create cross-cultural awareness and understanding.

The heart of the Division's programme is the evening non-credit programme for adults. This was begun in the fall of 1956 and was completely revised in 1966. In the past four year's enrollment has increased from 1,400 to 3,600 per semester. Demand is such that every classroom in the American University in Cairo is occupied from 4.30 in the afternoon until 9.00 at night. In 1970 the Division has had to rent classroom space outside the University. In 1964 the Division began a summer programme with an enrollment of 250. By 1969 summer enrollment had grown to over 2,000. With such an active summer programme, the Division is the only major educational institute operating at or near capacity in the United Arab Republic all year round. The students include ambassadors, secretaries, students, undersecretaries of state, taxi-drivers, and an increasing number of groups sent by governmental and non-governmental agencies. The entire teaching staff is part-time and is drawn, in large part, from the national universities and private organizations. Financially, the Division operates on a near break-even basis, since tuition covers most of the costs of instruction and administration.

Identification of Needs

The first task of the Division has been to identify the community's educational needs. Prior to reorganization of the Division of Public Service in 1965, some 6,000 questionnaires were distributed in person to students, factory workers, civil service employees, individuals on city streets, and others. The current programme was launched on the basis of the responses received. However, because many learning needs change rapidly, need identification, and therefore programme building as well as an on-going activity, for which the Division uses a variety of approaches.

A. The Division's staff maintains personal acquaintance with a wide range of local leaders and groups and direct contacts with governmental, industrial, business and other community organizations. This is done with a view to identifying, and in some cases developing jointly, services that meet the specific needs of local organizations. As one measure of its communication with such groups, in the past ten years the Division has given courses for 115 governmental and non-governmental organizations.

B. Students are provided immediate access to the teaching and administrative staff and are encouraged to discuss their opinions of the courses they are taking and on any other courses they feel should be given.

C. On a more systematic basis, all students are given checklists and questionnaires each semester. These are examined by teachers and the D.P.S. administration with a view to changing course content, approach, or whole course offerings.

D. In addition the Division has sought information about comparable institutions in other parts of the world through the exchange of catalogs and publicity materials. These are available for examination by students and other interested individuals.

The Present Programme

The present programme was developed in the light of such investigation, and it may be seen as falling into five major areas:

A. Evening Non-Credit Courses.
B. Cultural Programme.
C. Seminars on the U.A.R.
D. Publications.
E. Research.

Dr. O.L. Farrag is Director of the Division of Public Service at the American University in Cairo.

The Evening Non-Credit Courses

1. *Languages*

Regular English, Conversational English, French, German, Italian, Spanish.

2. *Translation and Interpretation*

Arabic/English, and English/Arabic (written, consecutive and simultaneous).

3. *Public Communication*

Communication Theory and Practice, Public Relations, Publicity and Advertising, Journalistic Technology, Drama.

4. *Administration*

Public Administration, Business Administration.

5. *Secretarial Studies*

Typing, Shorthand, Business English, Secretarial Practice, Commercial Procedures.

6. *Accounting*

Accounting, Bookkeeping, Taxation.

7. *Social and Psychological Studies*

Psychology, Marriage and Family Planning, Family Mental Hygiene, Care of the Handicapped Child.

8. *Fine Arts*

Drawing and Painting, Ceramics, Stage Design, Photography, Advertising Design, Batik Art, Flower Arrangement, Art Appreciation.

9. *Special Programmes*

Special courses are organized to meet the specific vocational training needs of government departments and public and private organizations. They include such subjects as Special English and other languages, teaching of English, secretarial studies, accounting, community formation and development in newly reclaimed areas. On request, classes may be held in the headquarters of the organization involved. A number of individual services, other than the special programmes, are also offered within the framework of the D.P.S. evening non-credit programme. The Division may assist a governmental agency in testing and interviewing its personnel for certain professional positions, or it may evaluate language skills required of candidates for training programmes, scholarships and short intensive courses abroad. In service training programmes are also arranged for the benefit of students and staff upon request of any department or unit in the University.

10. *Course Certificates*

The English Programme Certificate is awarded up on the completion of courses at each of the three main stages of instruction: Elementary, Intermediate, and Advanced. To earn a "Stage Certificate", a student is required to complete at least two consecutives courses of study including the last level of the stage in question.

Students who have completed successfully the requirements of a two semester course at the advanced level of translation are awarded a certificate. After two semesters of Proficiency Level Studies, they may sit for the Proficiency Certificate examinations in translation and or interpretation. Students in other D.P.S. courses are awarded a certificate of accomplishment and attendance at the end of each semester.

B. Cultural Programme

The UNESCO Charter states, "Ignorance of each other's ways and lives has become a common cause throughout the history of mankind of suspicion and mistrust between the peoples of the world." In this spirit and from the conviction that education for lasting peace must foster mutual understanding among people of different national cultures and from all social levels, the Division of Public Service has undertaken responsibility for a wide range of cultural activities at the University.

These programmes reach the local Egyptian community, visitors and temporary residents from abroad, and University students. Frequent co-sponsorship by foreign embassies or by the U.A.R. Ministry of Culture, provides the Division with a broad range of foreign personalities and groups as well as a generous selection of talent from the Cairo ballet, the higher institutes of music and art, and other sources. The programmes which take place about twice per week, include concerts, ballet, musicals, lectures, forums, exhibitions, film shows, and other events. Admission is free, and events are usually announced in the local newspapers.

C. Seminars on the United Arab Republic

Education as a means to international understanding and world peace provides the rationale not only for the cultural programme but also for the seminars on the United Arab Republic, which are offered only for special groups. Each seminar programme is planned around the specific interests of the group and includes lectures, discussions, field-trips, and tours. It may last from one to six weeks.

These seminars provide participants, usually from the United States, with first hand information on recent developments in the U.A.R., and they bring them into direct contact with U.A.R. scholars, officials, students and families.

D. Publications

The Division encourages and supports a number of publication activities, the most important of which is the Journal of Modern Education.

The Journal of Modern Education: Since it was first published in the fall of 1928, the Journal of Modern Education has had two purposes: to provide Arab educators with information on trends in international education; to provide Western as well as Arab educators information on trends and specific activities in Arab world education.

The Journal has an Arabic section and an English section. Over the years it has introduced technical terms in education and psychology into the Arabic language. It has also introduced some educational practices such as programmed instruction and team teaching that have been adopted in a number of schools.

U.A.R. Seminar Review: The Division of Public Service has issued a 570-page review of 30 lectures and studies on the U.A.R. delivered in the course of the 1968 summer seminar. These studies covered many aspects of scientific, economic, technological, social, cultural, and educational development in Egypt. A second edition is in preparation.

E. Research

The Division of Public Service attemts to undertake research in adult education without duplicating work being done by other institutions. The Division has a number of specific projects which it has undertaken or hopes to undertake in order to improve its own programme and to contribute to the improvement of knowledge in the field of continuing education.

Growth in the Division

Applications for courses in the Division of Public Service have increased every semester for the past ten years, and while student enrollment has increased from 1,100 per semester in fall 1965 to 3,600 in the spring of 1970, the number of applications has reached 4,700. This increase since 1964 has involved an enrichment of offerings within existing areas rather than the addition of any new broad areas of study. For example, there are now twelve levels offered in the Regular English programme. While the Division's resources are strained by offering English instruction to 2,400 students per semester if enrollment was not limited by artificial means it is estimated that demand for such instruction could exceed 10,000. More advanced courses have been offered in German, French, painting. and accounting in response to the demands of students graduating from lower levels. One accounting course was split into two sections in response to the needs of students, some of whom needed the course in Arabic and some of whom needed the course in English.

Administration of the Division of Public Service

The administration of the D.P.S. programme requires a staff of modest size. There are 83 instructors, all of whom work on a part-time basis, and a full-time administrative staff of 20.

These include:

83 Instructors

1 Management Assistant

1 English Programme Supervisor—also a teacher in the English Programme.

1 Cultural Programme Supervisor—also a teacher in the Translation Courses.

1 English Programme Technical Assistant—also a teacher in the English Language Programme.

2 Administrative Assistants

1 Public Relations Supervisor

1 Librarian

1 Secretary

3 Office Assistants

6 Clerk Typists

2 Typist and General Clerk.

As a unit of the American University in Cairo, the Division of Public Service is responsible to an Administrative Committee consisting of four ex-officio members: the Director of the Division as Chairman, the President of the University, the Vice-President of the University, Dean of the Faculties, and one elected member from the English Language Institute. Other University administrators and faculty members are invited to attend D.P.S. Administrative Committee meetings from time to time. The committee discusses and decides on all D.P.S. policy and activities, including matters reported or proposed by the D.P.S. Director. No policy, programme, or activity is introduced unless it has received the prior approval of the Administrative Committee.

The Director is the executive officer of the Division, and he coordinates the work of all its sections. He may propose action to the Administrative Committee and is responsible for its execution. He is responsible for liaison with individuals and organizations, outside the Division. Most of the preliminary and ultimate managerial, administrative and clerical work is devised in his office for effective coordination.

The Director is assisted in his administrative task by his staff and a number of committees which play an indispenable role in programme initiation, improvement and management. Since the English programme is the largest and most complex programme in the Division it has the most elaborate committee structure. The Director is chairman of the English Programme "Summit Committee", which is composed of the elected chairmen of six technical subcommittees, the English Programme Supervisor, and

two consultants. There is a technical subcommittee for each stage (Elementary, Intermediate, and Advanced) of the Regular English course, and one technical subcommittee each for Business English, Special English, and Conversational English. The subcommittees study and recommend action on all substantive matters concerning their respective areas. The Secretariat Programme has a Teachers' Committee. The French and Fine Arts courses have individual committees. These work directly with the Director in designing curriculum, selecting texts, and establishing promotion standards, etc.

The dual administrative demands of evening classes and daily work impose special scheduling demands upon the administrative staff. The administrative offices are open from 8.30 a.m. to 9.30 p.m. most of the year. This necessitates operation on a shift basis for clerical staff: 8.30 a.m. to 5.00 p.m. and 12.00 noon to 8.30 p.m. Senior staff members usually work all day from 9.00 a.m. to 8.30 p.m. with a 3½ hour luncheon break. Some senior staff members work from 8.00 or 9.30 a.m. to 5.30, 7.30 p.m. or 8.30 p.m. depending upon the daily work and rush periods involved. The morning shift generally handles administrative, public relations and secretarial work, while the evening shift generally administers the adult education courses, cultural activities, and committee meetings. D.P.S. activities are scheduled and recorded on a special calendar board in order to avoid conflict of scheduled activities or unnecessary overlap of daily administrative functions.

Financing the Division

The financing of the Division of Public Service suggests both how feasible it is for a University to offer a continuing educational programme and how productive the University affiliation is for the success of continuing educatian. On paper the D.P.S. operates on a break-even and occasionally profit making basis. That is to say, the administration and teaching costs of the Division's activities are covered by receipts from tuition. This is only a paper distinction because the University provides:

(1) Free space for classrooms, public events, and all administrative functions, including utilities and maintenance.
(2) Free use of the Language Laboratory.
(3) Hard currency for equipment.
(4) Free access to professional advice, not only from the Administrative Committee but from the University as a whole. This may include internal part-time secondment of teaching and consultative staff when necessary.

D.P.S. income fluctuates between one hundred and two hundred Egyptian pounds per class, depending upon the number of students in each class, and the type of course offered. Classes with a minimum of 25 students cover their instructional or operating expenses, including teachers' salaries, mimeographed supplementary materials and course supplies, and provide a satisfactory profit. However, smaller classes are formed for students wishing to return for a relatively advanced instruction. Small classes are also formed in such areas as the fine arts, social and psychological studies and communications.

A nominal fee is charged for special courses offered to groups from public and private sector organizations. The course fee is charged per class, not per student. These special courses barely cover their running expenses.

Scholarships.—D.P.S. allows a certain number of auditing and scholarship students each semester. Permission to audit, involving a nominal fee of one Egyptian pound, is given to AUC students, a small number of UAR University students, AUC staff whose job is not directly connected with the courses requested, and a few employees of government and local organizations. Full scholarships are awarded to AUC faculty members and D.P.S. teachers and staff, AUC staff members whose courses are directly connected with their jobs, the immediate families of AUC faculty and staff, and a few outside students who are eligible for acceptance but are unable to pay the fees.

Admission to the D.P.S. cultural programmes is free and the expenses incurred are borne in full by the Division. Student activities such as picnics, trips, social gatherings, and dramatic performances are covered by the incidental fee of P.T. 25 paid by such student for each course attended.

Expenses for seminars on the U.A.R. are estimated and submitted by D.P.S. in the form of a draft budget. A margin is allowed for University overhead ranging from 20 to 30 per cent of the total estimated expenses. Payment is made either by the sponsoring institution or by the participants themselves, depending upon the type of visiting group.

Since enrollment in the language courses (100-110 classes) constitutes 70-75% of the D.P.S. evening courses, the profit balance from the fees charged amply covers the financial discrepancies in other D.P.S. courses and programmes. This includes all administrative and teaching salaries, supplies, telephone, postage, hospitality, publicity, cultural programmes, student activities, and publications.

A Look Into the Future

The Division of Public Service is exerting every effort to meet the challenge of continuing education. The heightened demand on the Division has affirmed the community's need for its services. Although the

(*Continued on page 20*)

Adult Education: 1984

By John Ohliger

A Child is born in the United States in the year 1984. He can never look forward to getting out of school. From the "infant school" he starts attending at the age of six months to the "geriatric learning center" he dies in, he finds himself going to school all his life "for the good of society." From "infant school" he goes on to elementary school then to junior high school. At the point he might "graduate" from junior high school, he takes a series of tests. These tests of his mental abilities, social adjustment potential, and motivation determine whether he will go on to a high school which will prepare him for "higher schooling" and a career as a professional or whether he will go on to a vocational school which will prepare him for life as a worker. Let's say he is sent to a vocational school. After graduation perhaps he is placed in a job, or perhaps he is sent to a technical school to prepare him as a para professional, or perhaps he is sent to a "job bank school." Many "job bank schools" exist in the late 1900's because there are so few jobs available, since the great strides of automation.

The "permanent school district" in which the young man resides has experts to make the important decisions for him. It is called a "permanent school district," because by 1984 it was recognized that all people must go to school all their lives—permanently. The "permanent school district" is run by a "board of lifelong education" which has some of the characteristics of the old local board of education, the old draft board (because it is now accepted that we will be continually at war fighting "Communism" all over the world), and the old board of regents or board of trustees for what were formely called universities or colleges. By 1984 there are no more universities or colleges as we know them. Their buildings and remaining funds have all been turned over to the local "permanent school districts." and the institutions have been renamed "higher schools." The private colleges ran out of resources years ago, because few rich people or corporations would contribute money to such "disruptive" and permissive" institutions. The public universities found they could no longer get appropriations from the state legislatures for the same reasons. Most of the faculty members of the old universities or colleges have long since been fired, sent to "retraining camps", or to mental institutions for "the good of society."

So let's say our young man, who was born in 1984, is sent to a "job bank school" There he learns, along with some "worthwhile hobbies", some skills that experts think he might just possibly use a few years later, in new jobs that just might exist then. Let's say our young man is lucky. the job he is preparing for does develop. He gets that job, and what is the first thing he does? He goes back to school. This time the school is in the factory where he works. Though he has learned the skills of the job, he still needs orientation to that particular factory, still needs to learn the unique demand of his particular task in relation to other functions in that factory, and needs to learn how to "adjust" to the men and women and computerized robots working around him.

Suppose he does well at that job after attending the "factory school'.' He saves up some money and decides he wants to get married. His local "board of life-long education" gives him permission to marry, provided he and his fiancee attend a "School for Marital Adjustment." After attending the school the couple are married, settle down in a house which they are allowed to purchase after going to a "School for Home Ownership Responsibilities," and decide they want to have children. They apply for permission to have babies and are put on a long waiting list, because there are the necessary controls on births to keep the population within manageable limits.

One of the controls is that every male child, at an early age, has a reversible vasectomy performed on him. Finally after waiting a few years the couple is told they may have *one* baby. But first, before the operation is performed on the husband to reverse the sterilization, the couple must attend a "School

for Child Care." After attending the school the couple is permitted to have the baby. Six months after he is born the baby is placed in an "infant school," and the cycle begins all over again.

Meanwhile, the father finds that the job he has been performing is now obsolete. Back to the "job bank school" he must go to prepare for another position the experts predict will exist in a few years. Incidentally, all this time the young man, along with the rest of the adult population, is required to attend a "citizenship institute" as part of his employment, which keeps him up-to-date on current political issues so he can vote intelligently, which is now compulsory.

At the age of 40, our young man, no longer young, is required to attend a "geriatric preparation academy." There he learns how to get ready to "retire", which he must do at the age of 55. At 55 he leaves his job (the seventh one he has held and gone to "job bank schools" to prepare for), and enters a "geriatric learning centre" where he is taught the arts and crafts which he is told will keep him "happy" and "out of mischief" until he dies.

When he does die a minister eulogizes him over his grave. By the way, the minister has gone through a "higher school" and has been required to go back to the "higher school" every two years for refresher courses in order to keep his license to preach. The minister delivers a beautiful eulogy. He points out that this man was very lucky, for he was born in 1984, the first year that the national "Permanent School Law" was in effect. The minister extols the wisdom of the late President Spiro Agnew, who in the last year of his second term of office was able to get such a great law passed. "And so we bid goodbye to this lucky man", the minister chants, "firm in the conviction that he will go to heaven where he will attend a "school for angels" into infinity."

—Adult Leadership (U.S.A.)

LITERACY FOR THE MILLIONS

J. C. Mathur

LITERACY is perhaps the most important communication technology that man has evolved, even though the recent development of mass media based upon the spoken word and visual image appears to be overwhelming And yet the stages through which literacy has come to different societies and the specific techniques of literacy that have obtained in different historical periods or in different countries, have determined the extent and nature of the impact of literacy. Thus, while literacy has facilitated administrative organisation, promoted trade and agriculture, encouraged the 'individualizing' and proseletizing tendency of religion as against its fraternal appeal, and has had other far-reaching influences upon the human mind and activity, the extent and nature of these influences have sometimes varied according as a society took to pictographic, ideographic or alphabetic script, adopted the phonetic principle and used the stone or backed clay or paper and other material for the writing process.

The study—historical as well as sociological—of these differentiations in the use of the skill of literacy by mankind is a fascinating experience. As a story, it is full of surprises as well as morals, morals for the present day organiser or instructor in literacy programmes. In the eleven essays (including the introduction) compiled in the book*, the contributors, all of whom are leading sociologists in British and American universities, discuss cultures at different levels of sophistication and literacy, and examine the importance of writing in the development of these societies. Unlike most compilations of essays by different writers, this one is cohesive and is marked by thematic continuity because all but one article have been specially written for this book. The introduction by Jack Goody unites and synthesizes the material. The arrangement has only one discordant feature. The article by Jack Goody and Ian Watt (the one that had been published earlier elsewhere) should have been revised in the light of the other contributions and should have been placed at the end of the book that might have been a better way of drawing inferences and identifying highlights of the other essays than the editorial paragraphs that precede every contribution. As it is, the general reader has often to make a special effort to locate the differences between varying theses, there being several instances of such differences.

That in the study of societies the concepts developed in respect of pre-literate, homogeneous self-contained societies cannot be applied to societies exposed to literacy, is one of the basic premises of this book. This is important. Anthropologists have often tended to apply the models and concepts deprived from tribal and oral societies to villages where literacy—restricted or widespread—has nullified the socio-cultural limitations. Sociologists, on the other hand, use concepts based upon group-behaviour, caste and communal relationships and religious and cultural traditions. Both have generally ignored the role of literacy in social development. In this book, the contributors have attempted to frame fresh models for sociological studies. These are based upon intensive and detailed studies of social groups or villages in which literacy has become a factor. In this sense, therefore, these studies will be regarded as a pioneering effort. They give to literacy the status of an important variable in the processes of social change.

Case Studies

These case-studies illustrate the uses of literacy both in those traditional societies that have had partial literacy and those that were altogether non-literate. The societies selected for the case studies are northern Ghana (by Jack Goody himself), New Guinea and Melanesia (by M. Meggit), North Thailand (by S.J. Tambiah), Kerala (by Kathleen Gough), Western Sudan (J. Wiels), Madagascar (M. Bloch), and pre-Industrial England (by R.S. Schofield).

A more or less common experience in most of these traditional societies seems to have been that literacy becomes a tool as well ingredient of magico-religious rites, community rituals, ceremonials etc., and a medium of communication with the supernatural. The secrecy that surrounds the magical rites of traditional society gets associated with literacy also. In West Africa, such secrecy even gathers around the Quran itself, increasing its 'magical' efficacy as well as the power of its custodians. The magical books of medieval Europe acquired a similar character. Many of the ceremonial texts of Egypt and Mesopotania were not meant to be read by human beings, for they were essentially communications between man and God, not man and man. Even in Greece, the Pythogoreans doctrine was supposed to have magical and numerological elements that were not expected to be openly discussed. In India, even such innocuous written material as genealogies are known to be regarded as secrets. The Baarots of Gujarat are extremely wary of parting with the information contained in their books for fear that they might be driven out of business by unscrupulous rivals. As is well known, the study of the Vedas in India was until modern times limited to the members of the so-called high

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castes. In practice, it was restricted to the Brahmins. Even the later day, Nyaya Pandits of Mithila were particular about the secrecy of some of the manuscripts in their possession.

Describing the 'Cargo' cult of Melanesia during the last 50 or 60 years, Meggit explains how the written word introduced by the missionary was regarded as the means of communication with the deities and the spirits, who give the skills and means to acquire wealth. Wealth was symbolised by the cargo that used to come to the missionaries from their home country. The natives saw missionaries getting the cargo as a result of their orders, invoices etc., in writing. It is thus that the written word acquired an esoteric significance. In northern Ghana, Jack Goody observed among the two tribes of the LoDagaa and the Gonja the tendency to regard the written word as something magical. In some homes, a sacred object is hung consisting of an ablong gourd from which various fragments of paper are suspended on threads. These scripts inscribed with Arabic characters had been acquired from iterant merchants and were associated with the power of God. Written charms and talismans are common among other communities also, such as some in Buddhist Tibet. In Madagascar also, M. Bloch has noticed the relation of literacy with divination and astrology. He refers to the two tribes of Antambahaoka and the Antaimoro among whom it was a practice with the chiefs to employ scribes who functioned as astrologers and helped in magical matters. Kathleen Gough, while describing the impact of literacy among the lower castes of Kerala, refers to the hereditary teachers in the schools for Izhava children. These teachers came from the castes of Kadupattans in Kozhikode and the Kalari Panikkar in Cochin. Both castes provide astrologers, physicians and exorcists and play the roles of pseudo-Brahmins in relation to the lower castes. With their Sanskrit knowledge were mixed the beliefs and practices connected with local, non-Sanskritic supernatural beings. Among them the recitation of Vedas gave place to such activities as the recitation of secret *mantras* possessed of magical powers or the inscribing of *mantras* or *yantras* destined to ward off dangers.

"Vested Interest"

There are numerous examples of this kind of religio-magical and ritualistic use of the literacy in traditional societies. From this tendency has followed that of restricting literacy, thus giving to the small coterie of literates in such society a sense of identity and prestige. One might almost say that a kind of 'vested interest' grows among the literates. Disrespectful as it may sound, the prestige attached to the *Guru* in Indian Society (as to a preceptor in other traditional societies) is not unrelated to this kind of vested interest. Jack Goody quotes Prof. Ghurye about the attitude in the early days of writing in India towards books; 'the knowledge that is acquired from books and not received from a teacher does not shine in a deliberative assembly i.e. is not operative and fruitful.' In North Ghana, a similar tendency was noticed; 'an independent approach to the written word is fraught with mystical dangers.' The *Guru* adds personal charisma to book learning in a combination of oral and literate modes of communication. It is interesting to know that in England at the time of the Reformation when the Bible was made available in the vernacular, the Church authorities got alarmed by the desire of the common people to get to the written word. They seem to have persuaded Henry VIII to prohibit ordinary women, craftsmen, farmers, labourers, servants etc., from reading the Bible in English privately or through others. The Bible could not be read aloud in Churches in England at that time without royal or episcopal permission.

Connected with this attitude is that of using literacy in order to retain the identity of a group of people. According to Ivor Wilks, the Dyula community of Western Sudan, who are a Muslim tribe of merchants that have over the last 500 years migrated into settlements of Western Sudan and have acquired local characteristics from the surrounding rural people, are extremely conscious of renewing and reinvigorating the Muslim characteristics of their culture.

Pre-Conditions

This practice of renewal and reinvigorating is described by an Arabic word 'Tajdid'. Tajdid is a process of education among these communities at Quaranic schools. The necessary pre-conditions of *tajdid* are, first, the presence throughout society of a basic level of literacy and second, the existence within society of an educated elite—the *ulema*—able to maintain links with the wider Muslim community and, through the study and interpretation of basic expositions of the Islamic Sciences, to preserve conformity between local practice and the general precepts of Islam. There has been almost a network of such schools at the settlements of the Dyula tribe, and these are linked with each other through a complicated system of teacher-disciple lists called '*isnads*'. An *isnad* is thus a list of successive teachers of a particular discipline and a person who becomes qualified to be a teacher is called 'karamoko'. The group enterprise of organising schools and building up generations of teachers and other resources is given the name 'lu'. This is something like the *Guru* or *Gharana* tradition of classical Indian music. The Somalis whose educational system has been studied by I. M. Lewis, have *sheikhs* or *wadads* who are regarded as mediators between man and man and between man and God.

The prestige and identity of the literate groups in traditional society was not confined only to priests

and charismatic persons. In several societies, it is the need of trade and administration that promoted literacy. In fact, it is arguable whether literacy came first on account of religious and supernatural forces or under pressure of the practical needs of commerce and trade. The earliest evidence of literacy in India are the seals of Harappans excavations. These have not been deciphered. Some appear to be connected with deities or supernatural beings no doubt. Others might well be the precursors of the seals of the merchant guilds of the much later Mauryan or Gupta periods. In Ghana, it is the trading centres that became the centres of literacy. Merchants in the Sahara region during medieval times used debit notes and books of debts and contracts. Caravans needed inteneraries and some kinds of 'passports'. Writing had a specific function in enabling distant customers or agents to place orders for goods or services. But all this remained confined to small groups scattered through a basically non-literate peasantry. How trade and commercial action stimulated literacy is also illustrated by the examples given by Kathleen Gough. The literacy of the Mapillas (Muslims) of Kerala was in the past geared, among other things, to keeping records and accounts of trade and taxes. The Jews and Christians, like the Mapillas, were predominantly traders and literacy for them was a link with the outside world of commerce. Among the lower castes of Izhavas, there are examples of adults having used literacy to handle documents of land transfers, tenures or mortagages or to keep accounts or to use 'craft books' concerned with such special knowledge as house buildings and skilled metalwork. This kind of mundane use of literacy seems to depend upon the circumstances and background of a particular society. Thus the highlanders of Australian New Guinea when they came into contact with Europeans regarded literacy simply as a means of securing employment so that, by displaying due diligence, a young man could become relatively rich and powerful. M. Meggitt who has examined a number of letters of these neo-literate highlanders found them to be prosaic and effective communications of information, giving facts, and asking questions.

Traditional Societies

The expansion of colonialism in the 19th century created in some of the traditional societies, a new demand—that of the colonial administrator for subordinates. This happened in North Ghana (as noted by Jack Goody in his essay) and is a well-known aspect of modern Indian history. But even in the feudal times, in Kerala, for example (as noted by Kathleen Gough) the literacy of Nayar commoners, as distinct from that of Brahmins, pertained chiefly to royal government, politically administered trade, and the feudal administration of fiefs and villages. There were literate functionaries in the Record Office of the Raja of Calicut, as also in villages. The classic example of limited use of literacy for administrative purpose is that of the ancient Chinese bureaucracy.

The priest (or his equivalent), the merchant and the administrator—have, in varying forms and contexts been the principal users of literacy in traditional societies. For priests and practitioners of magico-religious activity, literacy has a conservative function. To some extent, this would apply to those administrators who have been concerned with record-keeping. Otherwise, the administrative use of literacy has been for factual communication and directives. Merchants also used literacy for prosaic and factual communication and information to other merchants. From these studies, the editor, Jack Goody, draws the conclusion that in traditional societies the conservative, monopolistic and selective uses of literacy have led to its being limited in impact and non-analytical and non-logical in content. What is it that led to a break through, as it were, in certain societies and not only spread literacy to larger members but also promoted logical and analytical expression in writing? Jack Goody's answer is that it is the alphabetic reading and writing as adopted by ancient Greece that set the pattern for transformation; "the overwhelming debt of the whole of contemporary civilization to classical Greece must be regarded as in some measure the result, not so much of Greek genius, as of the intrinsic differences between non-literate (or protoliterate) and literate societies—the latter being mainly represented by those societies using the Greek alphabet and its derivates.' He has argued that the ease of alphabetic reading writing facilitated its spread to a large number of citizens in ancient Greece (and thus promoted democracy) while the complex pictographic script of China and formidable number of its characters, inhibited its spread. This was true also of ancient Egypt and Mesopotamia. "Whether by necessity or tradition or both, pre-alphabetic writing was still mainly restricted to elite groups." He further maintains that alphabetic literacy, as distinct from protoliteracy (of the pictographic or logogrammic kind) facilitated 'greater individualization of perusal experience.' It enables the individual to objectify his own experience. It promotes a tendency to analytical thinking, to separating the various cultural elements which in a non-literate society are compact. In other words, it creates widespread awareness of history as against myth.

Kathleen Gough in her essay an implications of literacy in traditional China and India has challenged some of the conclusions of Jack Goody. She points out that with a majority of women in classical Greece illiterate, it is possible that Gupta India of the fourth and fifth centuries A.D., or even the central region of the Maurya empire (fourth and third centuries B.C.) had almost as high a percentage of literate people, at least in the areas round their capitals. While quantitative estimates are hazardous, it is possible that up to half of the men, and perhaps one-fifth or one-sixth of the women, were literate in the periods of the greatest prosperity and brilliance of both the north and south Indian irrigation-based

empires. A similar level of literacy may have characterized the periods of high culture in China. Moreover, the pictographic script though reformed no doubt, has not stood in the way of mass-literacy in Communist China. The Indian script, in any case, is alphabetic though semi-syllabic. In examining such aspects of culture as the distinction between myth and history the cyclical conception of time, objective descriptions of space etc. Gough convincingly identifies some of those aspects of Indian culture, thought and attitudes that are as scientific and modern as those of ancient Greece. This will repay reading to many educated Indians who often lament, thoughtless or out of ignorance, the so-called backward and unscientific features of Indian traditional society.

Some other points made out by Kathleen Gough are significant, that widespread literacy may be necessary for large scale representative democracy to function easily, but it certainly does not necessarily produce democracy, that extreme individualization or a marked need for privacy are produced not so much by widespread literacy as by capitalism, or bureaucratization and personal helplessness experienced in modern industrial society, that literacy appears to be an *enabling* factor, permitting the critical accumulation, storage and retrieval of knowledge, facilitating large scale organisation etc., and that the partial supersession of writing by new communications media will no doubt throw into relief more and more of the specific implications of literacy.

Literacy Expansion

I have dwelt at some length upon this controversy because it is relevant to the task of those who are involved in literacy expansion programmes in developing countries today. A vague expectation that literacy would act as a magic wand for modernizing society and bringing about liberal and scientific attitudes has often motivated promoters of adult-literacy programmes during the last four decades. In particular, adult literacy, fundamental education and social education programmes launched with the best of intentions and much fanfare led to much disillusionment. But there have been two recent developments of which we have considerable evidence in India and which have demonstrated that in traditional societies on the threshold of a developing economy and cultural transition, literacy plays the role not of magic wand but a timely and functional tool for the hands that need it. Soon after political freedom brought within easy reach of the natives, a large number of jobs in the administration, the armed forces, modern business and industry and stimulated unprecedented industrial development creating new and expanding opportunities for employment for literate and trained hands, there was a remarkable increase in the number of schools and colleges.

Secondly, and more recently, during the last three or four years, a new opening has become available to the missionary of literacy; the breakthrough in crops production in South Asian countries as a result of the success of new seed-varieties, has created a new situation in which complex and sophisticated agricultural technology has become meaningful, worthwhile and attractive to growingly large numbers of farmers. If equal opportunities are to be provided to the smallest of farmers to have access to the new technology that would increase his yields and income, then he must have the tool of literacy. For whatever information the mass media like the radio and TV can convey, it cannot be the substitute for the personal store of knowledge and reference material which a farmer can have only through literacy, his reading material, his own farm-plan, his own account book.

In this context, it is reasonable to conclude that literacy in traditional societies remains limited to a few groups or individuals so long as it is not a useful tools for the masses. Like the Industrial Revolution in Europe, the expected Green Revolution in Asia will extend the use of literacy to the millions seeking access to new technology. From the economic uses of literacy, a developing society moves on to the use of literacy in peoples' participation in administration and the democratic process. Representational democracy, by itself, does not necessarily create the urge for mass-literacy. In ancient Greece, direct democracy did create such a necessity for all citizens (excluding, of course, slaves) participated in most decision-making. What then of communist China? Perhaps the Red Book of Mao has the same religio-magical role in present day China as the *mantras* and sacred books in ancient traditional societies, but with one difference, namely, that the magic book is not the agency for establishing communication between man and God, but is itself the magical message from the 'Embodiment of the Revolutionary will of the people'. Mass literacy has thus become an article of faith.

Jack Goody and most of the contributors (except Kathleen Gough) have not been concerned with these implications and potentiality of literacy in transitional but traditional society. As studies based upon sociological or socio-historical data, they seek to explain behaviour concerning the period of the compilation of the data. They do not examine the interaction of economic forces during the process of development. But the merit of the book lies in stimulating thinking on this aspect, as also in providing ammunition for more debates on several other aspects. Scattered over these essays are bits of information and suggestive observations that enrich the reader as also provoke him. I do hope that its scholastic tone would not restrict its readership and that, in particular, those concerned with mass-literacy campaigns would turn to it for an understanding of the deeper forces beneath campaigns and programmes for literacy.

State Governments Urged to Give Support to Universities for Continuing Education Work

(The four-day Regional Conference of Universities on Continuing Education convened by the University of Udaipur in collaboration with Seva Mandir concluded at Udaipur on March 10, 1971 after adopting a Statement. The full text of the statement is reproduced below.)

THE objectives of Continuing Education do not call for a fresh formulation. In designing programmes, however, Universities should satisfy themselves that the University community has a clear appreciation of these objectives. Our reputedly inadequate success with the teaching of the young may discourage any effort to teach the not so young. In reality, the effort to raise academic standards has little chance of success until it is realised that learning is a life-long process, and that it involves the whole community. Even more important than repairing and up-dating the skills already imparted through formal instruction, helping the alumni to develop new interests and skills, and meeting the educational challenges that come to people in their maturer years, all of them legitimate programmes of continuing education, is the University's obligation to be continuously concerned about the total well-being of the community. And the highest service that the University can render to the community is to equip it with the intellectual and cultural capacity to triumph over vicissitudes and to meet the challenges of modern life with confidence.

In starting a programme of continuing education, the University should begin by ascertaining the needs of the community and it should be a continuous process, and not an exercise undertaken once and for all at the beginning. Care should also be taken to distinguish between what the community asks for or expects, and what it actually needs. It would call for some skill in the University faculty to ensure that eventually what the community needs becomes also what it asks for. The University is not a grocer ready to supply whatever the customer asks for, but a powerhouse from which the community should draw the energy that would enable people to live richer and more meaningful lives than at present.

Every University should have a Department of Continuing Education. Though the label may be changed to suit the organizational set-up of particular Universities, the urgent thing is to make a beginning with some programmes that would be of immediate service to the community. If in planning programmes of continuing education, the University waits until all the answers are in, it would never make a beginning.

In starting a Department, it may be desirable to have two committees or boards, one an advisory body consisting of members of the faculty and some persons from outside the University community, and the other a smaller body that would function as a working committee that would attend to the execution of programmes. The head of the Department should be carefully chosen, and should be given the same status as that of any other head of a department in the University. Besides a good academic record, the person chosen should have the capacity to evoke the enthusiasm of and ensure participation by the entire academic community, in the new programmes that the Department would take up. Whether the person chosen should be of the status of a professor or reader should depend on his academic standing, and the dimensions of the programme that the University undertakes. In any case, it is important that the Vice-Chancellor should himself, in the initial stages, be the chairman of the committees that have been referred to earlier, and that the head of the Department should have direct access to him.

While the secretarial assistance that the Department needs, would be somewhat greater than in most other departments of the University, the teaching personnel would largely be drawn from the other teaching departments of the University. It would be necessary to utilize the services of some persons outside the University for some courses. There could however be activities that would justify the appointment of some fulltime staff, particularly in areas where the existing faculty of the University does not have the specialists needed.

It is important to recognize that a great deal of education takes place outside of schools, colleges and Universities. Universities, placed as they are at the apex of the educational structure, should be concerned with and interested in all education that takes place. Hence the Universities should study the uses of which mass media are being put, and help in ensuring that they are put to wise uses. Similarly the Universities should collaborate with, and assist, voluntary organizations and agencies engaged in the work of educational value outside the formal system.

To ensure the participation of the entire faculty in this new enterprise, it would perhaps be advisable to arrange a two or three-day conference of the faculty, in which the programmes and problems relating to continuing education could be discussed. It could even be hoped that this department would

initiate inter-departmental programmes such as have not been attempted earlier, and even contribute to the growth of a true sense of collegiality or of academic community, in the campuses where the departments now tend to live in isolation from one another.

In the affiliating Universities, every college should be encouraged to take up programmes of continuing education, to serve its alumni and the community amidst which it functions. The work of the colleges could be coordinated by the University department of Continuing Education, which could also serve as a clearing house for ideas.

The University Grants Commission has agreed to give assistance to the Universities for undertaking programmes of continuing education. In view of the new and hitherto untried method involved in this venture, the U.G.C. should be persuaded to support it for a much longer period than a plan period, thus giving time to give shape to the methods of carrying out the objectives, and to induce the State Governments to accept their responsibility for it. It is assumed that in view of this there need be no apprehension that the assistance now offered will not be continued beyond—the present plan period. Meanwhile, it could be hoped that the State Governments would also come to realise the importance of this programme, and give it a place in their budgetary allocations.

The Indian University Association for Continuing Education (of which it is hoped every University and college would become a member) should be able to assist the Universities in pressing the claims of this programme on the University Grants Commission and the State Governments. The future of the enterprise will however depend on the quality of the programmes taken up, and the quality of the performance.

There is reason to hope that in undertaking imaginative and ambitious programmes of continuing education, the Universities should not only be discharging a long-neglected responsibility to people outside the campuses, but would also incidentally help to raise the standards of the existing programmes for their younger, full-time clientele. In other words, the beneficiaries of continuing education will be more than adult groups for which it is primarily designed.

RESOLUTIONS

The conference also adopted a number of resolutions. Some of the resolutions are given here:

1. This conference of some neighbouring Universities, strongly urges the Vice-Chancellors of the Universities in the country to invite the faculties of their own Universities to consider the concept of University Adult Education in all its implications, including the practical steps to be taken for establishing, promoting, strengthening and developing a proper department of Continuing Education for their Universities.

These discussions within the University will have the effect of involving the talent, moral support and participation of the members of the faculty in the activities of the department.

Such commitment on the part of the faculty members would be a source of strength and eventual stability of the department.

2. On the basis of the experience gained from the meetings and the course of discussions at this conference, the participating Vice-Chancellors and other representatives of the Universities are of the opinion that similar conferences on a Regional basis of ten to fifteen neighbouring Universities should be held for discussing the concept, the programmes and the practical organizational problems of University Continuing Education.

Such conferences would yield rich results and would afford guidance to the Vice-Chancellors and the faculties of the Universities in establishing departments or Institutes of Adult Education in the Universities of the country and in building them up on sound lines.

3. The conference urges all State Governments in the country to give moral and material support to the Universities functioning in their States for establishing and promoting departments of extramural studies, both in campus and off campus

The State Governments, it is hoped, are aware that in the field of Adult Education the contribution made so far by the Universities in the country has been inadequate. It is, therefore, strongly recommended that both the State Governments and the State Universities make up for lost time, and come forward and provide opportunities to adult men and women who are no longer able to acquire knowledge on their own, of receiving education in as wide an area of learning as possible in civic matters, of vocational type, for economic development, liberal education and all other fields of arts, science, technology and cultural studies. In the matter of sharing the benefit of new discoveries and growing knowledge the role of the University is unique and important. It should be considered an important function of the Universities to take such useful knowledge to the community.

The Government of each State should require the Universities functioning in their area to discharge this function on an increasing scale, and to give suitable financial support to the University for this service to the people.

Coordinated Approach for Population Education and Adult Literacy Stressed

THE Eastern Regional Conference on Population Policy and Programmes organised by the Council for Social Development and the Population Council of India was held in Lucknow from May 3 to 6, 1971.

The conference discussed the problem of population education for non-school youth and adults in one of the five commissions set up for the discussion of Population Policy and Programmes in Eastern Region.

The Commission noted that the alarming growth of population in India had posed a challenge to the economic growth of the country. The urgency of controlling the population envisages the necessity of population education. The programme must cover the out-of-school youth, the eligible couples in the reproductive age groups and adult parents.

The Commission felt that an effective communication between the vast majority of the people and the workers and planners would, however, not be possible unless illiteracy among the masses was wiped out. Steps should therefore, be taken to develop a coordinated approach for population education with adult literacy and adult education programmes to cover the maximum possible number of eligible couples who were already attending adult literacy classes. This integration would mean programme of functional literacy for adults, specially for women and would serve a double purpose, the one of giving the adult the skills of reading and writing and the other of simultaneously creating in him/her the awareness about small family norm, for family life, welfare, child care, home nursing, nutrition and happy family relations. This would help communication and understanding of the programme of family planning and help to control population growth.

The Conference urged upon the Population Council of India to set up a Department of Population Education within it, with the following objectives:—

1. Intensify and support the already existing organisations working in the country and take steps to enlist their cooperation in the programme of population education simultaneously with other programme of family life education, maternity, child care, nutrition and home management.

2. To undertake a survey of the already available teaching and reading material, assess its utility and determine the need of developing it further.

3. Develop suitable syllabi for the programme both for the learners and the teachers and prepare and produce suitable teaching and reading material of all sorts in regional languages for the implementation of the programme of functional literacy for illiterate and follow-up for the neo-literate.

4. Plan and produce the necessary visual and audio-visual aid for helping the implementation of the population education programme by making it understandable, interesting and inspiring.

5. Plan the organisation of orientation, training and refresher courses for the field workers including the advisory cadre.

6. Take up research and evaluation studies that would help the effective organisation and implementation of the programme of population education and

7. Organise extension lectures, short term courses, correspondence courses, discussion groups and study circles and such other programmes in collaboration with the existing organisations for accelerating the propagation of population education.

'Half' of Asia illiterate

More than half of the adult peoples of 18 Asian developing nations are still illiterate, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) estimates in its latest survey.

Although, the proportion of illiteracy in the region is on the decrease, the absolute number of the illiterate is growing and continues to grow because of the population explosion.

UNESCO figures that in 1970 about 355 million persons of over 15 years of age in the area were illiterate, compared with 322 million in 1960 and 307 million in 1950.

The illiteracy rate was reduced by almost 20 per cent during the 20-year period. It dropped from 76 per cent in 1950 to 61 per cent in 1960 and 58 per cent in 1970 owing to a rapid expansion of educational systems in the Asian countries.

The nations covered by the report included India, Afghanistan, Ceylon, China, Indonesia, Iran, Malaysia, Singapore and Pakistan.

Reports From The Field

Seva Mandir, Udaipur

SEVA MANDIR was founded by Dr. Mohan Sinha Mehta in 1966. Its objectives are to improve the economic and cultural conditions of rural and urban people and to undertake relief and rehabilitation measures where necessary. It provides an opportunity and atmosphere for understanding human values and a dispassionate study of the trends, needs and problems of the country. The whole approach is action oriented.

The following are the activities of Seva Mandir:

(1) *Board of Directors* (Sanchalak Mandal)

Initiates, evaluates and coordinates the work of the different Departments of Seva Mandir. (Meeting every fortnight)

(2) *Discussion Group* (Swadhyaya Mandal)

Discusses all kinds of problems and issues—social, philosophical, economic, political, international—with complete freedom. Eminent persons in different fields are invited to initiate such discussions. (Meetings generally twice a month).

(3) *Vidyarthi Sangam*

Provides a forum to students of University institutions to discuss their problems and chalk out programmes of their own interest and welfare.

(4) *Youth Groups* (Yuvak Dal)

Organises programmes suitable for its members. They undertake social work according to their taste and convenience.

(5) *Women's Institute* (*Mahila Sabha*)

Holds meetings of middle class women for their intellectual improvements; opportunities are afforded to the members for cultivating hobbies.

Centre of "Continuing" Education

It is hoped that Seva Mandir would function as a cell for Continuing Education (under the auspices of the University of Udaipur). Adult Education courses are organised at different levels.

(6) *Publication*

Popular tracts are published on a variety of subjects. Reading material for the neo-literates will be prepared in local dialect. Shortly a bulletin of Seva Mandir will be brought out.

(7) *Literacy Drive*

Massive effort has been undertaken to remove illiteracy among adult men and women in the adjoining Panchayat Samiti Block of Badgano (Population about 63,500 number of villages nearly 115, area 250 sq. miles)

Nearly 70 literacy centres are in action. Some urban literacy centres have also been started.

(8) *Comprehensive Development*

A village (Kaveeta) has been selected for sustained and concentrated work for all round development. Another village (Sobhagpura) will shortly be taken up for similar action.

(9) *Active Membership*

Seva Mandir has a scheme of "Active" Members who engage themselves in social service and agree to join in relief work when required. (Members-60)

(10) *Book Clubs*

Groups of people (in a locality) combine to form such clubs. They read books and then meet to discuss their contents.

(11) *Retired Persons*

Seva Mandir is planning to organise some suitable activities for people who have retired from active service and cannot usefully utilise their life and leisure.

(12) *Shanti Sena*

There is a group under training to bring about peace and harmony when violence breaks out and also build up an atmosphere of confidence, understanding and non-violence in communal relations, as a preventive measure.

(13) *Drama and Creative Arts*

Seva Mandir has an amateur Dramatic Society for developing interest in drama and music. The aim is to use it for social reform and development.

(14) *Coordination of Social Work*

Seva Mandir organises, from time to time, meetings, seminars and conferences of social workers in order to promote social work programmes and to coordinate and strengthen such efforts.

Bombay City Social Education Committee

Report for 1969-70

THE Bombay City Social Education Committee was appointed in 1939 by the Government of Bombay. It was assigned the work of organising and conducting a literacy campaign in the city of Bombay. The Committee has accepted functional literacy as the objective of an adult literacy programme. Besides literacy classes it has been organising an increasing number of socio-cultural activities with the object of training the adults to become well-informed, efficient and responsible citizens.

The Committee organised the following activities during 1969-70:—

Literacy Classes. In all 658 literacy classes were conducted in two full sessions and two partial sessions during the year. The literacy classes are conducted in 4 months courses, at the end of which an examination is held and literacy certificates awarded to the successful candidates. About 15,000 persons attended the classes and about 11,000 appeared for the examination and 9300 passed.

The committee has so far made over 5.7 lakhs adults literate in these classes.

Post Literacy Classes. Post-literacy classes are conducted with a view to enabling the neo-literates to retain the newly gained literacy and also to encourage them to take up further education through continued post-literacy classes. 349 post-literacy classes were conducted during the year in which 5145 adults appeared for the examination and 4884 passed.

Continued Post Literacy Classes. The Committee encourages voluntary pursuits of the neo-literate adults themselves for organising the continued post-literacy classes. The adults attending such classes pay fees. The committee only supervises and conducts examination. During the year under report 89 post literacy classes were organised in which 992 persons passed the examination.

In addition to conducting classes itself the Committee also assists other agencies conducting classes for adults.

Crash Programme. Under the crash programme the Committee with the help of four thousand volunteers made over seven thousand adults literate during the year 1969-70. The main feature of the crash programme is based on the "Each One Teach One" campaign.

Special Work for Women

During the year 315 literacy classes and 183 post literacy classes for women were organised. 6300 women were enrolled in these classes, of whom 4576 appeared for the examination and 4255 passed.

24 sewing and cutting classes were also conducted for women. 510 women were enrolled of whom 338 appeared for the examination and 328 passed.

Matru Vikas Kendra. Eleven Matru Vikas Kendras for training of women to be efficient housewives, good mothers and enlightened citizens continued to work during the year.

Other Activities. The supplementary educational, social and cultural activities undertaken by the Committee are in the form of library services, publication of follow-up books and a monthly magazine, 'Saksharata Deep', educational film shows, filmstrip shows, community radio centres, excursions, cultural programmes, cleanliness campaigns, talks on social education subjects and exhibition of teaching materials etc.

During the year 300 library boxes containing over 13000 books on different subjects were provided in the post literacy classes in different areas. The Committee is also running 6 area library centres. The Committee has published 89 follow-up books.

In the year 1969-70, 59 educational film shows and 363 filmstrip shows were arranged.

The Committee organises monthly cultural programmes in various localities in the city. These cultural programmes consists of items like dramatics, dialogues, film songs, folk dances, bhajans, ki tans etc. During the year, 127 cultural programmes were organised.

Shramik Vidyapeeth

The Shramik Vidyapeeth (Poly-valent Centre) established in collaboration with the National Council of Educational Research and Training, New Delhi in 1967 continued its integrated programme and continuing system of basic developmental education for workers. Unesco is helping the project.

During the year, eleven technical and two non-technical courses were organised. Over 250 workers received the training.

Time Factor in the Attainment of Literacy Skills

(*Continued from page 4*)

The illiterates, on an average scored 7.1 marks and the partially literates 7.7 marks. The partially illiterates, however, read better with an average reading speed of a little more than 53 words per minute, whereas the average reading speed of the illiterates was 48.5 words per minute. It is possible that the partially literates did not do much better in comprehension as they had learnt to read machanically or because they attended the classes 12 hours less than the illiterates.

There was almost no correlation between the amount of comprehension and reading speed. The product moment correlation cofficient was .03.

Discussion

The experiment shows that a group of homogeneous male farmers could understand only a little more than half of a technical piece of writing about their occupation after 160 hours of instructions. During this period they had studied one primer and about five text books with the help of instructors who had more education and teaching experience than normally employed in literacy campaigns. It would be very helpful to know the literacy abilities of adults who are regarded as literate after reading a primer or two in literacy campaigns or programmes of much shorter duration.

The Programme of Continuing Education at the American University in Cairo

(*Continued from page 8*)

D.P.S. is almost financially self-sufficient, its ability to absorb the increased enrollment of the past five years has depended upon the availability of University facilities, which are now being used to full capacity. One path open to the Division is to rent off-campus classroom facilities. But it is clear that the demand for D.P.S. services is such that rendered facilities could easily become exhausted as well.

For the time being, it is likely that Division will continue to give more attention to increasing the quality rather than the quantity of the services it provides. Continuous evaluation and improvement have become major guidelines for the future of the Programme.

This applies particularly to the English Language and Secretarial Studies courses. The University is seeking outside professional assistance in both areas. Existing syllabi curricula, text-books, materials, audio-visual aids, and placement and promotion exams are being reviewed in order to improve the quality of courses. New courses are being considered to meet the changing needs of adults. A careful study is being undertaken on the availability and selection of teaching staff, and specific criteria for recruiting teachers have been raised. More effective methods of controlling applications are being devised to moderate the pressure of demand for D.P.S. courses. A modest amount of research is being carried out with limited funds, although much more financing is required.

As it attempts to improve the quality of the programme in light of the educational demands of individuals and local organizations, financing is likely to become a more important problem than it has been in the past, and limitation of services may become a necessity. The Division does not aspire to become simply another University, but it is expected that relatively short term effort to raise quality in the Division will provide the foundation for future programmes that are more effective in achieving their teaching goals, and that will be just as inexpensive as the current programme in the long run.

Even with the limited facilities at its disposal, the Division of Public Service has achieved a reputation in the Cairo community for offering quality services; it has done so on a financially self-sustaining basis, and it has gained a reputation as a major force in the promotion and development of adult education in the United Arab Republic. Though this may be an outstanding record in itself, it is woefully inadequate when viewed against the need for such educational services in Egypt.

Assam Literacy Rates

There has been a gain of 4.62 per cent in the literacy rate of Assam over the 10 years from 1961 although its growth of literacy is still the lowest in the country, according to the latest figures released by the Census Commissioner.

Dut to a computational error, the provisional figures released by the Registrar General and Census Commissioner of India revealed that literacy rate in Assam had registered a fall by 1.54 per cent.

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

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मिलने का पता :— **भारतीय प्रौढ़ शिक्षा संघ,**

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INDIAN JOURNAL OF ADULT EDUCATION

Vol. XXXII July, 1971 No. 7

Kerala Social Education Association Formed

The Kerala Social Education Association has been established recently in Trivandrum. Sri D. Ramachandran Potti is the President and Sri G. Vasudevan Pillai is the General Secretary.

The other office-bearers of the Association are:

Treasurer: Sri V. Gopalan Nair

Members: (1) Sri S. Raghavan
(2) Dr. P.V. Valayudhan Pillai
(3) Sri E. Hameed
(4) Sri B. Rajappan Nair
(5) Sri S. Ramachandran
(6) Sri K.G. Prabhakaran
(7) Sri K.N. Kaimal
(8) Sri C.G. Prabha

Address; Punnen Road, Trivandrum-1.

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Adult Literacy Work in Andhra

The Samavesam of Telugu Baptist Churches under the Adult Literacy Quinquennium programme has started 97 Adult Literacy Centres in Andhra Pradesh. 97 voluntary teachers are teaching over 2,800 adults in these centres.

Madiah Gowda Passes Away

We profoundly regret to record the death of Shri T. Madiah Gowda, a veteran adult educator on June 23 at Ramanagaram in Mysore. He was 75.

Shri Gowda was Vice-President of the Indian Adult Education Association for a number of years. He presided over the All India Adult Education Conference in Delhi in 1955.

Shri Gowda was educated at Bangalore and Poona. After completing his formal education he set up legal practice at his home town of Ramanagram. He was a member of the Mysore Legislative Assembly and of the Parliament for a number of years.

He was connected with a number of institutions and public bodies concerned with rural development and education. He was President of the Mysore State Adult Education Council for many years.

The Association deeply mourns his loss and conveys its heartfelt sympathies to the bereaved family.

ADULT LITERACY: An Hypothesis for a New Approach*

By C. Bonanni

Unesco Expert on Materials for Functional Literacy, New Delhi

"Literacy is not the end of education, nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is not education." —**Gandhi**

IN many years of field work, carried out in eight different countries of three continents, I have realized that the benefits and the prestige of being literate are well known to numerous unlearned persons; also, paradoxically, to certain members of remote ethnic microcosmos, bearers of exclusively oral cultures. All of them are aware that in the world of to-day literacy is rewarding.

However, inspite of their motivation, many a one drop out, in the beginning or in the middle of the literacy journey; and the majority of the survivors soon lapse back into illiteracy.

Why? No reading texts are available to them; writing needs are virtually non-existent in their milieu; literacy stimuli are not commensurate with literacy efforts; etc. These are some of our answers, but I do not believe that they give a right interpretation of the phenomenon.

The real cause of it seems to be another one. Inspite of the assertion made by some simplist pedagogists that, at last, any written text is structured by 5 or 6 basic vowels and by 10 or 11 unitary consonants, real literacy can be achieved only through a very laborious psychosomatic travail.

Adults, without any institutionalized learning experience, gathered at the end of a long hard day, in a dark room, or in a poor yard, though motivated, cannot afford the fatigue of a literacy class, unless their participation is supported by intensive curricula, stimulating methods, maieutic techniques and autodidactic materials; all tailor-made for adults.

On the contrary, the literacy teaching tools adopted by us, during the past, have been generic, static, sterile and paternal; and, almost everywhere, they have been reproduced from those adopted in the primary schools.

It should be clear that adults, who have already taken over their own language function, their own cognitive powers, their own memory records, their own capacity to abstract, if called to repeat incessantly childish rigmaroles have no choice, but give up.

II

For us: *adult literacy* does not mean skillfulness in scholastic reading and writing, *but ability to learn through written communications.* We do believe, indeed, that the mastery of this ability is the first requirement for a development of human conditions. Thanks to it, men will be able either to receive from others: concepts, information, solicitations, or to transfer to others: thoughts, feelings and experiences.

These communications between individuals, although could be orally transmitted or aurally perceived, acquire more weight and impact because of their graphic mode of presentation.

Unfortunately, no ways have been found, till now, for a direct transfer of thoughts and feeling into written lines. Therefore, this transfer can only be achieved by the mediation of the spoken language. It is, in fact, by incoding the spoken echoes of our ideas and emotions into signs, or by decoding them from signs, that we materialise the written communication system.

In consequence, if literacy has to be intended as an ability to learn by intercourse of written texts, these texts, first of all, have to *communicate.* It means that the sentences, the phrases, the arithmetical expressions of our literacy books must be, at same time: *content and form, message and medium:* and that their logical, spoken and written values have to be interwoven in an unique thread.

When, for the sake of wrong pedagogical tenets, we introduce to illiterates written structures deprived of a logically consequent content, or tutile contents alien to a written form, we do not teach literacy, as it has been defined earlier, but empty automatisms, which are contraproductive.

From the above mentioned arguments, we can deduce the following three didactic inferences:—

(a) all the sentences, phrases or arithmetical expressions of our literacy texts have to communicate thoughtful messages, pregnant with graphicity;

*This article has been prepared by the author in his own capacity, and does not necessarily reflect the views held by Unesco.

(b) these messages have to be expected by the learners; in other words, they must answer to some of their more urgent and cognitive needs, and fit for immediate practical adoption;

(c) being any written message, as told before, either echo or solicitor of thoughts and words, it needs to be *logically and orally* thoroughly experienced by the learners, before than it is *graphically* presented to them.

Such an approach should lead the adults, we opine, towards a natural and quick comprehension of "complete" written structures, without needing long months of kindergarten memo-mnemonic exercises.

We do not hesitate to translate this opinion into a methodological hypothesis, inspired by Merlau Ponty's existential philosophy of the language, sounding as follows: "Any written language structure, though not well recognized in all its analytic articulations, can be equally understood, as a whole, if the message conveyed by it is functional, and it is already experienced by the addressee. Thereafter a written language structure ought to be mastered by the adult learner if it applies to him, and totally missed if artificial for him."

Here, I am sure, certain empirico-pedagogists would probably react. They will say that an illiterate, to learn literacy, needs muscular skills, sensomotoric coordination, audiolingual and manual-visual associations, emphasizing the point that such skills, to be acquired, do not demand any miraculous illuminations from written sources, but only sensorial aptitudes. awakened by mechanical repetitions.

In a certain sense they are right, but we also are not wrong. As well as thoughts interplay with sounds and signs in a written line, logical and mechanical processes have as well to interplay in the literacy teaching. We ought to give the adults both: the key for a logical understanding of a written line and the expertise for a mechanical analysis.

In the following paragraphs we shall see how such a comprehensive target could be achieved by adopting an innovative didactic approach, more sensible to the attributes of the adult mind than to the liturgies of the traditional pedagogy.

III

In the very beginning we should introduce to the adults the first instructional unit of our literacy curriculum, which is likely to deal either with vocational, or with extensional social, economic themes according to the priorities, felt and needed by the learners. We should sensitize them on the intellectual and technical elements of the first theme by explanations, demonstrations, audio-visual support, and group-discussions. From these didactic practices: a logical intellection of the theme, together with a mastery of its spoken manifestations, should be achieved.

Once the concepts or the information, conveyed by the theme under consideration, had been sufficiently evolved: logically and orally, then their written counterparts might be presented to the adults. As written counterpart of a concept or information: we intend the sentences, the phrases, the arithmetical expressions, bearing them.

These verbal and numerical expressions, being bearing-meaning structures, have to be transferred, from the very beginning, to the adults, in their full integrity. Their lexical, grammatical syntactic patterns cannot be deformed for didactic reasons. under pain of loosing their value. The attention of the learners should be called upon the expressions in their globality and not upon individual words or numbers. These latter, in effect, when elicited from the structures in which they are chained, and examined in isolation, acquire a generic significance, which is no longer that specific one needed for transfering the given concepts and information.

A written structure ought to be quickly comprehended by the learners, who, with the help of drawing and photographs, should associate it to the concepts or to the information already experienced: logically and orally.

The same approach, as adopted in imparting the contentual theme of the first instructional unit and in transferring the first verbal and numerical written structures, should be followed, with fidelity, in developing the consecutive units of the literacy curriculum.

IV

How and when to approach the analysis of the written structures?

This could begin from the second or the third week, by way of an autodidactic process which should be parallel to the didactic one. It should be developed during the second half of each daily literacy session.

The clear recognition of the basic articulations of a written structure, their association with the respective sounds, their fixation, their manipulation for new expressions, should be attempted by a series of progressive deductions, brought down with the help of mentorial materials, *ad hoc conceived.*

But before we sketch the main characteristics of this material, we have to spend some words on a propaedeutic point. A structure submitted to a

process of analysis is broken down into progressively less large elements. Now: which will be the minimal element of a written structure i.e. the "brick" for new language constructions? It could be either the letter, or the syllable, the monema, et alios. For us it has to be: the *sound-spelling unit.*

What is a sound-spelling unit? According to R.L. Venezki: "The units which must be manipulated to relate sound to spelling are not just the letters, not just the syllables, which are not always based upon sounds, but various combinations which function as single units, all of these together are called: sound-spelling units." The minimal sound-spelling units of a given language ought to be identified in advance through investigations conducted by applied linguists. The "esse" of these units will vary according to the phonological and orthographic charateristics of each given language. In a language with a phonetic orthography they will correspond to the alphabetic letters; this correspondence, on the contrary, will not be found in languages having an etymological orthography as English or French. Meanwhile in languages with a lexic having a strong syllabic structure, as Italian or Spanish, the sound-spelling unit has to be: *the syllable.**

V

The set of materials, which will be distributed to the learners, will be composed of the following items:

(a) "Sound-symbol cards," offering both auditory and visual mode of presentation, on which *sound-spelling units* are clearly written and recorded. They are constituted by small records, in plastics, having written on them the orthographic symbol of a spelling unit and recorded in their row, the respective sound. That sound will be listened with the help of a small record-player, like those inserted in the body of the "made-in-Japan" talking dools, which is mechanically operated by pulling the ring, and whose cost should not exceed: 5 or 6 dollars each. These cards are meant for recognition of the sound-symbol values of all the basic articulations of a given language.

(b) "Experience cards," with sentences, bearing the concepts or the information conveyed by the literacy curriculum; these sentences will have the words printed in negative characters on a black background, and each word will have its sound-spelling units slightly separated. Together with them: "Evidence cards", with short written records of events experienced by the adults. These cards are meant for the acquisition of mechanical and comprehensive reading abilities.

(c) "Follow the dots and transparent guide-ways", "Grooving charts", "Wipe off marks pads", together with "Semi-programmed worksheets" and "Question-answer forms" These materials are meant for the acquisition of mechanical and expressive writing.

(d) "Small pocket Dictionary" with basic words, elicited from the literacy curriculum and from their daily spoken tongue, printed in clear faces, and put in alphabetic lists. This is meant for permitting them to match their orthography and acquire the habit of using dictionaries.

(e) "Handout sheets" "Workbooks;" and a simple "*Slide-rule*", *ad-hoc made*, which has to perform, in behalf of the adults, basic arithmetical and geometrical operations. These are meant for implementing mathematical skills.

(f) "Drawing worksheets", with models, having grooves less deep in each consecutive frame. This will be for the implementation of drawing skills.

VI

It must be said that the materials, although potentially autodidactic, cannot be exploited in an optimum way, if the adult learners are not psychologically and logically prepared to their adoption. We could begin this preparation by sharing with them the following premises:

(a) Reading means to receive a message; writing to transmit a message. Both ensure a system of communication between individuals. There are other systems of communication, such as: the spoken, the musical, the pictorial, the cinematic, the telegraphic, etc. Each one fulfils given functions. The spoken one, which is possessed by them, is particularly suitable for sending or receiving close messages. It can be magnified by the radio, but, in this case, it works only one way. The written system can be of great worth and help in several daily undertakings. In fact it can permit them the reception or the transmission, accordingly, of: (i) plans of work, checklists, extensional advice, advertisements, instructions, contracts, credit and subsidy forms, etc.; (ii) familiar or official missives; (iii) reflections on things, facts and thoughts; (iv) records on experiences or memories, which will survive for ever; (v) news about their community, their country, their world, via newspapers and magazines; (vi) stories and fictions. via books.

(*Continued on page 19*)

*See also my article: "Writing versus Reading"—Literacy Discussion—Teheran—(Vol. II/2) Spring '71.

THE ADULT LITERACY TEACHER: A Model for the Analysis of Training

By J.A. Niemi and C.V. Davison

"ADULT basic education," or the acquiring by adults of competence in the minimal skills of reading, writing and computation, has become increasingly important in recent years. The governments of both the United States and Canada have enacted legislation involving vast sums of money to set up special programmes for under-educated adults, a high proportion of whom are functional illiterates. Lacking the simplest skills, these people are shut out of vocational education, family life education, consumer education, etc. They need special programmes, and they need teachers with special qualifications and attributes. In an attempt to help with the problem of selecting and training adult basic education teachers, the authors have prepared a model based upon research done on the problems of under-educated adults.

Perhaps the chief value of such a model lies in its making explicit, and coherent, the relationships among Knowledge, Skills, and Attitudes, as they pertain to the Subject Matter, the Student, and the Learning Process. For the purposes of the model, "Skills" refer to specific competencies required of the teacher and are stated in behavioral terms; "Attitudes" refer to characteristics, beliefs, or "feelings." Undoubtedly, the model will need to be refined and expanded, as research makes new discoveries, particularly in the important and almost unexplored area of teacher attitudes.

Subject Matter

Concerning the first category, Subject Matter, it is axiomatic that the teacher must have a thorough command of his material. Such command includes understanding, for example, the characteristics, or distinctive features, of English, compared with arithmetic; the major topics or concerns of each subject area; and the relationships among them. As for attitude, the teacher must display enthusiasm in presenting material to his students, helping them to see a purpose in what they learn. Research has demonstrated this attitude to be of crucial importance in teaching under-educated adults. It is likewise important that the teacher keep up to date on new developments in his field. As for methodology, which brings Subject Matter and Student together, that topic is dealt with under the category Learning Process.

Student

The second category, Student, encompasses the physiological, psychological, and sociological characteristics of under-educated adults, who generally comprise the low income population. Concerning the physiological, the teacher must be well-informed about the changes that occur with human aging, for they may drastically affect the individual's ability to learn. The teacher who fails to realize that auditory and visual acuity, and energy, tend to decline with age may set unrealistic goals for his students and himself. Moreover, the changes that normally occur with aging are often accelerated in the case of under-educated adults, because of inadequate health care, poor nutrition, sub-standard housing, and lack of recreation.

With reference to psychological characteristics, it is most important that the teacher be aware of the student's low self-concept and his accompanying lack of self-confidence; these can form serious barriers to motivation, or the student's will to learn. The causes are complex, but can often be traced to the fact that many under-educated adults have lived outside the mainstream of society most of their lives. As a result, compared with the middle class, their vocabularies and their language skills generally, as well as their thinking skills, have been restricted. Because many have experienced constant failure in life, they have low expectations of success. To illustrate, an Illinois study measuring the anxiety experienced by adults before enrollment in an educational programme revealed that 22.3 per cent believed they would be too "dumb," 29.9 per cent believed they could not really learn, and 30.6 per cent believed they would feel foolish.[1] Obviously, the motivation of such people toward learning is very poor. It is specially difficult for them to participate in group activities, where they will be called upon to articulate their ideas.

In seeking answers for the low self-concepts and poor motivation of his individual students, the teacher must utilize as fully as possible what is known about their socio-economic backgrounds, which foster many of their attitudes. And he must consider carefully his own attitude toward these sub-cultures.

To deal first with socio-economic factors, it is clear that the under-educated adult differs from the general population with respect to education, income, employment, occupation, family size, health, and residence. Here, education is the crucial variable. To a great extent, it

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determines occupation, which in turn determines income, and all of these are related to family size, health, and residence. Typically, the poorly educated adult suffers extended periods of unemployment, or he is forced to accept jobs that are unskilled or semi-skilled in nature and that yield a low income. As for family size, a Canadian study demonstrated an inverse relationship between this factor and income; in the rural areas of Quebec and in the Atlantic Region were found the largest families and the lowest standard of living in the country.[2] Concerning health the under-educated adult has a higher incidence of disease, more chronic illnesses, higher rates of infant mortality, lower life expectancy, and a greater evidence of generally poor physical and mental health. Usually he lives in dilapidated housing in segregated neighborhoods, where broken families are common and statistics of social deviancy and crime are disproportionately high.

Today it is well known that the socio-economic factors mentioned above, and the attitudes they engender, have created unique sub-cultures with characteristics quite distinct from those of the dominant middle class society. In developing programmes for under-educated adults, the teacher must realize that these sub-cultures have their own values and their own modes of communication. These values are expressed in a pragmatic way of life which among other things, emphasizes present or short-term needs, instead of long-range planning that looks to the future. As for communication, these adults tend to think and speak in concrete terms, rather than abstract terms, and their limited vocabularies force them to rely heavily on non-verbal forms of communication.

Having analyzed the problems of his individual students, the teacher needs to find ways to raise their confidence in themselves and to create in them a

A MODEL FOR IDENTIFYING THE KNOWLEDGE, SKILLS, AND ATTITUDES WHICH THE ADULT BASIC EDUCATION TEACHER SHOULD POSSESS

KNOWLEDGE	SKILLS	ATTITUDES
Of Subject Matter		
Content	Identify the characteristics of each subject. Identify major topics to be dealt with in each subject. Organize topics in logical sequence and, where possible, show relationships among them.	Enthusiasm for subject matter, expressed by showing students that material has value for them. Eagerness to keep up to date on new developments in subject areas.
Methodology	See "Learning Process," below.	
Of Student		
Physiological	Determine individual physical differences. Determine signs of physical decline, including sensory deterioration.	Empathy with students, including patience with their problems and respect for their value systems and their modes of communication.
Psychological	Seek reasons for low self-concepts of individual students. Raise their self-concepts, in order to improve motivation.	Capacity to be challenged by needs of students.
Sociological	Analyze socio-economic influences upon the lives of individual students. Analyze the influences of sub-cultures with values and modes of communication different from those of the dominant society.	Positive desire to assist them to assume new roles in society.
Of Learning Process		
Adult Learning Principles	Find ways to make subject matter relevant to students. Proceed from the known to the unknown. Move carefully from simple ideas to more complex ones. Support abstract ideas or generalizations with facts. Plan for active participation by individuals. Allow time for students to assimilate information. Have students apply immediately what they have learned, verbalizing it in order to retain it. Reinforce learning, making students aware of their progress.	Conviction that adults are capable of learning, provided attention is given to their peculiar needs, as distinct from those of children. Disposition to change direction in response to changing needs of students.
Adult Education Process	Develop a climate that will encourage students to participate actively in the learning process. Diagnose learning problems, with special attention to physiological, psychological, and sociological differences that may affect motivation. Help students set attainable, measurable objectives, expressed in behavioral terms and based on their needs. Develop materials and utilize a variety of techniques and devices appropriate to subject matter. Plan activities that bring resources of community to bear on needs of students. Evaluate students, self, and program on basis of objectives set and on pre-assessment of students.	Interest in continuing his education, i.e., keeping up to date with new theories and practices, including technological developments. Willingness to test new theories and practices with students.

thirst for learning. His success will depend to a marked degree upon his own *attitude*. As the model indicates, his sense of empathy with the students must include patience with problems dictated by physiological changes, by low self-confidence and poor motivation, and by the nature of the sub-cultures. However, the teacher will have to watch that his overwhelming concern for those problems does not create in him an unconsciously negative attitude, especially toward the "live for today" philosophy of many students and their modes of communication. For example, knowing the acute sensitivity of under-educated adults to non-verbal cues, the teacher will not betray disdain by facial expression or gesture. He will be positive in his outlook, appreciating such values as the close kinship ties within the sub-cultures and respecting their modes of communication. Here, research can aid him. To illustrate, one study has shown that teachers who appeared successfully were able to set aside their own value systems and to accept the student as a human being of considerable potential.[3] As for communication, it must help teachers to know that scholars have increasingly judged the languages of the sub-cultures to be not "inferior," but grammatical and highly functional within the group.[4] These attitudes on the part of the teacher are crucial to his success in motivating his students. For to attack the values or the modes of communication within the sub-cultures, no matter how good his intent, is to attack his students and, in effect, to undo all his attempts to benefit them.

Learning Process

The third category, Learning Process, which encompasses adult learning principles and the adult education process, is closely tied to the other two categories, as the teacher must have a thorough knowledge of his subject matter and his students in order to help them learn. Here are some examples of how the teacher can intelligently relate adult learning principles to the presentation of his subject matter, as well as to some characteristics of his students. His awareness of their limited ability to think in abstract terms should impel the teacher in organizing his subject matter, to move from simple ideas, stated in concrete language, to more complex, or abstract, ideas, and to support any generalizations he makes with "hard" facts. Or the teacher who understands the low self-concepts of his students, and the effect upon their motivation, will allow adequate time in which to cover material. If he proceeds too quickly, he will soon find that his students, discouraged and unable to keep up, will drop out. The teacher should always make his subject matter relevant to his students, *e.g.*, by citing illustrations, that have meaning for them and by encouraging them to cite illustrations. Finally, the teacher who recognizes his students' penchant for quick "returns" will make sure that his subject matter appears immediately useful to them.

The adult education process involves setting up operations to put the learning principles into practice. The importance of establishing a favorable climate for learning, based on positive relationships between teacher and students, and fostering active participation by them, can hardly be over-stated. The teacher must be able to diagnose individual learning problems and to help students set behavioral objectives accordingly. Always, he must take into account that these students tend to be rigid in their thinking and impatient in the pursuit of learning, and to have poor work habits. In the initial stages, then, the objectives may be of the kind that require simply the recall of facts. As the students move into more complex material, the emphasis will be on objectives that require them to analyze or to synthesize what they have learned. Constantly keeping in mind that each individual has unique problems, responds to a different kind of motivation, and learns at a different rate, the teacher will vary his materials and techniques. Finally the adult education process demands much skill of the teacher in evaluating the students, himself, and the programme. Such evaluation should begin in the early stages of a programme, when objectives are being designed, and should act as a continuous check on the degree to which they are being achieved.

In the Learning Process category, as in the categories of Subject Matter and Student, the *attitude* of the teacher is of vital importance. He needs to hold, and to make known to his students, an active conviction that they *can* learn; and he must be flexible enough to alter his course of action when he perceives that they are confused or fatigued. Finally, the teacher's own interest in keeping up to date with new theories and practices must be matched by a willingness to experiment with them.

In summary, the model presents a rather formidable range of Knowledge, Skills, and Attitudes. The model is probably "ideal" in that few of us could claim such qualifications. But it is hoped that the model, based as it is upon research on under-educated adults, will have something useful to say to their teachers and to the persons who select and train them.

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Literacy and Family Planning in India

Victoria J. Marsick

ONE of the few factors pointed out as positively correlated with acceptance of family planning in India is education. Although research generally supports this connection, not enough has been done to define the exact nature of this relationship. Education is usually part of a complex of socio-economic factors rather than a single independent variable. Research has not proven that literacy—and not one of the associate variables—is the key determinant of acceptance. It is entirely possible that one cannot consider any *one* of these factors by itself. It may be necessary to investigate the effects of a mix of interacting variables on acceptance of family planning. Finally, even these influencing factors will probably vary somewhat with the region of India being considered because of the vast cultural differences throughout the country.

The implications of defining the connection between literacy and family planning are obvious when one considers the percentage of illiteracy prevailing in India, measured at 70% by the 1971 Census. Already, the family planning programme has modified its mass communications efforts to accomodate this factor. The family planning message is being carried to the villages through symbols (Red Triangle), slogans (Two or Three Children are Enough), songs, dolls, puppets, radios, an elephant (named Lal Tikon for Red Triangle), posters on buses and vendor carts and bicycle rickshaws, painted sun umbrellas along the Ganges in Benaras, comic books, telephone books, and matchbook covers. For these efforts, a high degree of literacy is seldom necessary.

However, such media are most effective in spreading *initial* awareness of family planning—an important effort in creating a climate which approves a small family norm. Most studies indicate that this awareness must then be followed up with more detailed information and personal contact if couples are to move from awareness to trial and adoption. At this stage, illiteracy can become a severe limitation.

If literacy is important for acceptance—either because of its association with a complex of educational variables, or for its value in the information campaign—another consideration emerges. Perhaps greater emphasis must be placed upon teaching adults to read before the family planning programme can truly succeed. Literacy campaigns, however valuable to improved living standards, cost considerable time, money, and personnel. In India all of these are scarce. And meanwhile, more and more children are being born, increasing the burden of living, working, and educating the future adult population of India. If literacy is important to family planning, this means that this problem will continue to grow as new illiterates mature.

Should literates be included among priority groups in the family planning program? In this paper I would like to consider this question in light of research done on the characteristics of present acceptors of family planning.

Let us look at the results of several studies done in India to analyze the relationship of literacy to practice of family planning. First, let me point out that the data used is limited by availability within a limited period of time. Second, while literacy is often considered in studies of acceptors of family planning, it is seldom clearly related to these acceptors. Thirdly, factors such as classification of degree of education are not standardized over various studies. Fourth, the populations under study do not share the same related socio-economic characteristics such as income and occupation levels, religion, immigration, proportion of male population employed in an area with a family living elsewhere. Therefore, the factor of literacy may not be the deciding factor, but a comparison of several studies will not reveal this consideration. Fifth, sampling techniques range from variants of random samples to chance interview of acceptors in a particular clinic.

Such problems cast serious doubts upon the validity of comparison. Nevertheless, some trends may be discovered which will provide grounds for further testing. The studies I have concentrated upon are found in Table 1. Note that the index used to determine family planning acceptance is average number of living children. Other indices might have been used, though I found this one to be most standardized over the studies I collected. Other indices included attitude toward family size and actual acceptors of family planning.

Table 1: Literacy and Family Size*

	*Study***		*Average Number of Live Children*								
			Illiterate	*Primary*	*Middle*	*High*	*Matriculate*	*College*	*Other*		
	Arithmetic Mean	H**	5.0	4.3	4.1	3.9	4.3	3.9	Total 4.5		
		W	4.7	4.3			3.4		4.5		
1.	Weighted Mean	H	4.7	4.5	4.3	3.9	4.3	4 0	4.5		
		W	4.6	4.7			3.8		4.5		
2.		H					NA				
		W	3.10	3.97		3.90		2 83			
									BA+	Technical	Professional
3.		H	7.7	7.0	9.5	NA	7.5	7.2	7.6	6.5	6.2
									NA	NA	1.0

* A few selected studies based on the criterion of average family size. Other criterion could have been used if available, such as acceptance of a method or attitude toward family size.

**Study 1: Edwin D. Driver, *Differential Fertility in Central India*, Princeton: Princeton University Press, 1963.

Study 2: S.B. Mukherjee, *Study on Fertility Rates in Calcutta*, Calcutta: Bookland Private Ltd., 1961.

Study 3: Miss K. Anand, "An Analysis of Differential Fertility," *Journal of Family Welfare*, XII: 3 (March, 1966), pp. 53-59.

However, attitude does not always result in practice. And while the index of actual acceptors might be more valuable, little data could be found based on it. However, the criterion chosen has its drawbacks. One of its more serious flaws is that young people will not have completed their families yet, so that an average may not represent final family size. This will be further discussed when considering Edwin Driver's study in which he tries to correct this problem.

In general these three studies indicate an inverse relationship between family planning practice and degree of education. However, somewhere in between the non-educated and highly-educated, average family size jumps above either of these groups. In other words, if these studies are accepted, illiterates limit their family size more often than those with limited education.

These studies seem to contradict the general feeling that family planning acceptance increases with level of education. For example, a study by R. B. Lal[1] compared literacy levels of various States with corresponding child-woman ratios[2] and birth rates, using 1961 Census data. With some exceptions[3] data indicate a direct correlation between literacy levels, and both child-woman ratios and birth rates (See Tables 2 and 3).

Several explanations might exist for this disparity. The results could be caused by misreporting or by a "recall lapse" in reporting the number of living children among illiterates. S.B. Mukherjee defines "recall lapse" as underreporting due to passing of time. In general, recall lapse is greater in older marriages. Dead children are more likely to be forgotten than living children. And third, reports may be sex-selective. Female children are less valuable than males. Sons are highly regarded to support their parents in their old age, to carry on the family name, and to perform certain religious rites. Status of parents increases directly with number of sons, and hence, sons are often the only children reported.[4]

Other explanations center around the phenomenon itself rather than misreporting. Many

hypotheses point to economic need. Most studies indicate this is the highest motivating factor for accepting family planning. And of course, many illiterates fall into the lowest income-earning categories.

Another consideration is living quarters. The illiterate often lives in a smaller house (if he has any at all) with less privacy. His house will probably have separate quarters for the males, and for the females and children. Males will visit crowded female quarters only to take meals and sex. Decreased opportunity might account for smaller family size.

Children born to illiterates probably have greater risk of dying as well, because of poor nutrition and health standards, and exposure to more disease and lack of sanitation. It is estimated that 40% of all deaths in India are in age category 15 and under, while 10% of all infant mortality occurs below age 5. However, a factor mitigating against small family size under such circumstances is the increasing motivation for a larger family to insure sufficient surviving males.

A final factor might be the employment of the mother in urban areas. In Calcutta, for example the illiterate mother is often employed as servant or unskilled manual labour. In rural areas, this factor is still operative since illiterate women must work in the fields. When the wife is employed, she is less able to bear a large number of children.[5]

The correlation between family planning practice and highly educated groups is consistent with the experience of more developed countries. It is this group of people who will probably practice family planning without a great deal of effort by organized programmes. In this group education usually goes hand in hand with higher caste and income, and increased professionalization. Here, concern is for quality of life, expanded opportunities for off spring, greater foresight and ability to plan ahead, later marriage and a stronger desire for independence by both parties, with consequent reduction of fetters of a large family. Higher education also increases access to family planning information and services.

What about the middle group with larger families? Perhaps

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Table 2: Literacy and child-woman ratio in selected States, 1961*

	Literacy Rate	*Child-Woman Ratio*
INDIA	28	789
1. Assam	33	968
2. Bihar	22	813
3. Gujarat	36	828
4. Kerala	55	739
5. Madhya Pradesh	21	828
6. Madras	36	641
7. Maharashtra	35	758
8. Rajasthan	18	847
9. Uttar Pradesh	21	806

*Adapted from R.B. Lal, "Literacy Levels and Population Growth," *Population Review*, XII: 1-2 (Dec.-Jan., 1968), p. 56, Table 2.

Table 3. Literacy levels as related to birth rates in the States*

	Literacy Rates@ (1961)	*Birth Rates** (1966-67)*
1. Jammu & Kashmir	13	42
2. Rajasthan	18	41
3. Madhya Pradesh	21	46
4. Uttar Pradesh	21	45
5. Bihar	22	48
6. Orissa	25	41
7. Andhra Pradesh	25	39
INDIA	28	42
8. Punjab	29	—
9. Mysore	30	38
10. Assam	35	35
11. Maharashtra	35	36
12. West Bengal	35	45
13. Madras	36	—
14. Gujarat	36	44
15 Kerala	55	38
16. Delhi	62	44

*Adapted from R.B. Lal, "Literacy Levels and Population Growth," *Population Review*, XII: 1-2 (Dec.-Jan., 1968, p. 57, Table 3).
@*Census of India*, 1961.
**Sample Registration Survey of the Registrar General.

Some Thoughts about Adult Education in India

J.W. Warburton

IN late December 1970 I had the pleasure of attending a conference on the *Universities and Continuing Education* in Madras, organised jointly by the University of Madras and the Indian University Association for Continuing Education, and supported by UNESCO. I had been to Bombay on a brief visit in 1964, but this was the first time I had had a chance of talking at length with Indian adult educators and with academics who wished to grapple with some of the prickly problems of continuing education. After the conference I visited other provinces —Mysore, Uttar Pradesh, Haryana, the Punjab— and talked with trade union leaders, agricultural extension officers, family planning officials, librarians, feminists, students and others. I stayed about three weeks in all and learnt a great deal but understandably I feel that I know too little to be able to say anything really useful about adult education in India. However, while in Delhi I unwisely agreed to the editor's persuasive request to write something for the journal.

In India, illiteracy seems to overshadow most discussions on adult education. It was raised in almost every discussion at the Madras Conference and we heard from the former Union Education Minister, Dr. Rao, about India's 'shame': the fact that more than 2/3 of the total population and almost 80 per cent of India's women were illiterate. I have noticed also that many writers in this journal have mentioned the 'shame' of illiteracy. But I wonder if 'shame' is the right feeling to have about this problem: one likely to generate the most effective attack on it.

My doubts were reinforced when Dr. Rao suggested that University students must be encouraged to go out into the by-ways and back alleys during vacations to help produce 100 million new literates in the next decade. The notion of students helping their less fortunate countrymen is admirable, and student work camps which engaged on rural reconstruction projects could do lasting good for everyone involved. But there is something ill-considered and somewhat frantic in Dr. Rao's particular proposal. The literacy problem is too complicated and difficult for ill-prepared students to tackle on a part-time basis. With the best will in the world they could do more harm than good. The lesson should have been well learned from many countries that becoming partially literate is one thing, but improving and even sustaining literacy is another and much more difficult question. It needs, inter alia, a ready supply of well designed materials.

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It should be remembered that illiteracy has been the common condition of most societies and that only in scientific cultures of recent times has universal literacy come to appear as valuable—even necessary. And literacy in itself is not necessarily valuable, as anyone who has read Richard Hoggart's *The Uses of Literacy* will know. Exploited by authoritarian propagandists like Goebbels, it can indeed be a means to evil. However the misuses and abuses of literacy are not an argument for withholding it, for it can bring with it many obvious goods: it can be a means of providing one's family with more goods and/or cash, and besides serving immediate economic interests it can provide the capacity to deal with the wider world—the politicians, the agricultural extension officers, the tax officials and so on. Literacy is a necessary part of the culture of urban societies and it is unlikely that a democracy can long persist without the sharing of ideas and the debate of issues which literacy makes possible. Reading as a means of sharing great thoughts and profound emotions seems to be a delayed good: it is hardly likely to emerge in a first generation of literates.

Most of the illiterates in India live in villages and work on the land, hence a point stressed over and over in this journal and elsewhere, is that literacy campaigns must be linked with agricultural extension, family planning, health education, political education and so on. It must have a function in day to day living. I take the point made by some writers that agricultural knowledge can be communicated by a word of mouth; and by radio, film and other means of mass communication. I also see that literacy does not necessarily lead to an acceptance of family planning, but in some cases has led to resistance to it. However, I think it obvious that the communication of, and particularly the retaining of, new and complicated ideas would be greatly aided if there is a literate in the household or even in the community. To keep even elementary agricultural records needs literate farmers and surely it is better to convince a literate person about the value of family planning than to persuade an illiterate who very likely does not appreciate all the implications. Further, if one uses new technical innovations like radio and film projectors there must be a need to read instructions about their care and maintenance if they are to stay in service long.

In many villages I passed through in India the adobe and brick houses had a very low, 4'-5', ceiling and were ill lit and poorly ventilated. No doubt these have for centuries served well the need of illiterate people, but clearly they are not suited

to a literate society. If a villager has papers and journals to read from the Department of Agriculture or the Family Planning institute, then he needs shelves to stack them on, he needs a chair to sit on, a bench to work at and a source of natural and, if possible, artificial light. The introduction of literacy must involve a whole cultural change. But while the literate person's house needs to be of new design, it will not necessarily need new materials. Adobe and thatch are more than adequate and I believe there are numerous skilled yet under-employed villagers who can work well with them. It's a matter of feeling a need, in the poet Auden's words for "new styles of architecture, a change of heart."

How do you generate a desire to new styles and different ways of life? How can people be encouraged to accept new agricultural techniques, smaller families, new methods of child care, new standards of hygiene and health, new housing and village designs, the need for political knowledge and as a means to all these things, a desire to be literate? There are no easy answers and, of course, no single answer.

Action-study projects mounted by Universities should help to produce some answers, but what will do in one place may not work in another if applied without flexibility and imagination. Universities could obviously help as well in the training of suitable personnel. One thing that seems plain is that all the present programmes that aim to help the Indian villager—literacy, family planning, agricultural, health and political education—are intertwined. They are all aspects of a total cultural change, and to be successful they demand all the skill and resource that well-trained adult educators can bring to their implementation. Thus, there should be an integrated approach to a whole range of interconnected community needs. **At the village and district levels it would seem to me essential that workers in all these fields should operate as a team, rather than as individual bureaucrats working within self contained and somewhat insulated hierarchies.**

I have read about the intensive literacy drives that have been conducted in limited areas and the development of model villages. These seem to have been moderately successful so far as they go, but lack of resources in money and manpower has prevented application on a large scale. And because in some areas literacy campaigns have not been backed up with supporting material, initial skills tenuously held have soon been lost. Because resources for almost everything are scarce in India, I would like to suggest an intensive, selective approach to literacy teaching. Instead of intensive drives intended to make a whole community literate, I **would suggest a policy of making five or six carefully selected men and women literate in each village of an administrative region. Such a scheme would involve bringing the selected people into a camp for six weeks to two months of intensive educational activity; involving literacy, elementary book-keeping, agricultural extension, health education and the rest.** Whether this scheme would be acceptable in all or even in any areas in India, I do not know, but Indians with whom I discussed the idea thought it would be worth trying. It would not be cheap; there would be travel and accommodation expenses, but there are many resources not at present being used in vacations which could be commandeered—universities, colleges and schools. It may also be possible to take over government guest houses for limited periods and even the palaces of the very rich might be made available if financial conditions become more stringent for the owners. The development of mobile kitchens and Language Laboratories might also be a possibility for less well endowed and remote areas. In this case the mobile base would be used for the teaching operation, and sleeping accommodation provided under canvas. This is the way we operate the outback, Safari-type School in Australia.

Obviously in some cases women may not want to attend agricultural extension lectures and men may not be interested in child care. There would need to be a basic core of subjects for everyone, with electives to cater for specialised interests. The intensive educational method based on a residential adult community has been used successfully in many places and guises. Notably, of course, in Scandanavia where from the 1840s the Folk High Schools have acted as potent agents of social and economic change. The intensive approach has been found particularly successful in Language teaching because students are forced into a situation where they must gain a basic level of competence, from whence they are capable of working on their own. If this programme achieved its objectives then a literate elite would return to the village and thereafter act as a resource for the whole community. Because of their new skills and competence the new literates may provide an incentive for others to learn, and they should be capable of translating for everyone interested in the written material from the Department of Agriculture, the Institute of Family Planning and the Department of Health etc.

I am encouraged to think that a new literate elite would be able to work side by side with a traditional elite, where there is one, because I have seen this system in operation in Maori villages in New Zealand and in some Aboriginal communities in Australia. Power and prestige are shared on a recognised basis. If a village can, by these means, secure more economic power, then I believe the idea would catch on. Naturally great care would have to be taken to see that the candidates chosen were acceptable to their communities, yet capable of sustained work.

Some writers on agricultural extension, for example N. K. Pant, in *Adult Education and the 'Green' Revolution*, I. J. A. E. December 1970, have argued cogently that if the advances in agricultural science

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LITERACY and INDUSTRIAL WORKERS

J.L. Sachdeva

INDIA is passing through an industrial revolution. From an agricultural economy it is moving towards industrialisation. About 40 or 50 years ago we were a very backward nation in terms of industrial progress. Now we are producing not only consumer goods but capital goods too. But we shall not pass through the conditions of misery and demoralisation which followed the Industrial Revolution in Europe in the 18th century. The social and educational conditions which prevail in the country should be changed.

The industrial proletariat who form a sizeable section of our population are steeped in ignorance. The difference in the social, economic and intellectual standards between the rich few and the mass of poor workers constitute a standing challenge to our conscience in the context of democratic socialism. Six million human beings and their families should not be condemned to live perpetually in a state of ignorance and in abject poverty.

The problem has to be attacked with vigour, honesty and earnestness. Other civilized countries have tackled this very problem with effective and commendable results.

Human Asset

It is said that of all the assets available to a country human beings are the greatest. India is fortunate to have this invaluable asset in abundance. Paradoxically however, this asset is proving the greatest liability to our country, because it is incapable of contributing to national welfare and progress in its full capacity.

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Lack of capital is no doubt one of the reasons for this state of affairs but illiteracy may be considered as the main reason. During the past 24 years we have not been able to reduce the number of illiterate people. This will be obvious from the fact that in 1951 on the basis of 16.6 per cent literacy there were 30 crores of illiterate people, but today on the basis of 30 per cent literacy the figure has increased to 38 crores. Thus there is net increase of about 8 crores of illiterate people in the country, which effectively underlies the gravity of the situation.

Now the time has come when we can no longer afford to ignore industrial workers as regard their civic, social and economic prosperity. The Government, the employers, the labour organisations should join hands to wipe out this blot on the fair face of our society viz. the high, indeed extremely high, percentage of illiteracy among our industrial workers. We can't sit still and allow this menace of illiteracy to continue in our country.

All the time we are talking of economic development, social welfare etc., but how will the fruits of economic development be commensurate to the investment in material inputs when vast majority of people are illiterate. In fact adult literacy is a precondition of economic development. We always talk of increase in output but how is that possible if our worker or farmer is illiterate? It is difficult to make a worker improve his working techniques unless he is literate enough to understand it and put it to practice. An educated worker is better not only from the welfare point of view but also from the point of view of efficiency and production. A literate person understands his problems easily and can go about their solution because written material can be referred to time and again.

Planning Commission's Recommendations

The Study Team for Selected Educational Schemes set up by the Committee on Plan Projects (Planning Commission) in its recommendations pointed out that illiteracy cannot be eradicated by making it purely optional for all the age groups and for various categories of illiterate adults. It may be desirable to enforce compulsion in the age-groups 15-25 and 26-40 in suitable stages. One of the suggestion regarding the eradication of illiteracy among industrial workers was that "if the number of illiterate employees in an industrial establishment in the public/private sector is fairly large, it should be its responsibility to run adult literacy classes for such workers before or after working hours as a part of their welfare programme, expenditure on which should be considered as legitimate."

The recommendation of the study team is sufficiently good as regard the responsibility for literacy classes is concerned. **But it will yield very good results if workers are allowed to attend literacy**

classes within their working hours. To attend the classes either before or after the working time will not give fruitful results. An American industrial concern in Bombay—the Corn Products, Ltd., allowed its illiterate workers to attend classes within their premises and the time of attendance at such classes was counted towards their work.

Government—Biggest Employer

The Government is the biggest employer of labour force in their large steel plants, locomotive factories, docks and Port Trusts. It should permit workers to attend the classes within their working hours. This will accelerate the pace of literacy in the country. In the Defence Forces, raw recruits are turned into literate and disciplined Jawans by training and education. The period of training is counted as duty. The same principle should be extended to other departments and establishments. The holding of classes within factory premises will help in another way. It will result in the saving of the time involved in going to adult education centres. Once a person reaches home after the days' work, it becomes difficult for him to attend a literacy class because of fatigue.

The Panel for Literacy Among Industrial Workers, Committee on Plan Projects set up by the Planning Commission in 1964, has recommended that intensive efforts may be concentrated on illiterates in the age-group 16-45, whose numbers are estimated to be five lakhs in Tea plantations, 3.5 lakhs in Coal mines and 4.5 lakhs in Cotton Textiles.

The Panel made a sample study of five industrial sectors viz., Cotton Textile, Jute Textile, Coal mining, Tea Plantation and Iron and Steel. Illiteracy amongst plantation, mining and Jute Textile workers was found to be between 86 to 92 percent. The Cotton Textile and Iron and Steel Industry fare slightly better with 57.8 and 51.3 percent of illiterates respectively.

In the several recommendations made by the Panel it is proposed that a period of 10 years coinciding with the fourth and fifth Plans be accepted as the target for wiping out illiteracy among such workers at the rate of two lakhs a year. The Coal Mines Labour Welfare Organisation which has a seperate Department of Adult Education should be activised and definite targets laid down by them for removing illiteracy among their workers during the next 10 years. In respect of 4.5 lakhs of illiterate workers in the age-group 16-45 employed in Cotton Textile Industry, the Panel has suggested that the Indian Textiles Association should assume responsibility for this programme. The public sector undertakings should also accept this matter for their own illiterate adults.

Work-Oriented Literature for Neo-Literates— A Team Operation

T.R. Nagappa

ILLITERACY, ignorance and poverty are the three maladies afflicting all developing nations. Asia is the biggest reservoir of illiteracy. India, being a part of Asia, has an adult illiterate population of 150 millions between the ages of 15-44. Efforts are being made to tackle the problem of illiteracy by universal compulsory primary education which has not yet been hundred per cent successful not only in India but also in other developing countries. In India, out of 100 children who join the first year class, only 34 reach the 7th class, resulting in dropouts of 66 per cent.

Lack of education among adults could also be assigned as one of the reasons for heavy drop-outs in primary education. Education of children is a long process. Can the country wait so long? The adult of today builds the country for children of tomorrow to shoulder the responsibility of the government. This is another reason why adult literacy and adult education, now and here, is a must.

Mass illiteracy has been tackled on massive scale among adults. Such movements have met with spectacular success in Russia and Indonesia. Experiments carried on in Mysore by the UNESCO Fundamental Education Centre, Yelwal, have registered drop-outs in adult literacy classes between 20.4 to 53.8 per cent. The work-oriented Functional Literacy Project in Iran has registered only a small range of drop-outs of 5 per cent. "Experience has shown that if a class is well organised, it attracts a large number of participants and tends to raise the demand for functional literacy training. Indeed, the question of drop-ins has had to be faced in some projects".[1] So, the Work-Oriented Functional Literacy Project of Iran is an eye-opener to us to improve our programmes.

There is already a heavy wastage in adult literacy course by way of drop-outs. Of the adults who become literate, how many retain literacy? A study in India by Mushtaq Ahmed reveals that only 40.7 per cent retained literacy after a year, equal to fourth standard. In Gram Shikshan Mohim of Maharashtra, only 50 per cent of the adult students enrolled become literate. Of these, 43.9 per cent had retained literacy after a year. Motivation for literacy is difficult and complex. It is a still more difficult problem to enable the neo-literates to retain the literacy acquired. Literacy without a follow-up is like a swim in the desert. "Experience in many countries shows that literacy campaigns have failed because of lack of reading materials".[2]

Writing for adult neo-literates is not easy, but rather a difficult job. Writing has to serve the adult reader who has the experience of life. He does not start with a blank slate. He is conscious that he is not a child of latent capacities, lacking worldly experience. If the writer has to interest the adult reader, he has to know the readers' needs, interests and their language abilities. It is an elaborate process to make a survey of readers' interests. A survey conducted by the Mysore State Adult Education Council has shown that his interests are in the order: (1) Folk and religious literature; (2) Occupational interests; (3) his relationship with government and (4) his family health. A similar survey conducted by Mushtaq Ahmed reveals the order of interests as: Agriculture, Dharma, etc.

Next stage is to prepare word lists. Word lists reduce the subjectivity of the authors while preparing reading materials. Control of vocabulary is very essential at the teaching as well as follow up stage. So, the preparation of word list is a pre-requisite to the control of vocabulary. "There is little doubt that a word list on which to base the vocabulary of reading material for newly literate adults should be drawn from oral as well as written sources"[3].

India has done well in the field of preparation of reading materials for neo-literates. It is estimated that about 5,000 books have been published in different languages. So far, the reading materials produced in India are mostly on traditional literacy approach. As such, they are mostly subject-centred and pleasure-oriented.

The Experimental World Literacy Programme launched in 1965 has changed the subject areas of reading materials. Now, they are to be reading materials either for a farmer or an industrial worker. It is work-oriented and functional in character. Now, it involves subject matter specialists, professional writers and illustrators. It

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1. Literacy and Development—H.M. Phillips, Unesco.
2. Reading Materials for Neo-literates—Fundamental and Adult Education—A Quarterly Bulletin, Jan. 1957.
3. Ibid.

can no more be the effort of a single writer. The production of suitable reading materials for work-oriented functional literacy is, therefore, a planned team operation.

In Mysore State, work-oriented functional literacy project for farmers was first started in Gangavathy area, Raichur district. Now, the project has been extended to four more districts, namely, Bellary, Bangalore, Shimoga and Belgaum. The literacy primer used in Gangavathy area is now being used in Bellary and Bangalore districts.

The Mysore State Adult Education Council conducted a 15 day Writers' Workshop during March 1971 in Kengeri vidyapeeth, Bangalore district, for the preparation of reading materials both on functional and traditional literacy approaches. The workshop was held with the financial assistance of the Ministry of Education, Government of Mysore. Thirty persons from different departments and from different dialectical areas attended the workshop. Departments of Education, Animal Husbandry, Horticulture, Co-operation, Family Planning, and the Adult Education Council participated in the workshop: representatives from Education Department: 17; Adult Education Council: 8; Horticulture: 1; Family Planning: 1; Cooperation: 2; Veterinary: 1. There were none from the Agricultural Department. Of the 17, representatives from the Education Department, 2 were supervisors working in Functional Literacy Project for Farmers in Gangavathy area who had participated in a previous workshop. There were four who had the experience of previous Writer's Workshops. Five writers had written some books for advanced readers. Of them, one was an Editor in the Department of Family Planning. Since five had come from technical departments, the workshop had no problem in providing them basic information on the subjects they were already dealing with. The other 25 who were from Education and Adult Education, had to be fed with information material on agriculture and hybrid varieties, as it was the intention of the workshop to pay special attention towards preparation of reading materials on functional literacy for farmers. Of the 25, one was trained in poultry farming in Denmark and he selected the topic in which he was trained. Another was a Principal of vidhyapeetha who had acquired knowledge of agriculture in the course of his job.

All the participants were provided with folders and pamphlets prepared by several departments including the ones prepared by the Agriculture University, Hebbal. Additional information was provided through lectures by the specialists from Agriculture University. Every lecture was followed by discussions by the participants which provided information and clarifications they needed. Every participant had with him a set of reading cards, folders and booklets prepared in the previous workshops. Reports on the Survey of Reading Needs and Interests of Adult Neo-literates, Basic Vocabulary List prepared by the Council and vocabulary used in the Functional Literacy Primer for farmers were also provided to each of the participants. In addition to this, lectures were delivered on the technique of writing for adult neo literates.

The workshop had, at its disposal, 60 hours out of which, 25 hours were allowed for writing by the participants. All the participants took up to writing from the sixth day of the workshop. Then the real problem was felt by them. Those who had written books already for advanced readers felt that there was restraint on them with regard to choice of words, structure of sentences. They felt that they could not be subjective in these matters. They had to recast sentences and change the words several times before they were satisfied.

On the day when they first attempted to write, the material written ranged from one paragraph to nearly two or three pages. The next day, each one of them was required to read in the general sessions what was written so far. When one was reading the script, the others heard silently and jotted down their observations to be discussed after the reading was completed. Each had the opportunity to discuss and review every script. There was a lively discussion on the usage of a particular word, sentence length, idea density and mode of presentation. Comments were taken sportively by the concerned writers. It took six hours to discuss and review all the 30 scripts. In the light of the observations made, the writers again recasted or revised their drafts and developed them, which were later being reviewed in small groups of six persons each. The manuscripts finally accepted in these groups had to be copied which took most of their time till the last day. Such of the few manuscripts that were completed early were examined in detail by the Director of the Workshop. The manuscripts ranged from 9 to 23 pages, folio size.

The writers had to be initiated into the method of evaluation. All the participants went to a nearby village called Valagerihally, which was informed previously of their visit. Ten neo-literates were collected and they were informed in the beginning the purpose of their visit. 'Silage' was one of the scripts read before the intended readers. It took ten minutes to read the entire passage. As it was being read, the reactions of the intended readers were noted and their spontaneous interaction with their friends during reading and after reading were observed. Some of them were nodding their heads,

(*Continued on cover III*)

Teaching What the Pupil Wants to Know

By Antony Brock

ISFAHAN in Iran, left behind when it ceased to be a capital some 200 years ago, has today some 425,000 people, some magnificent Islamic architecture, and an airconditioned caravanserai which must be one of the most beautiful hotels in the world. But it is not merely a tourist resort. A steel mill is being built with Soviet aid, a dam is being constructed, there are textile factories, irrigated lands are being worked and local handicrafts fostered. Unesco's literacy work centred on Isfahan relates to all these development activities.

The theory behind this functional literacy project is that a steel worker or a farmer who can read will be better at his job than one who can't, and that the results of literacy will be seen in higher productivity. Accordingly, the three Rs are being taught as part of the specialized training given to workers in industrial or agricultural development projects.

Literacy as part of Development

An advantage of this approach is that it makes literacy just as much a part of development as machinery, seeds or money, and not a thing apart. With no clash of priorities, literacy can win the support it needs from the United Nations Development Programme, in addition to the much bigger sums developing countries themselves must invest in the projects.

Theoretically, this "functional" approach also has other advantages over traditional methods. It is just these advantages that the world scheme sets out to test. The basic argument is that adults will more readily acquire literacy if instruction conveys useful information instead of phrases like: "The cat sat on the mat". This much the low drop-out rates, less than 10 per cent at Isfahan, seem to prove—just as they justify the careful preliminary study of the pupil's motivation—although here there have been setbacks.

Working on the basis that literacy must put something into the pocket as well as into the mind, farmers in Unesco's project at Dezful were taught how to increase the yield of the holdings they were renting under the land reform scheme.

The Isfahan project sets out to do more than teach reading, enabling a man to read the label on a bottle; it aims to help him understand, as well, why he is taking the medicine.

International and Iranian Experts Involved

What is being worked out with this project is whether the advantages outweigh the disadvantages, and, particularly, whether they pay off in terms of time and money. The Isfahan project was among the first to go operational, though it took longer to launch than expected. Finding international experts for functional literacy project is not a simple matter. Five years ago there were none recognised as such at all. Today those in Iran are good examples of the 130 now working for Unesco.

Pierre Henquet, head of the team, acts as chief technical adviser and works closely with the government and National Director of the project. There are two experts in literacy, one for teaching materials, one for evaluation of results, an International Labour Office expert whose field is industrial training, a Mrs. "Strawberry" whose speciality is agricultural training (she successfully introduced winter strawberries to Iran) and an agricultural extension expert.

Together with the Iranian staff who will gradually take over from them, they battle against a number of odds. Chief among these difficulties is the climate. At Dezful it is hot—52 degrees centigrade in the summer. Functional literacy projects generally march with the seasons but not only for reasons of temperature. The aim is to match instructional themes with the current work of learners. Thus, Sigurd Eriksson, the Swedish agricultural extension expert, planned his courses on an agricultural calendar worked out with local farmers. A study of local needs and habits precedes every project, adding to time but increasing effectiveness.

To hold its own in the development race, a literacy project must have powerful backing and this the Isfahan project has, for the Shah of Iran is actively concerned with reducing his country's illiteracy rate.

As early as 1963, after a national referendum in January of that year, he ordered the creation of Iran's "Army of Knowledge" to fight illiteracy in the villages and he initiated the Iranian National Committee for Literacy to mobilize resources for a national struggle.

The project in Iran, in addition to interest at the highest political level, has other things which literacy projects frequently lack: excellent accommodation, local "counterpart" experts and other staff in the numbers required. Women are also involved in the project, both as workers and as those known to play a large part in creating the home atmosphere in which literacy can survive.

A question which normally has to be answered

by experiment is whether to employ teachers or skilled factory workers as instructors. In Iran school teachers are available for literacy work. Some factory workers also act as instructors. It is mainly primary school teachers, however, who give part-time instruction, for which they receive extra monthly payments.

The project produces its own teaching materials and has devised no less than 18 tailor-made programmes combining literacy with training in such subjects as blast furnaces, plant protection, hygiene, textile techniques, mechanics and handicrafts. Programmes like these in themselves constitute a revolution in education.

Some Results at Isfahan

Normally, education systems teach pupils what they are required to know; the functional approaches teaches them what they *want* to know. Thus in Isfahan, workers building the steel mill, who will eventually find jobs in industry itself, are taught literacy in a programme aimed to initiate them into this new world. The first sequence of five daily lessons is about steel mills, what they do and how they work.

By the end of five sequences, workers have dealt only with five simple phrases like "This is the blast furnace" while learning team work and safety rules. But the words have been broken down into syllables and letters and the workers know how to use them to spell other words as well as rearrange them to make new phrases. The literate habit of mind is developing.

This approach can be used for any language. It sometimes yields startling results: in Brazil, for example, a computer was used to calculate the frequency of the syllables in the workers' basic vocabulary and a course of instruction worked out which permitted learners to cover 60 per cent of this with only 54 syllables.

It was evidence of this kind that the Unesco panel meeting in Iran recently had before it. In Iran it has proved possible to train instructors competent in the new approach and to maintain progress through a system of continuous evaluation and regular briefings which correct errors and keep up the pace of learning. It has been shown that farmers, factory workers and women can acquire functional literacy rapidly. Learners at Dezful were writing letters after six months. Although the instruction is not meant to duplicate primary school instruction, 50 out of 80 Isfahan candidates with two years' functional literacy instruction were successful at the primary school leaving examination, normally taken by pupils after six years of study.

The most encouraging evidence was that the functional technique was gaining converts. In the Isfahan area, the project is being dramatically extended through the transfer of all the resources of the National Literacy Scheme to the functional approach. Some 1,400 extra teachers are being trained and some 30,000 additional pupils starting their two 30-week "semesters" to become producers, consumers and citizens.

It may be another ten years before there is conclusive evidence that the "functional" road is the right one—particularly if this means proof that literacy is so much a part of development that it shows in production figures. But as Churchill said of another great battle, if this is not the beginning of the end, it looks very much like the end of the beginning.

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Leaders From Over 500 Universities To Meet In Manila

The First World Congress of University Presidents will take up the theme "World Peace Through Education" when it meets in Manila, the Philippines, this 11-17 July.

More than 500 university heads from around the world are expected to attend the Congress. And every university head coming to the meeting has been asked to bring with him one student to attend a World Student Congress to be held at the same time.

(Unesco Features)

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Community Development Week

The Department of Community Development, Union Ministry of Agriculture, has announced the observation of Community Development Week from October 2 to 8, 1971.

The member organisations of the Indian Adult Education Association are requested to undertake special literacy drives during the week.

ADULT LITERACY . . .

(*Continued from page 4*)

(b) To master the writing mechanisms is not at all an easy task. It is a laborious endeavour, asking for continuous and constant efforts. But it is not an impossible target. Many adult persons, in spite of the asperities, have achieved it, receiving back precious benefits. It can be attained also by them if strongly wanted.

VII

As soon as the adults have acquired the consciousness of the task and made their responsible choice, we could continue their initiation, by imparting them the following subjects, whose understanding should unbar the road to literacy.

(a) An *ensemble* is composed by *sub-ensembles* and *minimal elements*, all linked together by necessary interrelationships, as, e.g, the human body, its organs and their parts; the society, the groups, the individuals; the engine, its system and their grains, etc. Other examples, offered by the adults themselves, or elicited from their experience, will enlighten the interdependence existing between given elements and given ensembles.

(b) The arithmetical expression they have met in the course of the previous literacy sessions are also ensembles. They can be broken down in their sub-ensembles and minimal elements, which respectively are the numbers and the digits. Numbers represent quantity or order of things. Things can be put together, can be taken out, can be multiplied or divided, etc. Similarly, with their representatives: the numbers. The numbers can interact on each other by a series of basic operations, viz. addition, substraction, multiplication, division, proportions, fractions, etc. These dialogues among number, when graphically symbolized, will constitute the ensembles, called: arithmetical expressions. A consciousness of the mechanisms which rule the mutual relations between arithmetical ensembles and its parts, will be awaken, but without any attempt, at this stage, of improving their computational capacities. (At present we do not care, e.g., about the fact, already mentally known by them, that 2+2 and 8−4=4, but we do stress on the corollary that an identical numerical entity stands for two different processes).

(c) Each number is composed of digits. They are ten, from 0 to 9, and each one of them acquires different values according to the places it occupies within the number. At same time when a digit changes its place within a number, all the number changes its value. The cognitive value of an arithmetical expression is consequence of relations only.* Then, the principle of place value will be applied to analogical situations.

(d) The spoken expressions are also ensembles. They can be broken down in oral words, and these words in speech patterns or sounds. Oral words and sounds are respectively: sub-ensembles and minimal elements of a spoken expression. The first: meaningful; the second: meaningless. Didactic and autodidactic examples of oral expressions analysis will be introduced, or elicited, going, firstly, from the expressions towards words and sounds, and successively, from sounds towards words and expressions. The principle of place value will be applied to oral expressions with appropriate examples: sounds composing given words, when assembled in different ways give birth to words having different significance; words changing position within the oral expression give a different meaning to it, as the different pieces of wood composing a table, can be de-composed and utilized for making a chair. (No memorization of specific series of sounds composing given words, will be attempted at this stage).

(e) The written lines are also ensembles. They can be broken down in written words and these written words in spelling patterns or signs. Written words and signs are respectively: sub-ensembles and minimal elements of a written line. The first: meaningful; the second: meaningless. Didactic examples will be presented, going, firstly, from the line towards the words and the signs, and, successively from the signs towards words and lines. The principle of place value will be applied to written lines, with appropriate examples. (No recognition of specific series of spelling patterns structuring given words, will be attempted, at this stage).

(f) Thorough comprehension of how meaningless patterns contribute to establish meaningful structures; their symbiotic relationship will be examined, by comparative analysis, in various, oral and graphic, verbal and numerical, ensembles.

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*N.B. We should not be afraid to introduce these concepts to the learners. They are self-evident to them. They, for example, have already the sense of the place-value, gained by thinking about and by saying numbers. In fact if we ask one of them to tell us the amounts of his monthly salary and his age, he would probably answer: "300..., 40...; and 30.....4. He knows already that these numbers can be written, then if we represent them graphically to him, automatically, he will give the right value to them, recognizing the differentiation existent between the 4 of 340 and the 4 of 34; the first being recognized by him as forty and the second as four.

(g) Introduction of the concept of *sound-symbol association*. First identification of a correspondence between orthoepic and orthographic values. Practice in the mechanism of phonetico-graphic connexions, by aural and visual exercises, going from the sounds towards the signs and from the signs towards the sounds. (No fixation of specific sound-symbol units will be attempted, at this stage).

Finally, we should brief the adults on the materials. By demonstrations, practices and rehearsals, we should teach them how to manipulate, how to operate, how to utilize each one of the above listed didactic tools.

As soon as the expertise needed for exploiting the supporting aids in all their virtualities, has been developed, an entire set of material, should be, individually, assigned to them.

VIII

At that time they should be ready for the "taking-off". Therefore, they should be left free to discover, automously, how to convert in sounds of their tongue all the graphic patterns of their literacy texts and booklets; they should be left free to discover how to transform in signs all the sounds of their mother tongue.

And the literacy journey should start.....

Exercises, practices, progressive experiences ought to make them able to acquire, little by little, a habit towards comprehensive reading and expressive writing; a habit which had to pervade their life.

IX

Traditional educators may argue: "So complex approach, will not confuse the adult minds and sterilize, as well as more than the traditional ones, their motivations?"

We do not believe so. Surely the approach, here above hypothsized, needs to be better designed, its teaching-learning processes more clearly delineated, its materials prepared "ex novo"; its apparatuses made available in their didactic configurations; it has, then, to be tried out in real practices and, lastly, tested, evaluated, revised.

The results might be long in coming, but they ought to come.

Our hope is only supported by the unlimited capacities of understanding and doing possessed by any man, even if illiterate.

Some Thoughts about Adult Education in India

(*Continued from page 12*)

and techniques are to be effectively communicated to the grower then it would be better during the 1970's to concentrate resources on those already educated and forget about literacy drives. Assessing priorities when resources are limited is always a difficult task, and this is a particularly difficult instance of it. He presents convincing figures to show that the whole notion of green revolution is a misnomer. There may have been a revolution in the development of seed types, but there has not yet been a revolution in methods of production. There is clearly a need for the educated to be better informed if the production of food grains is simply to keep pace with population growth.

In New Zealand and Australia where farmers are for the most part literate, their production performances vary enormously. Some are grossly inefficient producers while others are among the best in the world. In finding out new and better ways of passing on information to farmers, the Universities in our countries have played a small but important role. They have used their lecture rooms, their laboratories, their halls of residence in vacation, for special schools for well educated farmers. In turn some of these farmers have influenced producers in their own communities when they returned to them. Universities have experimented in the use of correspondence courses with some backing from radio, they have developed special conferences in country towns, and have conducted refresher courses for extension officers. In these and other ways they have influenced the development of efficient farming practices. There is every indication that India also needs the Universities' help in experimenting with new extension methods, in developing pilot projects, in training agricultural and other extension workers, and in conducting refresher courses for professional people.

I gained the impression at the *Madras Conference on Continuing Education* that many Indian Academics see a need for their Universities to play a more active role in Continuing Education. They saw a clear need to keep their own graduates up to date—teachers, doctors, lawyers, dentists, pharmacists, business managers, engineers. A few sensed that there was a part for Universities to play in bringing educated opinion to bear on social problems, and in spreading general enlightenment on the difficult and complex questions of politics and social change.

India's problems in continuing education are as immense as they are difficult. The working out of priorities, the development of methods, the meeting of a variety of needs requires all the talent and resources that can be spared. This surely is a field where the Universities, rich in talent and generally well-endowed in physical resources, have a significant role to play.

Literacy and Family Planning
(*Continued from page 10*)

motivation lies in prestige associated with ability to support a larger family. Such couples do not suffer extreme economic need; neither are they motivated by opportunities to improve quality of life, or sufficient money to combine both high quantity and high quality.

Various studies classify this group as primary educates, while others place them in the middle school levels. A study conducted by Miss K. Anand in Chandigarh[6] shows the husband of such families educated up to the middle level, with average family size of 9.5, as compared to 7.7 children born to illiterates and 6.2 to those husbands educated to professional level. Miss Anand finds education and occupation of this group of males consistent in terms of family size. Clerical workers averaged a family of 10.4 while business, professionals, administrators, and petty shopkeepers ranged 7.1 to 9.4 children. Thus, one or both of these factors may be responsible for family size.

Edwin Driver finds some interesting differences in the group with largest family size by controlling age over various socio-economic groupings.[7] He thus obtains a weighted mean for average family size, which he contrasts with the arithmetic mean. In doing so (Table 1) he finds average family size highest for illiterates using the arithmetic mean, and highest for primary educates using the weighted mean, for the group of educated wives. For wives of educated husbands, however, both sets of figures indicate more conformity to the expected pattern of increasing education and decreasing fertility. Matrics are most out of line with this pattern, although the difference is greater when the group is not controlled for age.

More research is needed to determine the accuracy of data correlating literacy and family size, and to determine whether resistance to family planning among some lower educated groups occurs because the message is not reaching them at all, or because the message that is reaching them is deficient in form or content.

Footnotes

1. R. B. Lal, "Literacy Levels and Population Growth," "Population Review, XII: 1-2 (Jan.-Dec., 1968), pp. 55-59.

2. Child-woman ratio-children aged 0-4 per thousand women in the age group 15-44.

3. Exceptions to the child-woman ratio comparison are Assam and Gujarat. However, States with lowest levels of literacy such as Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh also have child-woman ratios much higher than the national level.

Exceptions to the birth—rate comparison include Rajasthan and Orissa, with low literacy levels, but birth rates slightly below the national average; and West Bengal, Gujarat, and Delhi with high literacy levels and birth rates higher than the national average.

The case of Rajasthan might be explained by the desert-like character of that State and its nomadic population. Assam and Orissa are tribal States which depend on large families for survival. West Bengal (whose population is largely centered in Calcutta), Gujarat (with increasing industrialization in Ahmedabad and Baroda) and Delhi (government center) probably vary because of the migrant character of the population caused by employment patterns.

4. S. B. Mukherjee, *Studies on Fertility Rates in Calcutta* (Calcutta: Bookland Private Limited, 1961), pp. 46 and 32-33.

5. *Ibid.*, p. 46.

6. K. Anand, "An Analysis of Differential Fertility," *Journal of family Welfare*, XII: 3 (March, 1966), pp. 53-59.

7. Edwin D. Driver, *Differential Fertility in Central India* (Princeton: Princeton University Press, 1963). This study is rendered somewhat inaccurate by the fact that the sample contains more educated males than does the general State population: 39.6% illiterate, 31.7% primary educated, and 28.7% educated above primary level in the sample as opposed to 60.3%, 31.9% and 7.8% for the same categories in the State. Nevertheless, the female figures are comparative, the percentage of illiterates and primary educates in the sample being 77.6% and 13.6%, whereas the State figures for these groups counted 85.0% and 12.3%.

Work-Oriented Literature
(*Continued from page 16*)

probably, in agreement with the content. After the reading was completed, searching questions were posed to know what they had understood.

It was found that the scripts were within their comprehension. But, they were doubtful of adopting such ideas in their life. It is for the extension agents to persuade them, for adoption of such practices in their life.

There is dearth of writers in the field of literature for neo-literates. Workshops, like this, of course, train them. Trained writers must be properly utilised. Otherwise, training becomes purposeless. Besides, writers should be adequately remunerated. An Association of trained writers should be formed under the aegis of the institutions interested in this task. They should assign topics to trained and suitable writers and request them to write books. This would be of mutual benefit, both for the writers and publishing institutions and, enriches the field by providing suitable literature for neo-literates.

Regd. No. D-109

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INDIAN JOURNAL OF ADULT EDUCATION

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ASIAN-SOUTH PACIFIC SEMINAR ON TRAINING OF ADULT EDUCATORS

THE Asian-South Pacific Bureau of Adult Education is organising an Asian Regional Seminar on "Training of Adult Educators" in New Delhi from November 15 to 23, this year.

The Seminar will survey the field of adult education in the region. It will identify the type of workers required and will prepare outlines of courses of training for each type of workers. The Seminar will also determine the agencies for organising these courses and will suggest measures to pool resources for organising training programmes at national or regional levels.

Explaining the arrangements of the Seminar, the Chairman of the Bureau, Shri S.C. Dutta said that 30 participants from Asian-South Pacific countries and representatives from international organisations like Unesco, I.L.O., IFWEA are expected to join the deliberations of the Seminar. A few observers from India and abroad will also participate.

Shri Dutta further said that delegates to the Seminar would come from different walks of life comprising representatives of the Government, voluntary agencies and the universities.

The delegates will send advance papers on the current programmes of adult education in their country specially emphasising the type of adult educators needed.

Among those who are likely to address the plenary sessions are D.W. Crowley (Australia), David James (New Zealand), Sman Sangmahli (Thailand) and A. Vizconde (Philippines).

This opportunity will be utilised to formally present the ASPBAE (now known as Hely) Award, already announced, to Dr. Mohan Sinha Mehta and Dr. M. Gaffud of the Philippines.

UGC to Assist Universities for Adult Education Work

It is heartening to note that University Grants Commission in its recent circular to all universities is India has offered assistance for programme of adult education on a sharing basis of 75:25.

NEWS & EVENTS

Annual Conference in Rajasthan

At a meeting of the Executive Committee of the Indian Adult Education Association it was decided to hold the 1971 National Conference in Rajasthan. The theme of the Conference will be "Life-Long Education—its Implications for Adult Education Programmes."

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Writ Against Government

Shri Kalyan Mal Jaisani, Director, Adult and Social Education Department, Rajasthan Vidyapeth, Udaipur, has filed a writ petition in High Court, Jodhpur, against the Government of Rajasthan for not constituting the Rajasthan Social Education Board which was passed by the State Legislative Assembly in 1961.

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Booklets on United Nations

The Indian National Commission for Cooperation with Unesco has brought out Hindi version of two Unesco publications' entitled *United Nation's and World Citizenship* and *Some Suggestions on Teaching About United Nations and Specialised Agencies*. The price per copy is Rs. 1.75 and Rs. 1.20 respectively.

The booklets can be had from Rajkamal Prakashan Pvt. Ltd., 8 Faiz Bazar, Delhi-6.

———

Community Planning Conference

The Community Planning Association of Canada, Ottawa, will hold its 1971 National Conference at Halifax, Nova Scotia from Oct. 3-6.

Information: R.G. Elliot, Conference Coordinator, P.O. Box 211, Halifax, N.S., Canada.

Colin Cave in Delhi

Mr. Colin F. Cave, Director, Council of Adult Education, Victoria, Australia, arrived recently in Delhi from Singapore.

During his four day stay in Delhi, Mr. Cave met Dr. Amrik Singh, Secretary, Inter-University Board and Shri N.K. Pant, School of Correspondence Courses and Continuing Education, University of Delhi.

Mr. Cave had discussions with Mr. S.C. Dutta, Chairman, Asian-South Pacific Bureau of Adult Education on establishing greater cooperation between the Asian and South Pacific countries. He also had discussions with Mr. J. L. Sachdeva of the Indian Adult Education Association on continuing education programmes in India and Australia.

Mr. Cave also met Dr. T. A. Koshy, Director, Directorate of Adult Education and his colleagues and had discussions with them.

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International Aid Helps Turkey Increase Managers and Skilled Workers

Turkey is proceeding with plans to step up the training of managers and skilled workers at 52 educational institutions, including six new adult training centres.

The green light for the educational efforts aimed at aiding industrial development in the 33,000,000 population republic followed a $13.5 million loan granted last month by the World Bank.

The plan calls for supplying equipment to 32 technical schools, 12 trade schools, six new adult education centres, a technical teacher training college, and a management training institute as well as a science equipment production centre and an educational film, radio and television centre. Altogether the project, prepared with help from Unesco and the International Labour Organization, will cost $ 17.9 million.

The Turkish Ministry of Education, which is implementing the project, expects to complete it in about four years. It is designed to improve the quality and increase the availability of vocational, technical and management education in connection with Turkey's changing economy.

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India will Hold its First International Book Fair in 1972

India is planning now for its first international book fair to take place in New Delhi in January 1972.

Asian and African publishers will confer during the fair, one of the earliest scheduled events to mark the Unesco sponsored International Book Year.

(UNESCO FEATURES)

Sources of Information Used in Relation to the Characteristics of the Users

K.N. Singh, R.P. Singh and A.P. Mishra

Introduction

THE most serious problem in India at present is shortage of food. Agricultural production so far has failed to keep pace with the fast-growing population in our country. The remedy lies in the large scale acceptance and adoption of innovative ideas and practices in farming. This necessitates that the millions of our farmers are kept well-abreast with scientific developments in the field of agriculture. There are many sources of agricultural information to farmers. All these sources may not be equally useful at different stages of adoption for all the practices and for all the farmers varying in age, level of education and size of holding. In order to conform or repudiate this fact, a study was undertaken to determine the relationships between the sources of information used at different stages of adoption and the characteristics of the users.

Review of Literature

Wilson (1963) concluded that older farm operators spent more time with the mass media than younger ones.

Date (1957) found that the cultivators with larger-sized holdings were more influenced by result demonstration and least by individual influences. Those having small-size holdings were influenced more by the combination of result demonstration and neighbours.

Bostian and Ross (1962) found that the level of education and level of income had little connection with differences in the time farmers spent with mass media.

Singh and Jha (1965) observed that younger farmers used more institutionalized sources and least of non-institutionalized ones. It was just the reverse in case of older farmers. Middle-aged farmers mostly used media.

They also found the farmers with higher level of education using more institutionalized and less non-institutionalized sources whereas the illiterates used mostly the non-institutionalized sources.

They further found that the farmers having larger size of holdings utilized mostly institutionalized sources whereas those with smaller holdings depended largely on non-institutionalized sources. Media were used largely by the farmers having middle size of holdings and least by those having smaller holdings.

Singh and Sinha (1965) found the majority of younger and middle-aged farmers using government, non-government and published sources of information and receiving more number of information, whereas the old-aged farmers used mostly non-government sources of information and received mostly incomplete information.

They also observed that majority of educated and less educated farmers utilized more number of sources and in turn received more number of information than illiterate farmers who utilized only non-government sources of information.

They further found that the farmers' size of holdings was positively and significantly associated with utilization of sources of information. In other words, larger the size of holding, greater was the utilization of sources of information by the farmers.

Methodology

The study was carried out in village—Bahadurpur of the Special Extension Block, Sabour in the district of Bhagalpur in Bihar. There were altogether 100 farming families in the village selected and all the 100 family heads formed the sample for this study. The innovations selected for this study were:

(i) use of high-yielding dwarf varieties of wheat (P_1)

(ii) use of insecticides dwarf varieties of wheat (P_2)

With a view to knowing what type of farmers utilize which sources of information for different farm practices, each respondent was asked to name the most important sources of information at different stages of adoption. The sources of information were classified as:

(i) Institutionalized sources which included Government agency, namely, Village Level Worker, Block Agricultural Officer, Project Executive Officer and College and Research staff.

(ii) Non - institutionalized sources including farmers

Sri K.N. Singh passed the M.Sc. (Agri.) Final examination from the Bihar Agricultural College, Sabour in the year (1970) with Agricultural Extension as his field of specialization.

Dr. R.P. Singh is Assistant Professor of Agricultural Extension at the Bihar Agricultural College, Sabour (Bhagalpur).

Sri A.P. Mishra is Lecturer in Agricultural Extension at the Bihar Agricultural College, Sabour (Bhagalpur).

of the village and their friends and relatives.

(iii) Media including demonstration, exhibition, news paper, magazines and other publications, cinema and radio.

Data were analysed along three levels of age group, i e., young age group (below 26 years) A_1, middle-age group (26 to 45 years) A_2 and old-age group (above 45 years) A_3, three levels of education, i.e. illiterate (E_1), less educated (up to 7th grade) E_2 and more educated (above 7th grade) E_3; and three levels of size of holding, i.e. small-sized holding (below 6 acres) S_1, medium-sized holding (6 to 10 acres) S_2 and large-size holding (above 10 acres) S_3.

Findings

The North Central Rural Sociology Sub-Committee (1955) recognized five stages in the process of adoption. This study was, however, made in relation to only four of the stages, namely, awareness, interest, evaluation and trial. An attempt was made in this study to see if there is any relationship between the sources of information used at different stages of adoption and personal characteristics of the users including their age, level of education and size of holding. The percentage distribution of the sources of information utilized by the respondents belonging to different age, level of education and size of holding at awareness stage is given in Table-I.

Age

We find that at the awareness stage, media were the most important sources of information about dwarf wheat for the respondents belonging to the young and middle-age groups, whereas nearly 65 per cent of those belonging to the old age group became aware of dwarf wheat through non-institutionalized sources which proved least important for the former two groups of respondents. The percentage of respondents who came to know about the existence of dwarf wheat gradually decreased with increase in age from 45 per cent in case of young age group to nearly 21 per cent in case of older one. The chi-square value confirmed significant association between age and utilization of sources of information.

As for insecticides, non-institutionalized sources proved most important in case of middle and old-age groups of respondents and media in case of young-age group. The Chi-square value being non-significant, it can be concluded that there was no association between age and utilization of sources of information.

Education

With increase in education, the value of institutionalized

TABLE I

Percentage Distribution of Sources of Information Utilized by the Respondents belonging to Different Age, Level of Education and Size of Holding at Awareness Stage.

Practice	*Source*	*Age*			*Level of education*			*Size of holding*		
		A_1	A_2	A_3	E_1	E_2	E_3	S_1	S_2	S_3
Dwarf Wheat	Institutionalized	30.0	37.0	14.7	15.6	28.6	37.5	22.6	30.0	44.4
	Non-Institutionalized	25.0	19.4	64.7	65.7	42.8	7.5	40.3	30.0	27.8
	Media	45.0	43.6	20.6	18.7	28.6	55.0	37.I	40.0	27.8
	Value of X^2 at P=.05 at 4 d.f.		17.38*			27.06*			3.12 N.S.	
Insecticides	Institutionalized	30.0	37.0	26.5	15.6	45.4	33.3	32.2	25.0	38.9
	Non-institutionalized	25.0	39.2	50.0	65.7	36.4	22.2	47.6	30.0	27.8
	Media	45.0	23.8	23.5	18.7	18.2	44.5	21.1	45.0	33.3
	Value of X^2 at P=.05 at 4 d.f.		5.26 N.S.			18.34*			4.83 N.S.	

sources and media increased, whereas the value of non-institutionalized sources decreased. Non-institutionalized sources were most important for the illiterate and less educated respondents and media for the more educated respondents. For the less educated respondents, institutionalized sources and media were equally important. The value of Chi-squares leads to the conclusion that there was significant association between levels of education and sources of information used.

In case of insecticides, it is observed that non-institutionalized sources were most important in case of illiterates, institutionalized sources in case of less educated respondents and . media in case of more educated ones. The percentage of respondents who used non-institutionalized sources declined with higher levels of education from nearly 96 per cent in case of illiterates to 22 per cent in case of more educated respondents. When tested statistically, the relationship between sources of information and levels of education was found to be significant even in case of insecticides.

Size of holding

From the date in Table-I, it appears that in case of dwarf wheat non-institutionalized sources were most important for the respondents of small holding group, media for the respondents with medium-size holding and institutionalized for those with large-size holding. The value of institutionalized and non-institutionalized sources appeared to be declining with increasing size of holding. But inspite of these apparent differences in the use of various sources of information by the respondents varying in size of holding, the Chi-square test confirmed otherwise. To put it in other way, there was no significant relationship between sources of information used and the size of holding of the users.

The results with regard to insecticides were almost similar to those in case of dwarf wheat. The Chi-square test even in this regard did not show any significant association between the two variables, i.e. sources of information and size of holding.

Interest stage

All the respondents reached the interest stage in respect to both dwarf wheat and insecticides. Whether the personal characteristics had any bearing on utilization of sources of information at the interest stage was analysed.

The sources of information that the farmers belonging to different age, level of education and size of holding groups utilized for additional information about dwarf wheat and insecticides are presented in Table II.

TABLE II

Percentage Distribution of Sources of Information Utilized by the Respondents belonging to Different Age, Level of Education and Size of Holding at Interest Stage

Practice	*Sources*	*Age*			*Education*			*Size of holding*		
		A_1	A_2	A_3	E_1	E_2	E_3	S_1	S_2	S_3
Dwarf Wheat	Institutionalized	50.0	23.9	17.7	15.6	21.4	40.0	21.0	35.0	38.9
	Non-institutionalized	25.0	54.3	58.8	62.6	57.2	35.0	59.0	40.0	27.9
	Media	25.0	21.8	23.5	21.8	21.4	25.0	19.0	25.0	33.3
	Value of X^2 at P=.05 at 4 d.f.		8.44 N.S.			7.93 N.S.			8.74 N.S.	
Insecticides	Institutionalized	50.0	23.9	17.7	18.7	24.9	35.0	16.2	45.0	44.2
	Non-institutionalized	10.0	47.8	61.7	65.7	57.2	20.0	54.7	30.0	27.9
	Media	40.0	28.3	20.6	15.6	17.9	45.0	21.1	25.0	27.9
	Value of X^2 at P=.05 at 4 d.f.		14.41*			18.20*			10.87*	

Age

From the perusal of data in Table II, it apparently looks that the most important sources for the respondents belonging to young-age group was institutionalized sources, whereas in case of other two groups of the respondents non-institutionalized sources appeared to be most important. Media seemed to be almost equally important for all the three groups of respondents. But, whereas the value of institutionalized sources was found declining with increasing age, it was just the reverse in case of non-institutionalized sources. As the Chi-square test indicated, the extent of use of different information sources and age of the respondents were independent of each other.

The pattern of responses in case of insecticides was similar to that in case of dwarf wheat, excepting that the value of media appeared to decrease with increase in age, whereas they were found equally important to the respondents of all the three-age-groups in regard to dwarf wheat. But the value of Chi-square case of insecticides being significant leads to the conclusion that the two variables were not independent of each other.

Education

As it appears from Table—II, the role of institutionalized sources increased with levels of education, whereas the role of non-institutionalized sources decreased. As regards media, the respondents with different levels of education found them equally important. Apparently the most important sources of information appeared to be institutionalized sources to the more educated respondents, non-institutionalized sources to the illiterate and less educated respondents. The statistical test, however, did not confirm any relationship between the sources of information and the levels of education.

The pattern of responses in regard to insecticides were almost similar to that in case of dwarf wheat. But the statistical test in this regard supported significant association between sources of information and levels of education.

Size of Holding

The sources of information through which the farmers belonging to different land-holding groups obtained additional information about dwarf wheat and insecticides can also be seen in Table-II.

It apparently looks that in case of dwarf wheat, the role of institutionalized sources and media increased with increase in size of holding, whereas that of non-institutionalized sources declined. Further non-institutionalized sources appeared to be most important for the respondents with small and medium size of holdings, whereas institutionalized sources appeared to be most important for those with large size of holding. But the result of statistical test did not show any relationship between sources of information and size of holding.

As to insecticides, responses similar to that in case of dwarf wheat were observed. The statistical test in this case, however, indicated significant association between the sources of information and size of holding.

Evaluation stage

At this stage, the farmers mentally examine the pros and cons of adopting innovations in their own situations. while evaluating the practices they seek information from various sources. The sources of information utilized in making evaluation by the respondents belonging to different groups are given in Table—III.

TABLE III

Percentage Distribution of Sources of Information Utilized by the Respondents belonging to Different Age, Level of Education and Size of Holding at Evaluation Stage

Practice	*Sources*	*Age*			*Education*			*Size of holding*		
		A_1	A_2	A_3	E_1	E_2	E_3	S_1	S_2	S_3
Dwarf Wheat	Institutionalized	35.0	26 7	17.6	16.1	17.9	37.5	14.8	40.0	44.4
	Non-institutionalized	25.0	55.5	55.9	67.8	60.6	27.5	62.3	30.0	27.8
	Media	40.0	17.8	26.5	16 1	21.5	35.0	22 9	30 0	27.8
	Value of X^2 at P=.05 at 4 d.f.		7.39 N.S.			15.26*			11.76*	
Insecticides	Institutionalized	45.0	32.6	17.6	15.6	17.9	50.0	22 6	40.0	44.4
	Non-institutionalized	25.0	39.1	61.8	65.7	60.6	15.0	53.2	30 0	27.8
	Media	30.0	28.3	20.6	18.7	21.5	35.0	24.2	30.0	27.8
	Value of X^2 at P=.05 at 4 d.f.		8.13 N.S.			23.81*			6.39 N.S.	

Age

It appears from Table—III that in case of dwarf wheat, non-institutionalized sources were equally important for the respondents of middle and old age groups. The most important sources of information for the respondents of young-age group seemed to be media and institutionalized sources. But the Chi-square test indicated that the use of different sources of information and age of the respondents were independent of each other.

As for insecticides, the percentage of respondents who used non-institutionalized sources increased with increase in age from 25 per cent in case of young-age group to nearly 62 per cent in case of old one. But the use of institutionalized sources and media declined with increase-in age. The Chi-square test in this case also showed non-significant association between the use of information sources and age of the respondents.

Education

It can also be seen from Table—III that with increase in the level of education the use of institutionalized sources and media increased whereas the use of non-institutionalized sources decreased. Institutionalized sources and media were equally important for the less educated respondents. The value of Chi-square leads to the conclusion that there was significant association between levels of education and the extent of use of information sources.

In case of insecticides, it is observed that non-institutionalized sources were most important for illiterate and less educated respondents and least important for more educated ones. Institutionalized sources and media were mostly used by more educated respondents. When tested statistically, the relationship between sources of information and levels of education was found to be significant.

Size of Holding

From the data in Table-III, it also looks that in case of dwarf wheat, non-institutionalized sources were most important for the respondents having small size of holding and institutionalized sources for the respondents with large-size holding. Non-institutionalized sources and media were equally important for the respondents with medium and large size of holding. The value of institutionalized sources increased with increasing size of holding, whereas it was just the reverse in case of non-institutionalized sources. The Chi-square test also confirmed the relationship between the extent of use of information sources and size of holding.

Results similar to above were obtained even with regard to insecticide. But the Chi-square test in this case did not indicate significant association between the size of holding and the use of information sources.

Trial Stage

It is surprising that 90 to 96 per cent of respondents had reached the stage of trial in regard to dwarf wheat and insecticides respectively. The personal characteristics of the respondents in relation to the sources of information utilized by them were analysed even at this stage.

The use of sources of information by the respondents belonging to different age, levels of education and size of holding groups for acquiring more information about dwarf wheat and insecticides are presented in Table—IV.

TABLE IV

Percentage Distribution of Sources of Information Utilized by the Respondents belonging to Different Age, Level of Education and Size of Holding at Trial Stage

Practice	*Source*	*Age*			*Education*			*Size of holding*		
		A_1	A_2	A_3	E_1	E_2	E_3	S_1	S_2	S_3
Dwarf Wheat	Institutionalized	35.0	20.8	29.4	—	17.9	45 0	9.6	50.0	44.4
	Non-institutionalized	50.0	62.2	41.2	77.3	60.5	40 0	78.9	25.0	22 3
	Media	15.0	17.0	29.4	22.7	21.6	15.0	11.5	25.0	33.3
	Value of X^2 at P=.05 at 4 d.f.	2-80 N.S.			23.47*			28.27*		
Insecticides	Institutionalized	47.8	47.5	38.9	17.9	35.6	70.0	50.0	45.0	27.8
	Non-institutionalized	26.1	37.8	33.3	64.2	42.8	12.5	39.7	30.0	33.3
	Media	26.1	14.7	27.8	17.9	21.6	17.5	10.3	25.0	38.9
	Value of X^2 at P=.05 at 4 d.f.	6.96 N.S.			23.17*			8.16 N.S.		

Age

As it appears from Table—IV, the most important sources of information in case of dwarf wheat for the respondents belonging to all the three age-groups seemed to be non-institutionalized ones. Media were mostly used by the respondents of old age groups and institutionalized sources by young ones. However, the Chi-square test did not reveal any significant association between the two variables, i.e., sources of information and age of the respondents.

As for insecticides, institutionalized sources were most important for the respondents belonging to different age groups. Non-institutionalized sources were most important for the respondents of middle-age groups and media for both the young and the old-age groups. The Chi-square test even in this regard did not show any significant association between the sources of information and age of the respondents.

Education

The most important sources for illiterate and less educated respondents appeared to be non-institutionalized sources. None of the illiterates used institutionalized sources. Institutionalized sources were mostly used by more educated respondents. The Chi-square test also indicated significant association between sources of information and levels of education.

The pattern of responses in regard to insecticides were almost similar to that in case of dwarf wheat and the statistical test also supported significant association between the two variables, i.e. sources of information and levels of education.

Size of Holding

It also stems from Table—IV that in case of dwarf wheat, the importance of media increased with increase in size of holding, whereas that of non-institutionalized sources decreased. Institutionalized sources were found to be most important for the respondents having medium size of holding and least important for small holding groups. For the respondents belonging to small holding group, non-institutionalized sources seemed to be the most important sources of information. The Chi-square test also confirmed the relationship between the extent of use of information sources and size of holding of the respondents.

As to insecticides, the role of media increased with increase in size of holding, whereas in case of institutionalized sources, the pattern of responses seemed to be reverse. Institutionalized and non-institutionalized sources were found to be most important for the respondents having small size of holding. But the value of Chi-square being non-significant in case of insecticides leads to the conclusion that the two variables were independent of each other.

To sum up, younger farmers mostly got information through institutionalized sources and media, whereas the older farmers heavily relied upon non-institutionalized sources. However, at trial stage, in case of insecticides, the farmers belonging to almost all the age groups utilized institutionalized sources.

The most important sources of information to the illiterate and less educated farmers who were in majority in the village were non-institutionalized ones at all the stages of adoption for both the practices. With an increase in the level of education of the farmers, there was a corresponding increase in the utilization of institutionalized sources and a decrease in the use of non-institutionalized sources. Media were utilized mostly by more educated farmers.

Small farmers mostly received information about dwarf wheat and insecticides through non-institutionalized sources, whereas the farmers with large-sized holding utilized institutionalized sources and media at all the stages of adoption for both the practices.

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ADULT EDUCATION IS IRRELEVANT

By Ruth Hunter

THE relevancy of education from kindergarten through college is being put on the firing line by business, government agencies, and the students themselves. Educators working with adult students also need to make their courses more relevant. This need for relevancy in adult education is particularly urgent today. Adult Education programmes are increasingly being called upon to serve a unique role in the War on Poverty.

The past needs which fashioned and influenced the objectives of the adult curriculum should now be boldly scrutinized to assess their value for today and for the future. Priorities should be re-evaluated so that a greater range of courses are provided which stress both vocational skills and techniques in serving the public. Concomitant with this need for course expansion is the need to place more emphasis upon upgrading the basic language and computational skills of adult students so that they can function more successfully in society.

Fortunately, there is official government recognition expressed through the Vocational Education Act of 1963 and the amended act of 1968 that a more dynamic educational approach with a shift in both course priority and course relevance is in order. The act encourages, through federal aid funds, the creation of meaningful programmes which can vitalize a curriculum and make it a viable instrument for training adults for income producing futures.

There are valid reasons for administrators to reconsider the usefulness of the total adult programme, particularly the curriculum offered in the adult day school. Increasingly, through federal-local financed programmes, such as the Work Incentive Programme (WIN) or Concentrated Employment Programme (CEP), more enrollees from lower socio-economic areas are entering the day school. Many students enter skeptical of the usefulness of the courses. Many students experience frustration and disappointment because the adult school does not offer a variety of vocational programmes. Many students are requesting a combination of both educational-skill subjects and on-the-job training. All of them are seeking a significant, useful and relevant experience which will prepare them in the shortest time possible for employment.

Innovative Courses Needed

With today's needs in mind, a shift in emphasis from course-centred curriculum to student-centred activity can serve as a guide for creating innovative courses. When student-centered activity is emphasized, it becomes increasingly clear that the adult school is the educational institution which logically fulfills this role for a particular segment of our population. The majority of people for whom these federally financed training and educational programmes were created are underskilled, undereducated, and have frequently had a history of unsuccessful school experiences. The "drop-out" is now being wooed to become a "drop in." The potential "drop-ins" are chronologically too old to return to high school, psychologically and educationally unprepared for college, vocationally handicapped for employment.

Obviously, changes have to be made. Several suggestions to be considered by adult educators who are searching for ideas to incorporate into courses geared to modern community, industry, and business opportunities follow under the headings "You and Your Job," "You and Your Community," and "New Career Opportunities." These suggested courses have been planned so that they (1) can be written up as VEA proposals, (2) are able to meet current training needs and careers for those from lower socio-economic areas, and (3) can provide opportunities for careers that have vertical implications beginning in the adult day school and possibly culminating at the college level.

I. You and Your Job—Business Education

Expand the clerk-typist-steno programme to emphasize personality development of the student instead of the traditional course centred programme. The course centred programme usually includes classes in typing, machine calculation, short-hand, bookkeeping, filing, business math and business English and little else. The teching of technical business skills is insufficient when programmes are being geared to the under-educated adult. Basic computational and language skills with emphasis on vocabulary and grammar must be learned before the student can have successful experiences with business math and English.

Any programme which ignores these prerequisities cannot be relevant. Then, in the final semester of business training, an additional course—You and Your Job—should be included in order to give the student confidence when looking for employment. Units of work could include:

A. *Automated Office Practice:* Experience with the vocabulary and methods used in modern data processing for record keeping.

B. *Employment Test-Taking Techniques:* Experience with the various tests given in civil service and industry; using similar materials and standard answer sheets; taking timed-tests frequently.

C. *Personality Development:* Experiences with situations which encourage appropriate attitudes for seeking work and adjustment on the job.

1. Involve the employing community by having student observation in public and private agencies and companies.
2. Invite professional personnel directors to conduct mock employment interviews and follow this with class discussions.
3. Organize field trips to data processing centres, banks, factories, and state and federal agencies.
4. Plan discussions relating to employment opportunities and have them taped for evaluation of oral language skills.
5. Designate specific days for job-seeking experiences; analyze individual experiences with the class.
6. Develop organizational skills in written work using job-seeking experiences, field trips, and office practice observation as subject matter.
7. Compose business letters by answering ads in newspapers, writing for job applications, and preparing resumes.
8. Discuss and demonstrate good grooming, building economy business wardrobes, and budgeting salaries.
9. Practice telephone manners by using the audio-visual aids provided by the telephone company and by role-playing.

If feasible, the adult education business department should be used as an adjunct to the adult education office so that students can have the opportunity to handle materials used with the public. Making stencils, dittoes, filing, and collating have more value if students know their work has practical use. A supportive, student-centred approach would enable those from welfare-financed ghetto backgrounds to use the school as a half-way station. Here they could attain the competence and confidence they need to seek employment.

II. You and Your Community—Homemaking and Consumer Education

A series of courses under a department of Homemaking and Consumer Education would offer many possibilities and advantages for adult students from culturally deprived areas. Used as electives, classes which bring information and enrichment into daily living can be used as credit toward a high school diploma. These classes could also be designed to upgrade skills in communication as a byproduct of the course content. The general educational value would lie in preparing students to be more effective wage earners. Today, the para-professional community project aide and K-12 school aide have few places in the community to turn to for formal career development before College. Institution housekeepers, school matrons, and cafeteria workers would also profit from formal course content which is related to work. These courses could also introduce students to the possibilities of professional careers, looking toward the educational adventure—Junior College. Some of the courses in homemaking and consumer education are incorporated in the following suggestions:

A. *Homemaking Skill Development*

1. Interior decorating which incorporates units on colour, curtain and drapery styles, use of inexpensive materials, sewing instructions, simple craft instruction for home decorating, use of wall paper, paints, floor tiles.
2. Simple home repairs which include replacement of faucet washers, repairing broken windows, changing electric fuses, taping and splicing insulation for cords.
3. Nutritional aspects of menu-planning, food shopping, cooking tips.
4. Budgeting based upon one's own family circumstances.
5. Health and home safety courses with emphasis on preventive health measures and first aid instruction.
6. Seminar discussions of parent-children relationships, which include maturation stages in child development, discipline, family responsibilities, family recreation, the impact of television on the parent-child relationship, and the impact of television on child development.

B. *Consumer Education*

1. Coordinating basic computation skills, percentages, discounts, interest concepts.
2. Studying the language, technical vocabulary and legality of contract purchases and becoming familiar with agencies that offer legal help.
3. Learning about "Truth in Packaging" with discussion on store specials, name brand products, grades in canned goods and meats.
4. Analyzing consumer tax levies which touch all strata of society—for example gasoline tax; cigarette tax; liquor tax; excise tax; entertainment tax; state and local sales tax; property tax; income tax; FICA tax.
5. Studying ways in which taxes are spent by city, country, state, and federal agencies.

6. Studying credit and loan practices, particularly commercial loan companies, banks and credits unions.

C. *Community Education*

1. Voter registration, voting methods, understanding ballots and related vocabulary.
2. The structure of political parties, platforms, local issues.
3. The nature and purpose of community organizations such as PTA, youth groups; volunteer bureaus, Red Cross, senior and citizens groups, and neighbourhood councils.
4. The structure and function of local government, the municipal court system, police powers and responsibilities, and the responsibilities and rights of citizens.

The Homemaking and Consumer section has many built-in motivational aspects. The curriculum directly relates to daily experiences adults face. The subjects lend themselves to meaningful coordination with learning experiences in writing, discussion, grammar usage, vocabulary building, reading comprehension, and arithmetic skills.

III. New Career Opportunities—Early Childhood Aides, Licensed Home Workers. The objective in this department would be the development of a laboratory training center designed for non-professional, unemployed and undereducated adults who are interested in pursuing a career in early childhood education. This laboratory training centre would be closely coordinated with formal academic courses. Trainees would be carefully screened on the basis of interest, motivation, and involvement in working with pre-school children in child care centres, Headstart programmes, private licensed homes, and nurseries. Curriculum development should include units of work that involve the adult students in observation and participation in the training laboratory, group sensitivity sessions, and staff meetings. The basic purpose of this practice in the laboratory would be to give adult students a variety of experiences which would develop communication skills, deepen sensitivity to the needs of children, and increase their ability to relate to staff and other trainees. All these experiences should have a major emphasis on application rather than abstract theory. *The laboratory should be populated exclusively with the pre-school children of all the adult students attending day school.* Thus the training centre would serve a two-fold purpose: (1) providing badly needed child-care services to poor people who are striving to obtain training for employment, and (2) making the laboratory hours coincide with the school hours, thus providing reasonable aide-practice sessions within the regular school day. The following programme is based upon a rotation schedule with class enrollment limited to twenty-one students. Seven students would be scheduled for each daily two and one half hour staggared laboratory experience; laboratory hours would be 8 a.m. to 3.30 p.m.

A. Experiences in observation and participation in child-care laboratory—2½ hours daily; development of professional observation techniques by studying children and writing case studies; coordinating theory with practice by applying concepts in nutrition through participation in planning menus and working in laboratory kitchens; planning budgets and doing grocery shopping; and using student created materials with children in child-care centres.

B. Experiences in seminar discussions about techniques, problems, and feelings, relating to children, staff, and other adult students; inviting outside speakers and showing films on child psychology and discipline; and setting up individual conferences with staff on a regular basis.

C. Experiences in the development of arts and crafts materials through research, visiting other child-care centers, using student designed materials in the laboratory and evaluating their effectiveness in terms of child interest and child perceptive and cognitive development, exploration in the field of music and literature for young children, using public and school library facilities.

D. Experiences with the growth and development of children as it relates to physical factors, nutrition, and environmental effects.

E. Experiences in first aid and safety education and instruction in licensing and legal state and local regulations.

A programme of this nature lends itself readily to new careers concepts. With the adult school experiences being used as the initial rung in an early childhood career, students would then have a choice in their future careers. These choices include opening a licensed home care center or private nursery school, combining work in a child care center with courses at a junior college which lead to an A A. degree and assistant teaching status, and continuing a career in child care centers and college with a goal toward becoming an early childhood teacher on a full professional basis.

Conclusion

Education has lagged far behind other disciplines in the technological and space age. Adult education, always a modest member of the education family, now has the opportunity to wisely and thoughtfully provide a service to those adults who seek a new dimension in their existence. The adult school could be the catalyst!

—Adult Leadership (USA)

Relationship between Level of Education of Farmers and their Agricultural Production

by J.S. Parolkar

Introduction

PROGRESS in agricultural science is certainly helpful in raising the level of production per unit area of land. The atomic age promises to enhance greatly the human ability to raise production per acre to yet unthought of heights. Reduction in the growth period of crops makes it possible to raise more crops on the same land in a year. New varieties of seeds, farming techniques and methods are being constantly refined by research scientists from year to year, some time month to month, the ideas and ways of doing things are fast changing.

An increase in agricultural production per acre is the product of number of factors: participation in extension education activities like demonstrations, group discussion, rural radio forum discussions, farmers training programmes, educational background including literacy education, tenure and size of land holding, fertility of soil, climatic condition, irrigation facility and use of inputs. However, it is said that illiteracy and low level of education of our primary producers is an obstacle in the way of agricultural development, the lack of which constitutes a serious handicap in continuing technical progress. It is also said that the increasing production and modernisation of agriculture both causes and caused by development of education. On the positive side of the above statements it can be added that literacy and general education provides man with powerful and useful skills for continuous use and for adjusting in changing situation to raise the level of his economic performance particularly the quality of labour and management. It reduces the restrictions of traditionalism and facilitates innovation. Thus the literacy education is naturally considered an important means for attaining development.

However, not many studies seems to have been made in India giving quantitative estimate of the role played by various factors outlined above and the role played by literacy education alone in increasing agricultural production.

Review of Literature

Murray and Allen (1959) reported that participation in agricultural education programmes was closely related in increasing the technological competence of farm operators in Wisconsin.

Vishnoi and Bose (1960) observed that literate respondents learnt more about farming than illiterate.

Coleman (1951), Wilkening (1952), Yang (1953), Anderson (1955), and Bohlen (1957) concluded that the education of the farmers was associated with early adoption of improved practices.

Rahudkar (1958) observed that the farmers who were illiterate adopted less number of farm practices. Farmers with primary and middle education adopted half number of improved practices and farmers having high school or college education were likely to adopt greater number of new practices.

Ryon an Gross (1960), Coleman (1951), Moe (1962), Wilkening (1952), Wilson and Gallup (1955), Bohlen (1957) and Vishnoi and Petti (1960) reported that education had a close positive relationship with response to extension teaching.

Mahajan (1966) observed that education has a close positive relationship with response to extension teaching, the more educated the farmer, the more likely to show a better response to stimulus of extension teaching. Education had shown influence of adoption of the practice.

Wilkening (1951) found that North Carolina farmers who had vocational agriculture education, adopted significantly more improved farm practices than did those farmers in the sample who had not received such training.

The Objective

This study seeks to determine:

1. The relationship of education to agricultural production;
2. The relationship of educational level to agricultural production;
3. The extent to which various extension education activities, economic factor like land holding and educational background of cultivator plays part in agricultural production.

Research Methodology and Procedure

In this study structured interview and participant observation techniques were used.

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Sample

The study was confined to Community Development Blocks of Punjab and U.P. (two blocks from each State) of which climatic conditions, soil type, irrigation facilities, institutional services were more or less the same. From such area, ten per cent purposive stratified sample of villages from each block was selected. Further from each selected village a ten per cent sample of young working farmers in the age range of 16 to 25 years of age was selected at random for interview.

A list of farming families and the young working farmers in the age group of 16 to 25 years in those families of each village was prepared, from records of the village officials and in consultation with social workers and some elders in the localities. Thereafter the list was checked by visiting different households. From the list thus prepared random sample, not less than 10 per cent was chosen for direct interview.

Thus the size of the sample was 206 in number. Illiterate 114 and 92 literate—primary educated 45, Middle school level educated 25, High school passed 22.

Scales of measurement used:

Participation score in extension education activities

Under extension education activities twelve different activities were included in the questionnaire for finding out the participation of young farmers in them.

The activities listed were :

1. Observation of films or improved methods of farming;
2. Observation cum study visit to agriculture college/school farm.
3. Observation cum study to agricultural demonstration farm/experimental farm;
4. Observation cum study visit to agricultural exhibition/fair;
5. Participation in adult literacy classes and reading of agriculture departmental bulletins;
6. Participation in demonstration meetings;
7. Participation in Farm Radio Forum group discussion meetings;
8. Participation in agricultural seminar/workshop/short courses;
9. Participation in village leaders training camp;
10. Participation in Youth Club/young farmers club activities;
11. Participation in the meeting of cooperative society;
12. Participation in preparing farm production plan.

The participation in the above mentioned extension education activities of the farmers was rated on a three point scale—e.g., (2) "often" (1) "some time" (0) "never". Scores thus obtained by an individual young farmer on these twelve activities were combined together by simple addition. This composite score was treated as participations core to indicate the extent of participation in extension education activities by each individual.

Major Findings and Suggestions

Quantitative estimate of the role played by education in increasing production, reveal that there is a significant correlation between crop yield and education. Total variation in crop yield accounted for by the variables viz. adoption of improved farm practices, participation in extension education activities, per capita land holding and general education is 67 per cent, out of which education alone is responsible for 21 per cent.

In increasing productive capacity of land by individual farmers, it was found that mere literacy of the farmers was not sufficient but it should be of a functional nature. Because, the value of literacy education for adult farmers depends on what he does, with what he learns. If he needs a particular piece of knowledge and uses it, he profits by it. If he has no immediate need and use for it, there may be some deferred values but these are always indefinite.

In this study, it was also found that the primary level of education has not helped the farmer much in improving upon the performance of the illiterate farmers, while if the farmer studies up to middle school standard, significant improvement is shown as compared to the performance of the illiterate. Therefore, at the present stage of agricultural development, the literacy education of middle school level which helps the farmer in effective participation and understanding of extension education activities should be imparted. And the literacy education should be linked with the extension education activity which is problem based and meant to impart training to farmers in modern techniques and methods which are being refined by research scientist from time to time to improve farm production skills. However, there are limitations of extension education personnel to reach to all farmers in time. The space and time lag between the research finding and its appropriate use hinders our production, hence, the young/adult farmers to be effective and proficient in farming, should be given vocationalised environment oriented education at least up to middle school level, then and then only in the era of present day green revolution our agriculture professsion will lead to take off stage and sustain green revolution.

(*Continued on page 18*)

LITERACY AND ADULT EDUCATION IN CEYLON

by K.H.M. Sumathipala

IT is believed that, with the introduction of Buddhism to Ceylon in the third century B.C., formal education spread to all parts of the island, and literacy became fairly widespread. But with the decline of the Sinhala civilization after the Cholian invasion of 1017, and more so after the Magha invasion of 1215, the educational standards fell and in 1505 the Portuguese landed in a Ceylon that had disintegrated and degenerated.

The Portuguese the first Europeans to gain a foothold in Ceylon, settled in Colombo in 1518, captured the South-Western coastal belt toward the end of the century and continued a military occupation of this region until the arrival of the Dutch in 1656. There was no peace either for the Portuguese or for Sinhala Kings who still ruled the rest of the country and the deterioration in education that had begun in the eleventh century continued unabated.

The impact of the Dutch on Ceylon, especially in education, ushered in the modern period for the culture of the island. It is to the Dutch that is owed the beginnings of this modern era, although the changes they introduced affected the people of the country only to a small extent. But it was in education that the most telling blows were to strike, for even in England during the eighteenth century elementary education was not so widespread as in the Dutch territories in Ceylon. The Dutch period also saw a religious and educational revival in the hill-country that was still ruled by the Sinhala Kings.

The British who arrived in Ceylon in 1796 neglected the Dutch system of parish schools and during the first fifty years of their rule did very little to spread literacy among the common people of the country. The Bhikkhus (Buddhist priests), in spite of many obstacles placed against them, still attempted to give an elementary education through their temple schools. But when the first all-island census was taken in 1871, only 12.5 per cent of the population of aged five-years-and-above could read and write. Literacy increased steadily, however and, by 1931, 47.9 per cent of the same population group had become literate.

A large measure of internal self-government was granted to Ceylon in 1931 under the Donoughmore constitution. C.W.W. Kannangara was elected the first Minister of Education, and remained in office till the granting of near-independence in 1947. Under him, the educational provision (especially of the state sector) expanded rapidly. Free education from kindergarten to university levels for all children (except for those few attending private schools) became a reality in 1945.

In January 1946, the mother-tongue was made the medium of instruction in the primary classes of all schools including fee-levying schools under private management. The mother-tongue medium was extended to the junior secondary school in 1953, to the senior secondary school in 1956 and to the University in 1960. University status was granted to two Buddhist Pirivenas (colleges) in 1959 and the denominational (mainly Christian) schools were taken over by the State in 1960. Between 1956 and 1965, the quantitative expansion of education was very wide and, although there has been a slight recession in the educational expansion since then, literacy in Ceylon remains very high. In 1970, the ratio of literate persons aged five-years-and-above had reached 80%.

Adult education has been defined as "those forms of education which are undertaken voluntarily by mature people and which have as their aim the development, without *direct* regard to their vocational value, or personal abilities and aptitudes and the encouragement of social, moral and intellectual responsibility within the framework of local, national and world citizenship.... The term presupposes a general standard of literacy resulting from compulsory childhood education.

Was there a system of adult education in ancient Ceylon, within the meaning of the above definition? "Side by side with education imparted in the *parivena* and the workshop, domestic or otherwise, there was a continuous process of popular, general education to which all the laymen irrespective of power and position were subject. This education was complementary to what the people received in the institutions and it had its greatest value as a 'type' of further education we have in the advanced countries today. The popular education of ancient times differed from it in two respects. First, it was meant for everybody including those who had reached a high standard of learning. Second, it was more a moral, religious, aesthetic and social education not having a direct relation to the vocation one was engaged in."

In the reign of Dutugamunu (101-77 B.C.) every village in the island had a teacher (layman) to preach the religion on a monthly, paid basis and in each

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lecture hall the teacher was provided with a priceless canopy, a pulpit, a carpet, a stand for book of copyists, book covers, a blanket, a fan and a *bana* book of the Buddha's teachings. In the fourth century A.D. King Buddhadasa appointed a *pundit* for every village to preach on the full-moon day.

This system of Buddhist adult education had almost completely disappeared by 1500 A.D. but by 1700 A.D. another religious system of adult education flourished under the Dutch. Under the Dutch parish school system children were discharged at the age of 15, but after such dismissal were required to attend school twice a week for a further period of three years to receive religious instruction from the master. Even following this, they were to attend, although less regularly, for another two years. Although the period for instruction subsequent to the technical dismissal was thus fixed at five years, in some schools individuals were found voluntarily to continue this part-time education for as long as ten years.

During the nineteenth century, under the British, adult education deteriorated, although childhood education was strengthened. Early in the twentieth century, a system was begun for the rehabilitation of prisoners through various programmes of education, where specially selected teachers conducted lectures and debates in the prisons on subjects of general interest. Vocational subjects such as commerce, motor-mechanics, carpentry and wood-working, laundrying, tailoring, spinning and weaving were added later. Library facilities, radio sets and amplifiers, and cinema shows were also introduced as part of the programme. Even today, adult education classes are regularly held in all prisons and open prison camps.

Almost simultaneously with the prison programme a system of night schools for adults was begun. The movement provided that any individual, religious body or voluntary association could start a night school for the education of adults! Once the school was well established the Education Department gave an annual grant. To keep the adult character of the school, children below 14 years were not allowed admission. This movement, however, did not spread for want of regular teachers. In 1922, after nearly two decades, there were only 15 night schools; these were confined to the Western Province, the most urbanized of the nine provinces. By 1950 the number had still risen to only 27. The main subject taught was the English language and there were 1,300 pupils enrolled. At that time, the registration of new night schools was suspended, and the movement has since died down.

The prison schools and the night schools were not really adult schools in the modern sense. If we leave these two experiments out, the present adult education movement in Ceylon is only about 40 years old. On December 12, 1929, C.W.W. Kannangara gave notice of the following resolution in the Legislative Council of Ceylon. "This council is of opinion that the government should take early steps to enable the illiterate population of the island to become literates and that as a first step in that direction evening classes should be immediately started in localities where government and assisted school buildings and teachers are available."

The motion was passed by the Council in early 1931 and it was implemented when Kannangara himself became Minister of Education. In May 1932 a 'Rural Scheme of Education' was started at Handessa, and associated with this a programme of adult education was started in 1933. In the first year, classes for adults were opened at 10 Rural Scheme schools. The programme of work consisted of lectures and discussions on health topics, agriculture, co-operative movement and matters of general village interest. A library was provided for each of these classes. Individual instruction was given to those who wished to be helped in letter writing or in calculations relating to their daily tasks, and music and games formed regular features of the programme. Practical experiments in agriculture were also conducted by the adults and some classes formed themselves into Agricultural Clubs. The following statistics show how rapidly the movement spread.

Year	*No. of classes*	*Year*	*No. of classes*
1933	10	1941	329
1936	48	1944	469
1937	150	1945	895
1939	271		

In 1940, arrangements were made to train groups of unemployed teachers in adult education and rural reconstruction work. A month's training was provided to each group at the Scout Colony, Kalutara. In 1941, a class for training women teachers was organized at Sri Palee School, Horana.

The Departmental cinema vans made regular visit to the adult classes, and films of educational interest were screened. A good deal of time was devoted in these classes to instruction in reading, writing and arithmetic, as many adults were not able to read and write. 1945 saw a literacy campaign organized to liquidate illiteracy.

An 'adult education week' was held in the Government Training College, Polgolla, in April 1947. The 500 delegates who came into residence on April 20 formed a representative cross-section of near urban as well as rural life, being appointed by village welfare societies from among their number.

The aim of the course was not to impart textbook knowledge, but to instil into the delegates a sense of citizenship. The residential course lasted a whole week. Profitable diversions were afforded by the educational, agricultural, health and industrial exhibitions held in conjunction with the adult week, by excursions and cinema shows and physical training exercises.

With the exist of Kannangara, the enthusiasm for adult education dwindled, and in 1948 only 75 classes functioned. In 1949 a new branch of the Education Department—Adult Education and Audio-Visual Education Branch—was set up. Between 1948 and 1953 the number of adult education classes increased steadily from 75 to 353. In 1954 a decline set in and, in spite of a short-lived second revival after 1956, adult education never regained its earlier popularity. The main cause seems to have been a lack of enthusiasm and interest both on the part of the organizers as well as the participants. The lethargy of the participants is mainly due to a curriculum which is out-of-date for the most part, and an inability of the teachers to kindle an interest in the work they do. Lack of sufficient finance is yet another factor. The Budgetary provision for adult education has dwindled, and very few classes are now registered in the books of the Departments of Education.

The new government formed after the general elections of May, 1970 seems to be alive to the need for an expansion in the adult education programme and has already set up a committee to formulate plans to be implemented during the next few years. A 'workers school' attached to the University of Ceylon, Colombo, is being set up in 1971.

In addition to the Department of Education, there are a number of other departments engaged in adult education work. The Rural Development Movement as a government sponsored activity had its beginning in 1938 under the Department of Commerce and Industries. Under this programme, Rural Service Centres were started in selected villages to carry out a five-fold programme of development covering the economic, social, cultural, educational and health aspects of the village community.

In 1948, the government set up a separate Department of Rural Developmant and the movement was expanded to cover the whole country. Democratically-constituted voluntary village organizations known as Rural Development Societies were formed in the villages under the direction and guidance of the new department. These societies became the chief instruments through which the rural development programme was implemented. The Department established Rural Development Training Centre at the provincial level where government extension workers as well as local leaders were provided training in community development methods and techniques. The Societies organized reading rooms, Sunday schools, arbitration boards, anti-crime clubs, community centres and thrift-and-saving groups, and initiated educational, industrial and agricultural projects. Since 1955 there have been wellover 8,000 Rural Development Societies.

One of the most ambitious experiments in adult education attempted in Ceylon was the Fundamental Education Project at Hingurakgoda. It was started by the Ministry of Education with the assistance of Unesco, which undertook to assist the experiment by the appointment of a Director, a literacy expert and experts in agricultural extension work, health, handicrafts and co-operation. In addition to Unesco, three other United Nations agencies, FAO, ILO and WHO participated together with the parallel departments concerned with the problem of rural uplift. The main objective of the project was 'to bring to the people the knowledge which they have somehow missed and which they need in order that they may lead satisfactory lives in their own communities'. It was also intended to make the pilot area a helpful example to workers in adult education and a training ground where trainees from the whole island and subsequently from other countries could participate in learning this comprehensive programme. The Project did not attempt to fight illiteracy alone;rather it 'strove to remove a state of ignorance which promotes unfavourable conditions that cause disease, poverty, discontent and disinterestedness in the whole business of living'. A series of adult readers, especially prepared to meet the needs of rural adults were published. In 1955 the Project was handed over to the Ministry of Home Affairs and Rural Development which terminated it six years later. The degree of its success is debatable.

The propaganda division of the Department of Agriculture established in 1932 does much adult education work to transmit the results of scientific research and the value of better agricultural practice to the village agriculturist. The Department of Cooperative Development and the Department of Health Services are two other departments which provide various programmes of education for the adults; the Department of information and the Ceylon Broadcasting Corporation help these departments in their work.

New Publications Checklist

	Rs.	*US Dollars*
Manual for Adult Literacy Teachers —N.R. Gupta	10·00	2.75
Adult Education in the Seventies	5·00	1.75
Education for Perspective —J.R. Kidd	24·00	6.00
Adult Education for Parliamentary Democracy	5·00	1.75
Adult Education and National Integration	3·50	1.25

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

The Professional Growth of Physicians in the Soviet Union

Leonid Zeidlits
Central Institute of Postgraduate Medical Training, Moscow

IN the Soviet Union, the professional growth of physicians is achieved by the continuation of medical training. On graduating from a medical college, the physician must constantly improve his professional skill; he must make all possible use of the latest achievements in medical theory and practice in his everyday work. But the physician's professional growth must in no way be alienated from his basic primary specialization.

At Soviet medical schools the training of students ends in their fifth year, after which they are obliged to "subintern", that is, to do practical work at some clinic, for one year. During this year the students are provided with opportunities to work in areas closest to their chosen fields of specialization. The subintern treats four or five patients under the supervision of an assistant professor, not only applying his theoretical knowledge but acquiring new professional skills. On completing the subinternship the student takes his state examinations and, on passing them, receives the diploma of a practicing physician.

The physician does not have the right to practice his profession immediately after graduating from medical college, however. He is given this right only after a year of internship, during which he may continue advanced training in the same field of medicine that he chose as a subintern, or choose a still narrower field. On completing the period of internship the physician appears before a certifying commission, which decides whether or not to grant him the right to practice in the medical profession.

The highest medical qualifications are accorded to a physician after a complete course of internship—a two-year period of special training at clinics of medical colleges, at courses of advanced training, or at research institutes. Only the most capable graduates of medical colleges or physicians who have practised for no less than three years are accepted for internship. During this internship the physician may acquire any of seventy-six medical specialties. On completing the term of internship, he is accorded the appropriate medical qualification by the certifying commission.

Very often the physician takes advantage of the facilities in the U.S.S.R. for the professional growth of physicians, which include thirteen institutes of advanced professional training for physicians, forty chairs of professional growth for physicians at medical institutes, and three chairs for the advanced professional training of pharmacists. **According to existing rules every rural practitioner of medicine has the right to time off for professional growth once in three years and every urban physician once in five years, at the expense of the state. On the average, this system of professional growth embraces up to 60,000 physicians every year.**

This system promotes various forms of advanced professional training; there are day courses, day courses combined with correspondence courses, courses on television, and on-the-spot advanced training by teachers and instructors at the regional centres. At present, the most productive of these forms is advanced training by combined correspondence and day courses. The physician practicing at a hospital prepares a synopsis of a thesis on a certain theme, by corresponding for six to ten months with a medical institute. On completing the treatise he takes day courses at the corresponding medical institute for two to eight weeks. During this time the physician has the opportunity to summarize the knowledge he has received, to clarify the most difficult problems in the subject he is studying, and to participate in scientific discussions with his colleagues and master new methods for his practice.

Professional growth by correspondence combined with day courses was introduced in the Soviet Union in 1959. The experience accumulated to date makes it possible to speak of the advantages of this form of training. The physician may increase his professional skill while continuing to work. The knowledge received by correspondence may be actively applied in his everyday work, and the physician develops a more critical approach to the work he is performing. This form of advanced training makes it possible to increase the professional skills of a large number of medical specialists simultaneously. From the economic point of view this approach requires less material expenditure; the training by correspondence phase is considerably cheaper than the day-course phase.

The approach to professional growth involving on-the-spot training is less productive but nevertheless essential. A group of specialists from some prominent medical institute travels to large regional

and district centers to train physicians, after having agreed upon the organization of this advanced training with local authorities. These specialists deliver lectures, conduct seminars, and instruct local physicians in new methods of diagnosing and treating patients. At the same time, they participate directly in the practical work of local hospitals. This type of professional growth is necessary not only for the practitioners but for the traveling instructors and teachers as well. With this purpose in view, special courses for hospital administrators have been organized at the Central Institute of Postgraduate Medical Training in Moscow. For four to five months, the specialists enrolled in these courses study the problems involved in the organization of public health, social hygiene, the judicial aspects of medicine, questions concerning the planning and financing of public health institutions, and so on. "The Screen for the Physician" is one of the special programmes on Soviet Central Television and is broadcast two or three hours a week. In these programmes eminent specialists in various fields of medicines deliver lectures on problems of theory and practice. This method of professional growth is steadily winning popularity.

What are the prospects for professional growth in the Soviet Union? In all probability, all the forms of advanced training existing today will be preserved for the coming decade. It is true that some of these forms will undergo certain changes. For example, in the opinion of Professor Maria Kovrigina, the director of the Central institute of Postgraduate Medical Training in Moscow, it is necessary to expand and improve the system of the professional growth not only of physicians, but of the teachers of medical college and of institutes for the advanced training of physicians. She suggests organizing two-month courses as well as short-term seminars, from five to seven days long, devoted to different problems of medicine for these teachers.

Professional growth will obviously develop into still another form in the international cooperation of the scientists of different countries of the world. For instance, several international courses for the professional growth of physicians have already been set up at the Central Institute of Postgraduate Medical Training. Physicians from many countries are trained, and they improve their professional skills at research medical institutes and at internship and postgraduate courses organized at various clinics. A wide exchange of experience among the physicians of different countries can only serve to promote higher professional levels in medical specialists everywhere.

Relationship between Level of Education ...

(*Continued from page 13*)

To consolidate technological advancement is agriculture, induced by green revolution, the farmer need to consider carefully the different alternatives and make firm independent decisions to increase production per unit area in which need based adult literacy education plays significant role. It was collaborated by 40% of farmers when participants observation technique of investigation was used by the author of this paper that adult farmer is an intellectually developed man and has accumulated some special knowledge, experience and skills that are being utilised over and over again in the productive process, therefore, the young/adult farmers literacy education, continuing sandwitch short courses should focus its attention on developing deductive/analytical ability of a farmer, so that a farmer can manusulate land, labour and capital optimally to get the maximum result per unit area. The standard of education mentioned above and the practical experience of farmers will help the farmer to take appropriate judgment and adjust their farming enterprises according to changing socio-economic condition and increase production.

Thus, it is beyond doubt that a certain level and quality of literacy education background of a farmer has significant relationship with their agricultural production.

Bleak Future for Engineers?

Since the early 1960's, engineers have been increasingly concerned about their own obsolescence. According to one generalization, about 10 percent of an engineer's knowledge becomes obsolete every year.

A study of courses offered at engineering schools indicated that less than 10 per cent of the knowledge acquired by the class of 1935 was still applicable in 1965. The author of the study, Steven B. Zelikoff, plotted curves showing that the rate of obsolescence has speeded up in recent years. For instance, an aeronautical engineer graduating in 1935 was only 25 percent out of date five years later; an aeronautical engineer in the Class of 1965 became about 50 percent out of date in the same amount of time. "The message these curves convey seems bleak, for it implies that our technology is consuming the hand that feeds it," reports Zelikoff. "The business end of industry can absorb but a handful of engineers transferring from the technical side. So, to keep our technology accelerating, ever increasing numbers of engineers must be sacrificed—or some method found to prolong their value."

Salaries have begun to reflect the diminished effectiveness of the older engineers. Los Angeles aerospace firms pay an engineer with 35 years experience less, on the average, than an engineer with 20 years experience—Steven B. Zelikoff, "The Obsolescing Engineer," *Science and Technology*, April, 1969. (Quoted in The *Futurist*, June, 1970.)

Reports From The Field

Bengal Social Service League—Report for 1970-71

The Bengal Social Service League, Calcutta, was established in 1915. It helps in the development of mankind and in securing an all round welfare of the community life through social study and social service. Poet Rabindranath Tagore, Sir P.C. Roy, Sir B.N. Sil, Shri Ramananda Chatterjee, among others, were at one time or the other actively associated with the League.

The League organised the following activities during 1970-71.

1. *Adult Education Teachers Training Programme*

A month long Adult Education Teachers Training Course was organised in Calcutta with resident and non-resident trainees. 21 trainees completed the course.

2. *Literacy Teachers Training Camp*

The Camps cover teaching methods for the illiterates, organisation of classes, uses of simple audio-visual aids, library etc. In the year under review 22 such camps were held—6 in Urban areas with 132 trainees and 16 in rural areas with 389 trainees.

3. *Audio-Visual Training Courses*

These courses include projected and non-projected aids with emphasis on non-projected aids like flash cards, flannel graphs, and posters etc. Four such courses were held and 110 trainees trained.

4. *Bell Cycle Library*

Twenty villages in 24 Parganas were served with a bell cycle library during the year. A librarian on cycle goes round with books in his canvas bag and visits each village about once a week. Besides distributing the books he holds seminars and group meetings.

5. *Puppetry*

The League has developed a puppet team to serve both in urban and rural areas. It entered into a contract with Life Insurance Corporation of India for organising 100 shows during the year. The team toured extensively in the district of Murshidabad to propagate the benefits of life insurance.

6. *Grihalakshmi Centres*

Two centres have been opened in rural areas of 24 parganas where married and unmarried women are not only made literate but are instructed in subjects life family planning, maternity and child care, nutrition, craft training.

7. *Writers Workshop*

A Writers Workshop was held during the year. 15 trainees joined the course and produced 15 manuscripts relating to the different aspect of urban living. Three books will be produced after editing the manuscripts.

8. *Publication*

The Primer *Asun Parun* was revised during the year. The publication of fortnightly *Chalti Jagat* for neo-literates was continued as usual.

9. *Special Nutrition Programme*

With the financial assistance from the Directorate of Social Welfare, the League distributed milk and bread to 950 slum children aged between 0-3.

10. *Nursery and Primary Schools*

About 100 children are enrolled in Nursery and Primary Schools. There is a Parent-Teacher Association which meets once a month.

11. *Craft Classes*

A regular sewing class for women and a training centre in carpentry and book-binding for vagrant boys in the age group 8-16 continued during the year.

12. *Youth Club*

There is a youth club with 80 members.

13. *Educational Film Shows*

Regular film shows for different age groups were shown during the year.

Varanasi Council for Literacy and Adult Education

Report for 1970-71

The Council for Literacy and Adult Education, Varanasi, established in 1970 has undertaken the following programmes during the year.

The Council in collaboration with Sangham Kshettra Vikas Samity and Janlok Vidyapeeth has set up two adult schools in village Gaharpur and Kapildhara. It has also oriented the content of literacy and adult education teaching for agricultural development. Two youth clubs and libraries have also been set up in these villages.

Radio Listening Group Formed

A battery operated radio set and a few books gifted to the Council by the Indian Adult Education Association were presented to Sri Iqbal Singh, Adult Education Organiser of the Council, by the Vice-Chairman of the Council, Dr. B.B. Chatterjee, for use of the farmers in the vicinity.

Sri Iqbal Singh has formed a radio listening farmers' group in the Adult School of Gaharpur.

The Council will make a quick study of the impact of radio on the behaviour and skills of the farmers through a step by step follow-up work of the Council.

The Council proposes to set-up a few more adult schools with a view to foster functional literacy and purposeful adult education activities. It also proposes to run a correspondence course for adults.

ADULT EDUCATION IN ENGLAND AND WALES: A CRITICAL SURVEY

By John Lowe, London, Michael Joseph, 1970. Pp. 356, Price: £2.50.

ADULT Education in England and Wales is an authoritative work by a scholarly person who shares with his readers his knowledge and views on several aspects connected with adult education in Britain. In doing so Dr. Lowe's book furnishes a unique, comprehensive and uptodate account of the kinds of work developed there, types of institutions providing adult education and needs and problems requiring attention in England and Wales. The author has based his observations on facts and figures collected from a number of sources, including two scientific inquiries.

In the opening chapter, 'From Adult Education to the Education of Adults', Dr. Lowe after discussing the problems associated with the traditional narrow use of the term, 'Adult Education' considers other possible terms like Continuing Education, Lifelong Integrated Education, but finally concludes that perhaps it will be best for us to continue using "adult education" in the widest sense.

A description and assessment of the functions and problems of different agencies and organisations arranging adult education programmes in England and Wales follows in the next thirteen chapters which takes about two thirds of the total space in the book. These chapters cover programmes sponsored by State and local authorities, evening institutes, residential colleges, the Universities, W.E.A. (the responsible bodies), the public services, women's organisations, national organisations, societies and clubs, libraries, museums and art galleries. The role of industrial and commercial enterprises, mass media like broadcasting and films, education through home study and facilities available for adult education in the rural areas have also been discussed. The discussion is realistic and does not indulge in idle description of the functions of different institutions in isolation. Instead, it examines how one complements the other.

Chapters 15 to 16 are devoted to discussions on adult students, their characteristics, nature and extent of participation in various forms of adult education, who participates and who does not participate are some of the questions dealt within this portion of the book.

Having described the participants, the programmes and the institutions arranging the programmes, the author devotes three chapters (17-19) to the discussion of issues related with the expansion of the national system namely coordination of activities at all levels, the need for development of research, recruitment and training of adult educators. All these aspects play vital role in making a success or failure of any programme and have found appropriate place in the book.

The concluding chapter 'The Way Ahead' lists some recommendations both from the point of view of achieving the desired ends through adult education as well as the means through which they can be achieved.

This makes the book a thorough survey. In fact it will serve as a reference book on Adult Education in England and Wales.

In writing the present book, the author has been occupied by the consideration that "Adult Education, at any rate as traditionalists understand it, interests a small percentage of population and receives scant consideration from the public authorities." The book will stimulate thinking at all levels and should help adult education gain desired attention. The discussion is systematically and interestingly presented. Diagrams, statistical tables, checklists etc. enhance the value of the book. Anyone who is even remotely interested in adult education cannot avoid studying the book, least of all anyone who sets out to write about the subject. The book is an indispensable aid to the policy planners, administrators and executors of programmes of adult education in the two countries. The author writes in the preface that he has "attempted to make the survey as comprehensive as possible by treating the field in its entirety and by considering all the ways in which adults may be educated." Any serious reader of the book would admit that Dr. Lowe's attempts have been fully rewarded because the examination of the problems has been both deep and wide and virtually nothing remains to be added.

R.S. Mathur

Directorate of Adult Education
New Delhi

Lack of Good Books Hampering Literacy in Many Countries

A UNESCO report released recently has stated that lack of good books is mainly responsible for the lapse in spread of literacy in most of the developing countries. The report on world situation in book publishing points out sharp inequities between the northern hemisphere and the developing countries.

The report says that in 1970, 32 countries, comprising less than one-third of mankind, produced more than four-fifths of the world's books.

The areas affected by what the report terms as the "book famine" include Africa, Latin America and Asia, with the exception of Japan and mainland China for which complete data is not available. These continents contain half of the world's inhabitants, 65 per cent of the illiterate adults and 40 per cent of the children of school age. Its relative size is steadily increasing, and over the past 20 years, its book requirements have grown at a rate far outstripping that of production.

At a meeting on book development in Africa, organised in 1968 by the UNESCO, participants showed that 34 African countries enjoyed a local book production of 0.035 copies per person, as compared with 7.7 for the U.K., 16.2 in the Soviet Union and 5 in France. Even including total imports from various sources, the quantity of books available each year in the African region hardly reaches the figure of 0.11 copies per inhabitant.

The enormity of the book gap can be grasped, the report states, by noting the basic need for books by students, who at primary level should have available 25 books a year. (Books here conceived of a unit of 16 pages). Between 1960 and 1980, primary school enrolments should increase from 87 million to 242 million in Asia, and from 11 million to 33 million in Africa, South of the Sahara (excluding South Africa). In Latin America, where first level enrolments were exposed to increase from 21 million to 44 million between 1960 to 1970 they will probably number some 65 million by 1980.

The report gives a rough estimate of the shortage of educational books in these areas based on 1966 figures as 500,000,000.

Regd. No. D-109

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 Socia Education	3.50
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
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16.	Methods and Techniques of Workers' Education	3.00
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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.	Reading Material for Neo-Literates in India—Mushtaq Ahmed	2.50
26.	History of Adult Education in India During British Period—Sohan Singh	3.00
27.	The Highways and Byways of Adult Education in Russia—Sohan Singh	1.50
28.	Social Education—Ten years in Retrospect—S.C. Dutta	0.50
29.	Development Work Among Rural Women—A Guide Book—Dr. (Mrs) Krishnabai Nimbkar	1.25
30.	Adult Education in Rural Areas—Abstract	0.35
31.	Community Action—Abstract	0.35
32.	Training in Adult Education—Abstract	0.35
33.	Community Organisation in Adult Education	1.00
34.	On to Eternity Vol. I—S.C. Dutta	5.00
35.	On to Eternity Vol. II—S.C. Dutta	2.50
36.	Group Discussion—M.C. Nanavatty	3.75
37.	Celluloid in Indian Society—H.S. Bhola	2.00
38.	The Alphabet for Progress	0.60
39.	Selected Problems in Social Education—Homer & Helen Kempfer	5.00
40.	New Dimensions in Social Education	2.00
41.	Implications of Continuous Learning—J.R. Kidd	2.50
42.	New Trends in Adult Education in India—S.C. Dutta	2.00
43.	Seminar Techniques—Dr. S.R. Ranganathan	1.00
44.	Workers Education Abroad	2.00
45.	Adult Education in South Asia—S.C. Dutta	1.00
46.	American-Hindi Cook Book	6.00
47.	Life-Long Learning for Survival	3.50
48.	Rural Drama—S.N. Srivastava	3.00
49.	Schools and Adult Education	2.00
50.	Life-long Integrated Education	4.00
51.	Adult Education for Parliamentary Democracy	5.00
52.	An evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests	10.00
53.	Literature for Neo-Literates in India—A Bibliography	7.00
54.	Education for Perspective—J.R. Kidd	24.00
55.	Adult Education and National Integration	3.50
56.	Adult Education in the Seventies	5.00
57.	Manual for Adult Literacy Teachers—N.R. Gupta	10.00

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Winner of

Nehru Literacy Award

Dr. (Smt.) Durgabai Deshmukh

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INDIAN JOURNAL OF ADULT EDUCATION

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Nehru Literacy Award for Durgabai Deshmukh

THE 1971 Nehru Literacy Award of the Indian Adult Education Association has been awarded to Dr. (Smt.) Durgabai Deshmukh, President of the Andhra Mahila Sabha, Hyderabad, for her outstanding contribution to the promotion of literacy and enlightenment of the masses of India. This was announced on September 8, 1971, the International Literacy Day.

Smt. Deshmukh, advocate, social worker and educator, has a long and distinguished career of dedicated and devoted service to this country.

She was educated at Benaras, Andhra and Madras. She was awarded the Honorary Degree of Doctor of Laws by the Andhra University in 1963.

Smt. Deshmukh was born in July 1910. She practised as an advocate of Supreme Court of India during 1942-52. She was member of the Constituent Assembly and provisional Parliament of India from 1946-52. She was member of the Planning Commission in 1952-53.

Smt. Deshmukh was Chairman of the Central Social Welfare Board in 1953-62. During her chairmanship the famous Condensed Course for Adult Women was started by the Board which has enabled thousands of adult women to pass middle and high school examinations and secure employment.

She was Chairman of the Committee on Girls and Women Education of the Government of India during 1958-61; Chairman of the Editorial Committee for Social Welfare and Legislation in India. She was also Chairman of the Editorial Board of Encyclopaedia of Social Work in India.

She was member of the Unesco's International Consultative Liaison Committee for Literacy during 1966-69. She was Vice-President of the Indian Adult Education Association for a number of years.

She was Director of the ASPBAE Seminar on "Educational Institutions and Adult Literacy" in New Delhi in 1966. She was also the Director of the National Seminar on "Adult Education of Women in the Changing Pattern of Society" in New Delhi in 1968.

Smt. Deshmukh is the founder and president of the Andhra Mahila Sabha, Hyderabad which is engaged in doing a yeoman service to the womenfolk of Andhra Pradesh by imparting education to them. A functional literacy project for farmers and a Literacy House for the Southern Region have also been started under her dynamic guidance.

Smt. Deshmukh is the Honorary Director of the Council for Social Development, India International Centre and Executive Chairman of the Population Council of India.

The decision to give this Award to Smt. Deshmukh was made by an Award Committee set up by the Association. The Award Committee consisted of Dr. Mohan Sinha Mehta, President, Indian Adult Education Association, Dr. K.G. Saiyidain, former Educational Adviser, Government of India, Shri J.C. Mathur, Member, Unesco's International Advisory Committee on Out-of-School Education, Shri S.C. Dutta, Chairman, Asian South Pacific Bureau of Adult Education and Hony. General Secretary of IAEA and Shri N. R. Gupta, Associate Secretary of IAEA. The Award Committee had examined the recommendations received from State Governments, Voluntary Agencies and outstanding adult educators from all parts of the country.

NEWS & EVENTS

Prize Competition of Books for Neo-Literates

The Ministry of Education and Social Welfare has announced the 16th Prize Competition of books and manuscripts for neo-literates. Authors and publishers are requested to send their entries on or before the 30th November, 1971.

The term 'Neo-Literates' may, for the purpose of this Competition, be understood to mean those who have become functionally literate either through literacy classes or through schools, and whose standard in reading is similar to that attained at the end of the primary education stage.

There will be about 40 prizes of Rs. 1,000/- each. Books and manuscripts can be sent in any of the following Indian languages :—

(1) Assamese
(2) Bengali
(3) Gujarati
(4) Hindi
(5) Kannada
(6) Kashmiri
(7) Malayalam
(8) Marathi
(9) Oriya
(10) Punjabi
(11) Sindhi
(12) Tamil
(13) Telugu and
(14) Urdu.

Details of the Competition can be had from the Ministry of Education (A.E.II Section), Shastri Bhavan, New Delhi.

New Life-Members

The following have become Life-Members of the Indian Adult Education Association:

1. Shri P.K. Dhamdhere, Member, Bombay City Social Education Committee, Bombay.
2. Shri S. Gokhale, Municipal Councillor, Bombay Municipal Corporation and Member, Bombay City Social Education Committee, Bombay.
3. Dr. K.N. Rao, Secretary-General, Population Council of India, New Delhi.
4. Commander P.N. Parashar, New Delhi.
5. Shri R.B. Yadav, New Delhi.
6. Miss Pushpita John, Department of Education, University of Kerala, Trivandrum.
7. Shri P. Ganguly, General Secretary, Rayon Workers Union, Kalyan, Maharashtra.

Educating the People Solution of Problems

In "Indian Express" dated 16. 8. 71, Nagrik under the heading "Problem Solving" writes the following :—

The other day, at an informed gathering, a Chief Minister was asked about progress in his State. Nagarik settled down to endure dull and pompous answer. He was pleasantly surprised at the tongue-in-cheek response.

The Chief Minister trotted out a handful of theoretical cases. Suppose a village asked for electricity. It was given. It was hoped that complaints and demands would cease. Nothing of the sort. The first day after electrification he was told that the voltage was fluctuating, the second day that there was a power failure, the third day that an electric pole had fallen, the fourth that it was too hard to go to another village to pay bills, the fifth that an office for the purpose should be set up in the newly electrified village. Instead of one complaint he had to contend with half a dozen.

A little town asked for a hospital. It was provided. First day: the doctor was a slacker. Second day: there should be a lady doctor too. Third day: there should be a seperate maternity ward. Fourth day: the compounder was stealing medicines. Fifth day: the nurses were coming to work improperly dressed.

A hamlet asked for a road. It got one. It was too narrow. It was widened. The ditches on either side were dangerous for cyclists. In any case what is the use of a road without a bus service. And after the bus link is provided: the service is not dependable.

According to the Chief Minister, if nothing was done to tackle the first complaint, all the subsequent ones were avoided. Nagarik asked him where the fault lay—and what could be done. "It is all the fault of the Education Minister for not educating the people better," came the ironic reply. "If they were properly educated they would have other things to think about and not complain all the time!"

Adult Literacy Teacher Training Courses in Andhra Pradesh

The Adult Literacy Quinquennium Programme of the Samavesam of Telugu Baptist Churches has conducted four Adult Literacy Teacher Training Courses in Ongale, Narasaraopet, Kurnool and Kavali in Andhra Pradesh. 142 trainees received the training.

Role of Adult Educators in the Context of Life-long Education — Glen Eyford

I have just received the January 1971 copy of the Indian Journal of Adult Education and was glad to learn more about the Conference "Continuing Education and Universities in Asian and Southeastern Regions." I hope it was successful and that it has served to increase a general awareness of the important role universities can play in providing educational opportunities for citizens. Again I was impressed by the understanding of the university's new role shown by Mr V.V. John and Raj Krishna. And, as usual, I was struck with the resounding good sense of your remarks on "Adult Education and Urban Development."

As you may recall, my main concern at the University of Rajasthan was to understand the role and capacity of Indian universities in the field of continuing education and to relate Canadian experience wherever possible to these interests. I remember with great pleasure my associations at the university of Rajasthan, my visits to the University of Delhi, the University of Bombay, and the University of Madurai. At each of these institutions I found a lively and intelligent concern about the university's role in serving the community. In most cases, these institutions were prevented from doing more only by lack of funds. Further, at the meetings of the Inter-University Board, which I was fortunate enough to attend, I detected a growing awareness about the kinds of things a university could do to serve larger populations.

The role of universities in continuing education is still a lively issue in Canada, in the United States and in Great Britain. Few universities have defined, to the satisfaction of the general public, their role in this field. Universities are notoriously slow to change and slow to adapt and, as a result, incur much criticism from the general community and even from their own students and faculty because they do not seem to be sufficiently in tune with the exigencies of the times in which they function. Many attempts are being made by a variety of universities to make their facilities more readily available to larger segments of the public and you will be familiar with most of these ventures. Such measures include provision for part-time students, evening classes, special classes and short courses during the summer holidays and similar holiday breaks, correspondence courses, the use of radio and television for credit and non-credit courses, intensive workshops for special interest groups (engineers, lawyers, physicians, economists) and a growing number of non-credit educational opportunities to serve the wide variety of interests shown by the public in liberal education, fine arts, the humanities, as well as in practical courses in business, nutrition, household, economics, agriculture, social work, etc. All of these ventures have been reported upon at some length in various publications and adult educators in India are aware of these activities, most of which have been added on the regular responsibilities of the university. Usually, they hold a peripheral position and the support given by the administration to such activities is often minimal, inconsistent and unimaginative. It has been the complaint of adult educators in this part of the world for many years that the University has short-changed adult education in favour of the more established, regular patterns of learning at the university. This has been a justified complaint but few universities have been willing to change the established priorities which are, in order of emphasis :

(1) Undergraduate and graduate education
(2) Research
(3) Community service (adult education or continuing education).

Unfortunately this third priority is often mere tokenism although in some large universities in the United States and Canada programmes are well supported by the public, if not by the governing authorities of university.

Something very curious has happened recently in the development of continuing education at the university, and this is what I would like to report to you in this letter. While the proponents of university-based continuing education have been going about their business of attempting to convert reluctant administrators and faculties to an appreciation of the need for more services for

Shri Glen Eyford, *Professor of Community Development and Coordinator Interdisciplinary M.A. Programme in Community Development at the University of Alberta, Edmonton, Canada, in a recent letter to the Hony. General Secretary of the IAEA, Shri S. C. Dutta has sent his opinions on the changing role of adult educators in the context of Life-long Education. Shri Eyford was Colombo Project Adviser at the Department of Adult Education, University of Rajasthan, Jaipur in 1967-68.*

the general public, content with a small victory here and a concession there, some students and faculty and some segments of the public have suddenly begun to champion the idea of a university which would resemble very closely the adult educator's dream. Adult education therefore has leaped from its peripheral role to a very central role. especially when it is held up as a model for all university education. Features of this model which the public find most attractive are:

(1) Easy accessibility to the resources of the university
(2) A de-emphases on prerequisites
(3) A problem-centered approach to studies
(4) An interdisciplinary treatment of learning
(5) The use of educational technology to facilitate learning
(6) A close relevance in subject matter and manner of presentation to the problems of society
(7) A collaborative partnership role between the teacher and the learner.
(8) The use of shorter, more intensive periods of study rather than the arbitrary, drawn-out standard course
(9) Greater emphasis on independent, directed study
(10) A de-emphases of exams and a development of new methods of evaluation.

In other words, the university is seen as a learning resource centre to be used continuously by all members of the community wishing to avail themselves of an increased number of learning opportunities. Instead of being a cloistered retreat for a select and educated few, it now opens its doors to all and, through innovations and improvisations, offers a variety of learning experiences to its community. Willingness and ability to learn become the chief criteria for continued study. Though degrees and credits will still be accumulated, not all students would be required to take them, the emphasis instead being upon learning according to the learner's goals and objectives. This learning would be provided in a variety of ways, varying from traditional lecture methods to seminars, to the use of educational technology to small group study, to independent study, to the use of audio-visual aids, travel, field trips, etc. There would be a much greater use of interdisciplinary, problem-centred studies which in turn would be related to interdisciplinary and problem-centred research.

As I have already suggested, the widespread interest in this particular model for a modern university has caught most adult educators off guard and they find themselves in many cases not quite ready to move in the direction which the public now insists is desirable. In fact, some adult educators, far from being in the vanguard of educational innovation, are unable to grasp fully the implications of these suggested reforms. There is nothing quite so powerful as an idea when its time has come.

It is encouraging to note that in Canada where several provincial governments have been conducting special studies on the future of adult education, especially as it relates to the university, strong recommendations have been made calling for radical reform of higher education along the lines of the continuing education model. Adult educators therefore need to run very quickly just to keep up with these developments and now that some of their most cherished ideas are being implemented, must provide new vision for the next stages of educational reform.

One of the most remarkable, large-scale experiments in this direction based upon what might be called the continuing education model is the "open university" now being developed in Britain. You have probably heard a great deal about this educational operation which makes use of radio, correspondence study, television, short courses, tutorials, independent study—all in an integrated way so that the student, no matter where he is located in Britain, can work according to his own interests and abilities under expert supervision. I have begun to wonder recently if some variation of the open university could not be introduced to India, making use of the correspondence study, short courses, special seminars, radio, audio-visual aids. All these necessary ingredients already exist in India and perhaps what could be explored would be a way of co-ordinating them so that the students all over the country would have easier access to higher education.

One adult educator who, for years, had been advocating a new kind of institution for higher learning, identical with that now being discussed, was Sandy Liveright. An article of his in *Campus 1980* describes his ideas in detail. Liveright calls his university of the future, Metropolis University, recognizing that most universities will operate in expanding urban centres. He sees it as multi-purpose, problem-centred and community-oriented, continuing traditional studies but also responding to new problems and challenges as they are presented.

"...the entire community of Metropolis constitutes the potential student body of the university, and its faculty is drawn from all facets of the community. The Metropolis University Alumni Association includes the key leaders in the community (who have participated in advanced specialist and liberal education programmes both as students and leaders), many civil

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METHODS OF FARM GUIDANCE

Dr. Dharm Vir

Introduction

FARM guidance is advanced type of farmers' education.

Education is a planned process of human teaching and learning. It aims at a systematic and desirable change in individuals and their relation with others. Teaching is the process of arranging situations that stimulate and guide the learning activity towards the goals that specify desired changes in the behaviour of people. Essentially, teaching consists of providing opportunities to learners to pay attention to important aspects of the things to be learned, develop their interest, arouse their desire and take suitable action to solve their problems. Teaching methods are the devices used to create such situations which are conducive to effective communication between the teacher and the learner.

It is usually said that if learners have not learned the teacher has not taught. It means, teaching to be successful, should result into effective learning experience. From the psychological angle, a learning experience is the mental or physical reaction one makes through his behaviour (e.g. seeing, hearing or doing things) and thus develops understanding of and proficiency in the things learned. According to the process of diffusion in learning, people normally have to go through the following stages of mental development before a new idea is accepted and put into practice.

1. *Awareness*—to know that the idea exists.
2. *Interest*—to become interested in it.
3. *Assessment*—to decide whether or not the new idea is useful and practicable.
4. *Trial*—to try out the idea, usually in a small way and see the results.
5. *Adoption*—to change to the new practice or a set of practices.

An effective learning can take place in suitable situation which is constituted of the following factors:

(a) trained teachers, with clear objectives;
(b) interested learners in a conducive environment;
(c) upto-date subject matter;
(d) teaching material and equipment; and
(e) physical facilities.

As the farm guidance mainly aims at economic education of farmers and members of their households, the guidance workers have to ensure that all relevant elements of teaching-learning situation are present in their programmes and supporting facilities are made available to learners. They have to be proficient in technical knowledge, educational process, approach to farmers and use of educational methods and techniques. Last but not the least they are supposed to be effective co-ordinators for various services to be provided to farmers.

Some Approaches to Farmers' Education

Different approach to farm guidance have been adopted in different parts of the world. Some of these approaches are mentioned below:

An ideal approach toward farmers' education has been successfully tried out by the St. Francis Xavier University in the Maritime Province of Canada. The approach known as Antigonish Movement is based on the following principles:—

(1) The social organisations must accept primacy of individuals and equality among them on a democratic basis.
(2) Social reforms must come through education.
(3) Education must begin with economic purposes and contents.
(4) Education should be through group action.
(5) Effective social reforms involves fundamental changes in social and economic institutions.
(6) There should be full and abundant life for every one in the community. Economic cooperation is the first step towards a just society which will permit every individual to develop to the utmost capacities within the frame work of good social order. Cooperative organisation is the inevitable result of a democratic people mobilised for economic betterment.

In United States, the Cooperative Extension Service is provided to the farmers jointly by the Land Grant Colleges, Univer-

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sities and Government Agricultural Extension Agencies. It is a cooperative approach in the broadest sense, cooperatives as such are not necessarily co-sponsors of farmers' education programmes, which are mainly agricultural in content. However, farmers may be taught advantages and disadvantages of cooperative associations. These teachings sometimes lead to formation of cooperatives or professional associations of farmers and such as artificial breeding association, soil conservation districts, etc.

Some Extension Agencies have a cautious attitude toward teaching about cooperatives.

The formation of an association or organisation would not be desirable objective for adult farmer education in the public schools. It is, however, legitimate to teach in the public schools the advantages and disadvantages of cooperative associations. Helping farmers decide whether to have an association is as legitimate as helping farmers decide varieties of hybrid corn to buy.

According to Sanders, the Cooperative Extension Education in the United States, largely contributed to three elements basically essential to the agriculture and culture of that country. These are:

(a) abundance of food and fibre;

(b) a family system that involves the home as an effective social and ecomic unit, and

(c) a systematic process of leadership development.

It has been reported that the agricultural cooperative movement in *Poland* has struck deep roots in the life of Polish farmers. The progressive cooperatives are not only supplying articles of every day use, but are also propagators of new work methods, based on achievement of science and technology. Farming in Poland demands a modern technical bias and highly qualified workers. The cooperatives provide competent assistance and guidance in farming as well as in rural reconstruction work. Some cooperatives have become patrons of Polish folk art by propagating education and culture among the rural population, patronising gifted artists.

In Tanzania (East Africa) a new approach to adult education (including farm guidance) is being tried. The approach is based on revolutionizing the curricula of schools, colleges, radio and other adult education agencies. The element of self-help and vocational competence has been injected in the new approach. The I.C.A. office in East Africa and Cooperative Education Centre, Moshi have been contributing towards it by organising correspondence and other training courses and special radio broadcasts for farmers and cooperative employees. The results of Tanzanian experiment indicates that adult education in developing countries must be concerned with the processes by which peasants increase their standard of living and decrease their heavy burden of hardships. It must also be concerned with national or regional development on a cooperative basis, and prepare the peasantry for more effective participation in country's political and economic life.

Another good example of farming guidance activities by cooperatives to its members can be cited from *Australia*. The Westralian Farmers' Cooperative Ltd. (wesfarmers) of Western Australia offers a wide range of services through a chain of country branches and agents, many of which are district cooperative organisations. The important adjuncts to this business is property sales, finance facilities, insurance and farming guidance. In serving the farmers, the cooperative has built up a specialist knowledge of areas and locations suited to varying types of farm operations. Expert advice from the cooperatives' agronomists, animal husbandry and grain-handling specialists help thousands of farmers, increase their production and develop new land.

A successful approach to farmers' education has been by agricultural cooperatives in Japan. Educational activities for improvement of farm management form the corner stone of the activities of agricultural cooperatives. They do not deal with supply of credit or other requisites for farm production or sale of farm produce, but play active and sustained role in agricultural and household improvemnt programmes. The educational activities of agricultural cooperatives are popularly known as a Farm Management Guidance. As this approach is most relevant to cooperative development in the South-East Asian region, we may give it the name of "Cooperative Farm Guidance."

In developing countries of South-East Asian region, particularly in India there are several good examples of farm guidance under agricultural crop loan schemes. Although the country is on the verge of 'green revolution', much is to be done in the field of farmers education. Such an extension education should have the following characteristics:

(a) it must be largely informal and designed to bring understanding of problems to be solved;

(b) it must, in most situations, contribute to improvement in rural living with which majority of people are concerned. To begin with it may emphasize agricultural productivity;

(c) it must bring immediate

satisfaction to individuals as well as contribute to long term goals;

(d) it must inspire and assist individuals and groups to develop and carry out programmes to achieve goals they set for themselves.

It is hardly to be over-emphasized that cooperatives can give a yeoman-service in providing and coordinating such an extention education for their member farmers and others.

Methods and Techniques

The selection of methods of education depends on several factors, such as the objectives of the programme, quantity and quality of participants, contents to be conveyed and resources available. As we already know the teacher is most important factor in the effective use of methods. It is impossible to prescribe in general a set of methods for farm guidance work or farmers' education. Nevertheless, important methods have been classified according to the size of audience and are listed below under the Mass Teaching Methods, Group Teaching Methods and Individual Teaching Methods. Emphasis has been laid on the methods which are effective with small groups of adult participants which emphasise self-help.

Mass Educational Methods

These are mainly for the purpose of getting awareness and interest of people in some new ideas. They include the following mass media of communication:

(a) Radio,

(b) Television (to be supported by satellite communication system),

(c) Wire - communication system,

(d) Visual-aids, ruch as posters, charts, film shows, slide-shows etc.,

(e) Press & publicity material such as,

News Stories,
Feature Stories,
Newspaper columns,
Special news pages,
Bulletins, Leaflets and circulars,
Reaching people by direct mail, correspondence courses,
Campaigns.

Group Educational Methods

Group methods assist people from awareness stage to the interest and sometimes to the trial stages of accepting new practices. They include the following methods. It is possible for the participants to ask questions, exchange ideas and stimulate each other to action, whenever a new idea is presented to them as a group.

Large Group Methods:

(a) Method Demonstration.

(b) Result Demonstration.

(c) Meetings of farmers, combined with Method demonstration or Result Demonstrations, lectures, panel discussion, symposium, colloquy, etc.

(d) Exhibitions, models, fairs and festivals.

(e) Study tours and Field Days.

(f) Seminars and Workshops.

(g) Training courses, functional literacy classes, Residential courses, e.g. folk high schools, Vidyapeeths.

(h) Contests and achievement days.

(i) Dramas, role playing, creative dramatics, etc.

Group Educational Methods (Small Groups)

It has been found effective to serve in local cooperatives, through:

Advisory Groups,
Local leadership (model farmers)
Clinics,
Short courses,
Study groups,
Group discussions,
Commodity groups in Japan,
Tele-clubs & Radio Farm Forums as in India and other countries.
Voluntary and local leadership.
4-H and YMW clubs.
Home Demonstration.

Individual Educational Methods

Although much of extension teaching is done in groups, learning is an individual process. In many instances individual contacts with farmers are necessary to study the local situation and to get a farmer to adopt a new practice.

Individual Methods include the following:—

(a) Visit of Guidance Workers to farms and homes,

(b) Assistance in preparation of individual production plans;

(c) Supervised credit programmes;

(d) Correspondence courses;

(e) Farmers' calls, to the offices of guidance agencies.

Local Leadership Method

This method is the use of leader-follower pattern existent in any community. Local leadership is utilised to reach a large number of farmers. The method involves locating, developing and utilising the local, functional and voluntary leadership.

This method is employed:

(1) To put across a new idea in such a manner as to be accepted with least resistance.

(2) To have local people with information or know-how who can carry on without the extension workers.

(3) To develop local leaders who take on increasing responsibilities in conducting their own affairs and community work.

The following points are to be taken into consideration while employing this method:

(1) Decide on specific duties to be performed by local leaders.

(2) Select or elect local leaders. This could be achieved in the following

ways:

(a) By individual contacts with the local people.

(b) By assisting the local group to make intelligent selection, by explaining the function of the leader in relation to the job.

(c) By associating leaders suggested by panchayats, societies, Farmers' Forum, clubs, and other institutions and groups.

(d) By recognising the traditional, functional and potential leaders.

(3) Give trial assignments to the leaders located before entrusting further responsibility.

(4) Training the leaders in jobs by:

(a) running leader-training camps;

(b) acquainting them with details of leadership jobs and organisational procedures;

(c) teaching subject-matter;

(d) acquainting them with the sources of demonstration and study material;

(e) providing them with teaching aids;

(f) involving them in planning and organising the village activities, such as study circles, farmers' meetings;

(g) assisting them in conducting demonstrations, assembling materials and other preparatory work.

Follow up should be considered an integral part of leader training. Some suggestions for it are given below:—

(1) Recognise leaders and honour them in public meetings.

(2) Take the advice of the leaders on important issues.

(3) Encourage the leaders to develop their own ideas and to start their own programmes.

(4) Give them more and more responsibilities.

(5) Invite them to participate in tours and meetings.

(6) Let them lead visitors to a village.

(7) Visit their village and appreciate their work.

Purposes: The extension activities that could be promoted by this method are:—

(1) Teaching local people the knowledge acquired from extension workers, subject-matter training camps or other reliable sources.

(2) Mobilising local initiative and resources and setting desirable and attainable objectives for the community.

(3) Developing and maintaining local community organisations, such as cooperatives, Panchayats, etc through programme planning and its effective implementation.

Advantages:

(1) It multiplies or extends the efforts of an extension worker, i.e., reaches more people.

(2) Since local leaders are trusted and followed, this method is effective in convincing rural people.

(3) The ideas could be conveyed in the local language more appropriately by this method.

(4) Saves the time of an extension worker.

(5) Develops local leadership and self-help in the community.

(6) Builds up cohesiveness in the community.

(7) Builds up confidence and prestige of the community.

(8) This is comparatively economical and creates a conducive atmosphere for other methods.

(9) A good leader acts as a shock-absorber between the people and the extension agency when things go wrong.

Limitations:

(1) Functional leaders are limited and their training is a tedious process.

(2) False leadership and jealousy comes in the way of effectiveness of this method.

(3) Leadership may be wanting in matters of literacy and competence.

(4) It is a slow process until an effective group is developed.

(5) Local leaders might use their prestige for personal gain.

(6) Extension workers' personal contact with the people might become limited.

In spite of its limitations, it is advantageous to use local leadership method in farmers' education or farm guidance activities.

Conclusions:

It is obvious that no single method or technique can reach all people nor it can influence all if it does. Farm guidance workers must be proficient in the use of various methods of extension education. To achieve desired objectives they should be able to select, adapt and use a suitable combination of methods and techniques. In general, people are influenced to make changes on their farms, in their homes and in their community in proportion to the number of exposures they experience in extension education. However, some people may respond quickly and while others may react slowly. This is because their background is different, so they are in the different stages of adoption. This calls for a continuous and practical type of extension education using a variety of methods, suitable to meet the educational objectives and contents set for different groups. The resources locally available should also be kept in mind while selecting educational methods.

A President's Address to His Nation[1]

Julius K. Nyerere,
President of Tanzania

THE importance of adult education, both for our country and for every individual, cannot be overemphasized. We are poor and backward, and too many of us just accept our present conditions as "the will of God," and feel that we can do nothing about them. In many cases, therefore, the first objective of adult education must be to shake ourselves out of a resignation to the kind of life Tanzanian people have lived for centuries past. We must become aware of the things that we, as members of the human race, can do for ourselves and our country. We must learn to realize that we do not have to live miserably in hovels, cultivate with inadequate *jembes* (hoes), or suffer from many diseases; we must learn that we ourselves can change these things. The first job of adult education is to give us the ability to reject bad houses, bad *jembes*, and preventable diseases; it must make us recognize that we have the ability to attain better houses, better tools, and better health.

Of course, many people already know this. What they need to learn is how to bring about improvements in their lives. They need to know such things as the fact that dirty water makes their children ill, and that they can avoid such sickness by working together to bring clean water to their village, or even just by boiling water before drinking it. In other words, the second objective of adult education is to teach us *how* to improve our lives. We have to learn how to produce more on our farms and in our factories and offices. We have to learn about better food, what a balanced diet is, and how it can be obtained by our own efforts. Every housewife must learn that good food does not mean European food, and good cooking does not just mean European cooking. We need to learn about modern methods of hygiene, about making furniture for ourselves out of local materials, about working together to improve the conditions in our villages and streets, and so on.

But learning these skills is not enough. For we can only accomplish these things if all members of the nation work together for our common good. The third objective of adult education, therefore, must be to have everyone understand our national policies of socialism and self-reliance. We must learn to understand the plans for national economic advancement, so that we can ensure that we all play our part in making them a success, and that we all benefit from them.

But what is adult education? Quite simply, it is learning—about anything at all that helps us to understand the environment we live in and the manner in which we can use and change this environment in order to improve ourselves. Education is not just something that happens in classrooms. It is learning from others, and from our own experience of past successes or failures.

Education is learning from books, from the radio, from films, from discussions about matters that affect our lives, and especially from doing things. The question of learning by doing is very important. The best way to learn sewing is to sew; the best way to learn farming is to farm; the best way to learn cooking is to cook; the best way to learn how to teach is to teach; and so on. A child learns to walk by walking not by reading a book on how to walk. We learn from the experience of doing.

Learning from experience should not be difficult for us to understand. In our traditional society, we did not have schools as we have now. But we learned from our parents and other elders about the society we lived in, about the methods of farming, and so on. We learned about plants and animals—which were useful and which were dangerous. We learned which trees were useful for making bows or axe-handles or canoes; we learned which trees were useless for these purposes, but were very very good for making charcoal. We learned how our tribe governed itself—and, indeed, we took our places in that government. This was education about the tribal society we lived in, even though there were no formal schools and no teachers.

But our education was very limited, and it often discouraged us from asking ourselves questions and thinking out new ways of doing things. What was important, and what is still valuable, is that education in our traditional societies was part of life, not something separate, which a person took part in for just a short period in his lifetime. A man's education continued throughout his whole life; and this is how it should be, even these days. But we now live in a very different kind of society; we live in a village or town, as part of Tanzania, as part of Africa, and as part of the world. We must begin to ask questions about our lives, and to search for our own answers.

Yet, it is still true that the first education anyone ever gets is from his parents and his brothers and sisters, as he grows from infancy into childhood. When our children go to school, at the age of seven, they have already learned to walk, to have good manners, to do useful jobs around the house or farm, as well as many other things. This can be called basic education. It is something everyone receives, without being conscious of it.

1. From an address by President Nyerere to the people of Tanzania.

Second, there is formal education at school. Unfortunately, we are still not able to provide a place in school for every Tanzanian child, even for seven years of primary education. We must, and we shall, expand these opportunities as fast as we can—and, as you all know, we have decided that we must shift the emphasis from expanding secondary education to expanding primary education during the next Five-Year Plan. Still, it will take a long time before we achieve universal primary education; those who receive it now are fortunate, and must use it as a basis for further learning of their own.

Adult education is the third stage, and it can cover many of the subjects learned at school for those who never had the opportuinty. It applies to every one of us, without exception. We can all learn more. Those who have never been to school, those who have just attended primary school, and those who have attended secondary school or university—there is much more that everyone can learn about our work and about areas of knowledge that they were not taught when they were at school.

I know that there are some of my literate fellow citizens who never read at all. Their purpose in going to school was to get a certificate, which they could use to get work. After getting the certificate and using it to obtain employment, they just put the certificate on the wall so that everyone could see it. But they never use the knowledge of reading and writting; they never read at all. This is a big mistake arising from colonial attitudes of mind.

A very pleasant thing about adult education is that we can learn what we want to learn—that we feel would be useful to us in our lives. At school, children are taught the things that we adults decide they should be taught. But adults are not like children, who sit in classrooms and are then taught history, or grammar, or a foreign language. As adults, we can try to learn these things if we wish, but we do not have to do so. Instead, we can learn more about growing a particular crop, about the government, about house-building—about whatever interests us. We can build on the education we already have, using the tools of literacy, a foreign language, or an understanding of scientific principles. Or, if we never went to school, we can start by learning about the things of most immediate importance to us—better farming methods, better child care, better feeding. We do not even have to start by learning to read and write.

For literacy is just a tool; it is a means by which we can learn more, more easily. This is its importance. It enables us to read the instructions that come with a bag of fertilizer, it enables us to read about new methods so that we do not have to rely on a teacher being near; it enables us to study our Party policy until we really understand it. And if we have not yet had the opportunity of learning to read and write, we can still learn—and we should still learn, if we do not want to be left behind as we make progress.

For, I repeat. education is something that all of us should continue to acquire from the time we are born until the time we die. This is important both for individuals and for our country as a whole. A country whose people do not learn, and make use of their knowledge, will stay very poor and very backward. The nation will always be in danger of losing its independence to stronger and more educated nations, and the people will always be in danger of being exploited and controlled by others.

This means that education is very important to a country like Tanzania. We want to improve our lives and maintain our freedom; we shall only be able to do this if we apply ourselves to learning as much as possible and as quickly as possible. Many of our farmers realize that a neighbour who does not keep his *shamba* (field) clean is both a disgrace and a danger to the whole village. He and his children live in poverty and sickness, and sooner or latter the other villagers get angry with him because the weeds and insects from his plot spread disease to their *shambas*. Let our country not be like that farmer who, by his laziness, antagonizes neighbours who are bigger and stronger than he is. For the rest of the world is advancing all the time. Other countries are using new methods of production and are organizing themselves for their own benefit. They will not wait for us. Unless we determine to educate ourselves we shall get left behind again; we shall be at the mercy of other nations and peoples. Independence that is subject to the decisions of other peoples is not independence; it is an illusion.

We must change our conditions of life ourselves; and we can learn how to do this by educating ourselves. We must recognize that there is no use in demanding that someone else do something about it. Nor is there any use in the citizens simply sitting back and waiting. The Government and the Party are simply organizations of citizens—a coming together of people for certain purposes. Neither the Government not TANU can do anything apart from the citizens; nor can these organizations do everything that has to be done in our country. Every one of us, by improving his own education, can begin to make improvements in his own life and, therefore, in the lives of us all. By educating ourselves more, each one of us can help to make our country stronger and our children's lives better.

But as well as being students, we all have to be willing to be teachers. We have to be willing to teach whatever skills we have by whatever methods we can—by demonstration and example, by discussion, by answering questions, or by formal classroom work. If we all play our part, both as students and teachers, we shall really make some progress. I would like to remind you of the promise of TANU members: "I shall educate myself to the best of my ability and use my education for the benefit of all."

Television and Adult Education

R.S. Mathur

USE of television can be made in a variety of ways for varied purposes. "It can represent the lightest of light entertainments; it can compete with the qualities of serious journalism, it can also offer a channel for most effective of straight teaching." Sometimes, there is a confusion of motives in clearly defining the role of television for seperate and various uses. However, the use of television for developmental tasks has been made with varying degrees of success in different parts of the world. Its value as a powerful tool in the educational programmes, so essential for accelerating and speeding up the process of national reconstruction and development, has also been demonstrated and is increasingly being appreciated the world over. It is in this last context, that the role of television is examined here, particularly for Indian situations.

The Indian Scene

It has been eleven years since the television station in Delhi went on the air. During this short span of time, several experiments have been conducted to utilize the medium for different purposes and to meet different needs of the people. But, optimum use of this potential medium, has yet to be made in developmental tasks.

The Problems

Problems of food production, population explosion, and huge illiteracy of the masses are some such problems which are posing as barriers to our efforts aimed at increasing the tempo of national development. These are inseparable from each other and form a vicious cycle, as it were. The illiterate population of a nation are in themselves a liability and bring down the per-capita income and rate of economic growth because education of the people is an index of nations economic growth and development. Again the high rate of population growth neutralises whatever advances the nation makes in moving on the road to development and economic well-being. Similarly, the increases in agricultural production are much too less in proportion to the increase in population. In tackling all these problems, education of the people needs to be emphasized to form a right type of climate and attitudes favourable to the targets to be achieved by the Government, keeping in view national goals and aspirations in all these sectors. In ultimate analysis, it comes to the lack of proper communication of the 'message' to the people in a convincing manner thereby allowing its possible acceptance.

Television, the 'message' and its Communication

Television, if carefully used, can be a very powerful medium to deliver this message to the people and cover a vast population, thus saving long-term investments in terms of money and human effort. The television programmes will have to be basically educational in nature and will have to aim at imparting knowledge so essential for creating the awareness of the magnitude of the problems and in promoting the inculcation of favourable attitudes towards the solutions of these problems; thereby making appropriate adjustments in their value systems for adopting new innovations, practices, methods etc. It is because of these and many other advantages that it has been felt that some of the most urgent needs of the country could best be assisted through a large scale use of television as a means of development through education and information.

The potentialities of television can, therefore, be exploited to convey the message which will promote programmes of food production, family planning and health education, literacy and adult education. In the subsequent paragraphs an attempt will be made to study the present situation of the country and how television can promote national development by instilling desired values in the people.

Television and Agricultural Production

As agriculture is the mainstay of eighty per cent of the country's population, it occupies a key position in our economy. Poor agricultural production

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remains one of our chief problems, it is rather problem No. 1. How to boost up agricultural production, is a major question? Increased production depends primarily on two factors—land and economic resources and human resources. While it is difficult to make any drastic changes in the former, the latter can be improved if intelligent participation of the farmers and others engaged in process of agricultural production is secured. Scientific researches have been made in respect of inputs necessary for increasing production on the field but this information should reach the primary producers, the millions of farmers in the villages. Lack of adequate means of communication has been a serious barrier in disseminating information on new techniques in agriculture to the rural masses.

Extension people have mainly been discharging this function so far, amidst several odds. The main role of extension worker is to bring villagers in touch with modern, improved and recommended methods of scientific agriculture in order to secure agricultural development, in particular and village or rural uplift, in general. His task assumes huge dimensions as he has to devote too much time with a limited number of village people to make them understand the new innovation or create interest in them for possible trial and adoption. Television, by virtue of its capability to demonstrate the advantages of new innovations to vast numbers of people, can accelerate the process of adoption. This can be done at a much faster speed than with other means of communication. This educational aspect of farm technology has been also emphasized by the Report of Committee of Members of Parliament on Education when it says that "Great emphasis should be placed on the development of education for agriculture and industry. The basic purpose of education for agriculture is to increase agricultural production by improving the competence of farmers...." This is also the objective of the present 'Krishi Darshan' programme now being shown in Delhi on television thrice a week to farmers within television viewing range. About half a dozen Indian studies, conducted to assess the impact of Agricultural Television programmes support the above arguments in favour of the use of television for imparting knowledge of agricultural innovations, in developing favourable attitudes towards improved farm practices and in influencing adoption of these practices.

Another interesting experiment which could be successfully tried out through television relates to the knowledge about agricultural engineering and farm mechanics. It is a matter of common observation that with the increasing mechanization of agricultural process, farmers have started using more and more implements in various operations. If the potentialities of this medium could also be utilized to sell to the farmers some rudimentary principles of repair and maintenance of these tools, implements and machines, probably much of the time of the farmers will be saved in getting them repaired. Quite often the defect is so small that its ignorance puts the farmer to a lot of inconvenience and hardship in getting it restored to normal functional use. Had he known how to remove some of the possible common defects, probably he would not have to look for the assistance of a workshop boy or a carpenter to get it repaired.

The repair of common defects of pumping sets, tractors, threshers, ploughs etc. could be explained to the farmers and these aspects are bound to interest them and afford many opportunities to learn new skills requiring simple manipulations. Addition of programmes mentioned above will add to the attraction of television's educative functions for rural folk and in promoting the cause of agriculture. Such programmes are being telecast in the Britain where courses for professionals and others interested are arranged on topics like maintenance of car.

Television and Adult Education

"Literacy is one of the first and indispensable steps to development, both of the individual and of the community to which he belongs. The relationship between literacy and education on the one side and economic development on the other is so well established that it need not be repeated." And in the context of this statement if we look to the magnitude of illiteracy in India, we are simply taken aback because the figures reveal a very dismal picture of the country's literacy level. The dimensions of the problem have been given due recognision in the Report of the Education Commission (1964-66) and they recommend that serious effort be made to eliminate illiteracy from the country by 1981. Such an effort at eradication of illiteracy in the early future demands appropriate means to tackle the situation effectively. If our efforts are to take the shape of conventional methods, probably not much headway is in sight. Our past experience shows that although the rate of literacy has gone up from 24 per cent in 1961 to 30 per cent in 1971, we have actually added more illiterates to our population.

The use of mass-media, particularly TV, appears to be a good choice in this direction to combat the evil of illiteracy and specialy reduce it. Although no such experiment has been tried out from the only TV centre in Delhi, it is time to try out the experiment with the existing facilities so that by the time TV comes in full form in the country, we are prepared fully with previous experience to launch a massive drive to root out this menace.

There seems to be no doubt why a carefully planned programme for adult literacy having functional value should not make the desired impact in a shorter time with the help of Television. All India Radio (TV Centre) had a proposal to start a scheme of Adult Literacy through TV in some villages of Delhi. It is, however, unfortunate that owing to some difficulties the programme could not start but should we hope that plans will materialise soon to give a trial to the scheme and avail of the services of this potential medium in tackling the problem as has been done in Italy, U.A.R. Ivory Coast, Guatemala, Senegal (West Africa) etc.

The use of mass media for inculcating in the people sense of social participation has been made in India on an experimental basis. The effectiveness of both Radio and Television has been recognized in imparting social education to the people. The findings of the evaluations done of the Radio Rural Forum experiment in rural areas and of Teleclubs in urban areas of Delhi confirm that the two media play important roles in increasing peoples' general information level and also to some extent in changing their attitudes and behaviour. It is certain that the impact of TV in imparting citizenship education, education for national integration, the national unity and national defence will be better when the people will see and realize disadvantages of strikes, lawlessness, disregard for public property, religious riots, damage to public property. TV will educate people how to fight, corruption in public life, reduce communal tensions and live harmoniously and peacefully together. There is a need to harness the potentialities of TV "not only for educational purposes and for hastening economic development but also for preserving the unity and strength of India, forging ahead with national integration, resolving the various differences between one region and another in the matter of language, social and cultural mores and to introduce Indian to each other."

Television and Family Planning and Health Education

An advertisement in a newspaper which read this— "In 28 years, India's population will have doubled, resources will not. Which means everybody will have to do with less, less space, less education, less clothing, less food..... This threat can be removed if birth is controlled, children are planned..." is quite alarming but does it carry the message to the entire population. Surely not because a large percentage of the population is illiterate. Other media of communication also have their own limitations—of time, personnel and huge expenses involved in a programme of such a nature. The task of carrying this message to millions of people within a set time limit is challenging indeed. The immidiacy and urgency of the task therefore, calls for faster means of communication. "The need to educate an average man about the benefits of family planning i.e. the cost of bringing up children in terms of providing nourishing food, adequate education and proper clothing in the present conditions of high prices and high standards of living has become imperative. The realization of our long-cherished goal of spreading the social norms of small sized families through spacing and prevention of pregnancies can only be achieved through sustained effort on many fronts." And one of these fronts could be the education of the masses through television.

Use of TV offers a good opportunity for effective communication with the people and in motivating them to understand the need of the hour. The immediate target of the mass education element is to carry the basic awareness message to 200 million people in the reproductive age-group, spread throughout the country but largely in the villages where our existing mass-media do not effectively reach." Television will make us realize this goal by having maximum "audience penetration" in the shortest possible time. Efforts of Family Planning Organizations in the country can be suitably rewarded if programmes, are carefully designed for television viewing by people who may find the combined impact of sound and visual image most appealing in inculcating favourable attitudes and by softening down their resistance towards Family Planning and by inducing adoption of methods of birth control. If an experimental project is designed through television, it is bound to make its impact felt by all concerned. "If TV were present today in two thirds of the country's villages and towns, little other effort would be required in meeting the need for initial public awareness of Family Planning and interest in adoption of birth control methods."

In having a programme on Family Planning through television we should consider how this should be telecast because it is a delicate matter and should be dealt with all decency and delicacy. In the Indian situation where we are still so orthodox, conservative and traditional in our ways of life, it seems desirable that familiy planning programme should form part of General Health Education Programme which should popularize through its programme, importance of healthy way of living and should emphasize on aspects such as environmental and personal hygiene so necessary for the well-being of the community. The experiment of Poland in this connection is worth mentioning. In the series "Training through TV", they give special programmes on first aid after traffic accidents, after heatstroke and so on. The evil

(*Continued on page 20*)

ADULT EDUCATION IN ISRAEL
Some Impressions

K.S. Muniswamy

ON the 12th of February this year, I left for a six weeks study tour of Israel to study adult education programmes. During this period I met a number of people engaged in adult education work, visited a number of institutions and presided over a workshop on "Training of Personnel and Follow-up Materials for Adult Literacy" held at the famous Mt. Carmel International Training Centre for Community Service, Haifa.

An Insight into the Growth of Adult Education

Adult Education in Israel is associated with the teaching of Hebrew to the new immigrants and, to some extent, provision of minimum basic education to less-privileged adult members. The other aspects of adult education go largely unobserved. The adult education programmes like studies of general subjects, the arts and the use of leisure for cultural pursuits, broaden man's outlook. From a study of the adult education history, it revealed that adult education in Israel, in its modern and organised form, under the supervision of the national authority, began with the commencement of the activity of the Cultural Department of the National Council in 1939. In 1950, the co-operation between the Department and the General Federation of Labour increased, the latter establishing and fostering important institutions for adult studies.

Adult Education Programmes

My impression is that adult education in Israel is quite advanced and compared to my country it is far ahead.

In adult education centres, lectures have been replaced by study groups in which students actively participate through question and answer sessions, the expression of their opinions, talks and conversations, home work and social evenings. Excursions are made to museums, exhibitions, special education institutions.

The close participation between the teacher and the students is quite unique. From the subjects most closely related to the adult, his circle of interest widens to include even broader fields of knowledge. This widening process continue in the adult education programmes in Israel.

Kind of Adult Education Institutions

The institutions engaged in Adult Education are quite varied and each is developed and determined by local conditions.

1. The popular universities or institutions for further study in Jerusalem, Tel Aviv, Haifa and Beer-Shera have evening colleges providing higher education.

2. *Regional Centres for Further Study in Agriculture Area:*

Members of the established Kitbutim and co-operative villages in Israel continue their studies beyond the limits of the their formal education. The regional study centres offer a rich and varied choice of subjects.

3. *Institutions and Courses in Smaller Towns:*

One of the most popular subject offered in these centres is that which treats the general knowledge and geography of Israel in the broadest sense of the term. These centres deal with parents education, hobby and art circles, social and cultural clubs.

4. *Evening Preparatory Schools for Matriculation of Adults:*

The adults complete their formal education in these centres. The immigrants coming to Israel from developing countries and those among the established population who could not complete their formal schooling in their early age for economic and other reasons obtain their matriculation certificate through these schools.

5. *Workers Educational Institutions:*

These are popular institutions intended for workers of different plants and institutions and held in the Summers when the University dormitories are available.

Suggestions

The Mt. Carmel International Training Centre, Haifa, which invited for the course is a unique centre which makes it possible for people from various countries to come together and participate in programmes, seminars, conferences at international level. It would further stand to gain much if it could start its own centres of activities in Israel. This would help to establish its roots firmly all over the country and will give an added prestige and status.

For example, starting of Kibbutzs, Moshavs, arts and craft centres could be good centres of activities to think of at the initial stage.

Another suggestion I would like to make is that while selecting participants, the International Centre should prefer people who are engaged in the programmes akin to topic suggested for training. This will thus form a homogeneous group and would help to do justice to the subject.

The author is General Secretary of Mysore State Adult Education Council and Associate Secretary of Indian Adult Education Association.

ADULT BASIC EDUCATION

Some Spin-off for Culturally Deprived Youth Education

Edwin H. Smith

THE term "inner city schools" in many Northern and border cities in United States is synonomous with black, segregated, poverty schools. In much of the South it is likely to be associated with a poverty mixture of black and white. In both sections abundant funds for curriculum development and innovation have been available from Federal funding. However, the total educational impact of Federal funding may be questioned.

In many, if not most, of the poverty schools the childern, with their special needs ignored, are presented with the tradition programme. Such programmes are for teachers and not for learners with the special problems associated with poverty. For a time the children tend to suffer cooperatively with their teachers as the teachers pretend to teach and the students pretend to learn. After the first three years both groups tend to give up the pretense with the students sweating out time and the teachers sweating out pay checks. The students, particularly the boys, tend to be unable to read the textbooks assigned to them and the teachers tend to be unable to teach the students to read at a level near the students' potential. Many of the children become schools discipline problems. Frustrated, and operating several years below their capacities in the basic skills, they go on to junior and senior high schools where they are faced with a curriculum that is ridiculous and impossible for them. Many drop out while others "play the game" for four years and then graduate as functional illiterates. Some are exposed to further teacher programmes in correctional institutions where another educational facet of society often gives them more of the same. In the whole process the student alone is held accountable. The student is punished for not learning, but the administrators and teachers are rewarded for "keeping school." And still the special funding goes on without sufficient attention to curriculum. Perhaps a look at the adult basic education curriculum will provide some ideas about what a remedial curriculum should be for those that the elementary schools failed to teach and for those who are punished in the secondary schools because the teachers did not know how to teach them.

Evolution of ABE

Adult Basic Education, as a curriculum. evolved from the old literacy and Americanization Education during the 1960's (Smith, 1970). During the period America became concerned with its own sick, disabled and underprivileged. Poverty was recognized as a fault of the social system rather than as a form of punishment for those unable to adequately cope with the system (Ulmer, 1968). The old literacy education was predicated on the assumption that if a person learned to read and do arithmetic he could advance himself. The fallacy of this assumption in a period of rapid social and technological change became more and more apparent. It was recognized that in order to cope on a minimal level with the present social and employment conditions a person needed literacy education plus a basic core of concepts and information necessary for upward mobility. This core includes orientation to the world of work, health practices, consumer education, fundamental social science concepts, fundamental science concepts, citizen rights and responsibilities, and personal-social development. The curriculum is designed to meet as much as possible the students' immediate needs and it recognizes that attitude change is vital to their success.

While ABE is still not properly implemented in most systems, it is apparent that ABE programmes are more appropriate than the old literacy programmes and it is the trend in adult education today.

The ABE curriculum assumes that most of the information which has been learned in the first seven years of school has been forgotten and that which is important and useful has been retained. Much of the retained is appropriate content for the ABE programme if it is modified and presented in the light of adult needs and responsibilities. It is also assumed that learning the adult relevant skills and content can be done in a far shorter space than seven years. If this is true then why wait until the students are adults to offer them remediation?

Disadvantaged black children differ considerably from middle class black and white children. They often speak a dialect which interferes with the deciding and processing of written words (Joan C. Baratz and Roger W. Shuy, 1969). They lack readiness for the initial reading talks and as a group they fall further and further behind as they go through the typical elementary grade programme. By the middle grades their failure to develop such learning tools

as reading, their confusion about the meaningfulness of the subject matter curriculum, and their often increasing need to fend for themselves in their neighborhood has turned them off. If they were adults and free to do so, many would, as Adult Basic Education students often do, walk out on the whole set up and the poverty schools would close down. Perhaps we can learn from the Adult Basic Education programmes which succeed.

Programmes: Successes and Failures

Adult Basic Education programmes that fail tend to be: textbook oriented, time block centered, formal, future oriented, group centered, and negative behavioral modification oriented. Adult Basic Education programmes that succeed tend to use the learning laboratory concept (Sourifan, ed., 1970), utilize flexible time blocks, are informal, attempt to capitalize on students' perceived needs, utilize different approaches for different students, and utilize positive behavioral modification techniques to build feeling of self worth. Since most ABE students have been manufactured by the types of programmes that made them, and since they reject those same programmes as adults it might be well to consider taking the aspects of successful ABE programmes and incorporating them into the curriculum for underachieving, disadvantaged middle grade and secondary students.

For many years educators have been saying that classrooms should be laboratories for learning and that much of the learning should take place in an individualized situation. In some few elementary schools the learning laboratory concept is applied. But it is reported as the principal approach to skills and information instruction in the best ABE programmes in Florida, New York, Georgia, and other states according to the state supervisors of adult basic education. If such an approach works with such schools systems' second attempts then perhaps it would work on the first attempt in the upper elementary grades. With this in mind, pilot programmes were tried out in Camilla, Georgia, and Tallahassee, Florida. In grades four, five and six time moduled were discarded. The classes were stocked with selected materials developed for adult basic education and Job Corps materials. Instruction was individualized and subject matter was selected for its interest and immediate utility to the students. Discipline was largely student controlled and the teacher's role became that of diagnostician, prescriber, and leader. The children became interested in the world of work, real health problems, real social problems, and the practical world beyond Camilla and Tallahassee. The use of the ABE materials was ego-supporting and of great interest to most of the children who had already failed (by sixth grade the average reading ability was 3.0) in children's materials. By the end of the first year in Camilla the children had more than doubled their rate of reading growth in grades four and five and had increased it by fifty per cent in grade six. Among the things that most of the children didn't learnt that year were the capitals of the fifty states, the counties of Georgia, and the life style of the Eskimos.

The Tallahassee programme was put into effect last September in the Lincoln Elementary Schools. The new principal, Mr. Murphy, recognized the disastrous results of the traditional programme where the average sixth grade "graduate" had a reading level of grade 3.2. He asked for aid in changing the curriculum. Again as in Camilla, but making even more sweeping changes, a modified ABE programme was instituted in grades four, five, and six. The traditional programme was thrown out (the children never learned about La Salle or the importance of the Tigris and Euphrates), and the classes were organized as learning laboratories. Strong supervision was given and the teachers, a couple reluctantly, had to cooperate. Attendance went up. The number of lunches supplied went up, and many of the children's heads went up. At the end of two months two sixth grade classes had gained an average of over a year in reading ability and six non-readers were reading on a third grade level. Three fifth grade classes gained two-thirds of a year in reading, and two fourth grade classes gained a year and a quarter. One sixth grade class made little progress and one fourth grade class made little progress. In both cases the teachers opposed the programme. In December the courts ordered a teacher transfer and with it came the collapse of the programme.

Encouraged by the results with the elementary schools the programme, again modified, was put into effect in the boy's correctional institution in Okeechobee, Florida. At approximately the same time a Guided Group Interaction therapy programme was also begun. Under the plan used, the adolescents were formed into groups which lived in the same cottages, worked together, went to school together, attempted to solve personal and social problems together, and acted as self-disciplinary units. (Pohill, 1970).

The educational programme in the correctional institutions had been a gross failure for many years. It consisted of more of the same curriculum that had failed with these adolescents in the public schools. Interviews with the students indicated that they thought the schooling was a waste of time. Very few students had earned high school credits and the programme was set up as though the students came into the institutions in September and left in June. Most students were retarded in reading three or more years.

The programmes were reorganized into what was essentially an adult basic education curriculum

programme and into a programme designed to meet the competencies demanded for a high school equivalency diploma.

Several learning laboratories were devised and individually prescribed instruction, utilizing flexible time modules, was utilized for skills and information learning. Heterogenous grouping was used for facilitating attitude change, concept and information application, oral language development, and expression of experimental backgrounds.

The philosophy behind the communicative skills aspect of the programme was that the learning of content should accompany the development of the communicative skills. Much of the content was already incorporated in materials designed for adult basic education. It included such areas as occupational orientation, law for the layman, governmental services, consumer education, basic health practices, basic social studies concepts, personal and social development, and basic communication skills training. Within a month after the installation of the programme there was a noticeable change in attitude of both students and teachers.

Runaway incidents declined and self-discipline improved.

The academic effectiveness of the institutional programme has not as yet been formally tested but runaways have dropped from 80 a month to five, vandalism decreased drastically, and the teachers report a great increase in interest and efforts to learn in school. How much of this is due to the new educational programme or due to the guided interaction programme or the relating of the two programmes has not been determined.

These pilot programmes indicate the successful educational programmes for disadvantaged adults should be examined for spin-off value to intermediate and secondary level disadvantaged students. A study is needed to determine similarities and differences in the psychological and social need of disadvantaged adults with whom the educational system has failed and with older children with whom the educational system has failed.

Role of Private Agencies in Family Planning

Brijendra Khare

THE most alarming problem in India at present is the rapid growth of its population. This explosion has much retarded the country's pace of development. The increase of population at the rate of over 2.5 per cent per year will cause the present population to double itself in the next 25 years, reaching the incredible figure of one billion before the end of this century. Every year there is an increase of 1,10,00,000 persons in India which is equal to the entire population of Australia. This growth of population is due to, on the one hand, the unchecked birth rate and on the other hand to the decline in the death rate as a result of the control and eradication of certain communicable diseases like Small Pox, Cholera and Malaria etc. Considering the dangerous situation created by the population explosion an eminent Swedish authority on Population Trend Mr Gunnar Myrdal has rightly warned:

"To my mind no other factor—not even that of peace or war is so tremendously fatal for the long time destinies of democracies as the factor of population. Democracy, not only as a political form but with all its content of civic ideals and human life, must either solve this problem or finish."

Aware of this situation our government is aptly paying due heed to this problem on a priority basis and is taking suitable steps to control this explosion. The magnitude of the problem is so big that it would not be possible for only the government to achieve the desired goal. The governmental agencies alone cannot succeed in solving this problem unless the responsibility is shared by private agencies engaged in the cause of social uplift and philanthropic work. Though some of such voluntary agencies are already engaged discharging their social responsibility yet much more needs to be done and a good number of such agencies have yet to come forward and work shoulder to shoulder with Government in a dedicated manner and with zeal.

Since the workers of such voluntary organisations are imbued with enthusiasm and spirit of devotion and enjoy the confidence of the masses, they are easily acceptable to them. Moreover, as private agencies are directly dealing with the public they are fully aware of the people's views and attitudes and have the capacity to satisfy them.

The next question that faces us now is the role these agencies can play to make this programme a success. There is a wide gulf between the family planning movement and the public. Unless a span is made between these two through proper communication media, the chances of success are remote. Involvement of the public in the programme is very much vital that is the universal acceptance of small family norm by couples in the reproductive age groups. Voluntary agencies can play a vital role in transmitting the message of small families to the masses. The work of changing of attitudes of the people can very well be undertaken by private agencies because such change can be brought about quickly and firmly through personal or face to face relationship. The workers of private agencies have deep roots in the rural and urban society and can perform successfully the work of persuading people to adopt and act according to family planning norms.

The role of mass media for persuation and motivation of the people, is very vital in propagating the idea of small family. Private agencies can produce cheap and simple media of communication like flashcards, flannelgraphs, posters and puppets etc. The interested agencies must come forward and must do this vital job for the country. Organising the other entertainment media like Folk Plays, Folk Songs, Bhajan Mandalies, and Kathas etc., with the family planning themes can also be undertaken by private agencies. Readable material for average readers may be produced as there is dearth of such type of interesting literature.

Extension education is another field where private agencies may prove useful and do a lot. Governmental agencies are doing this sort of work but it is very thinly spread. If voluntary agencies could also come forward to join hands with the government, the masses can be educated in a lesser time and in a more effective manner.

If the private agencies are really interested in serving humanity, they will have to accept the challenge posed by the demographic cycle. They will have to come forward and play their role in checking the enormous population growth and thereby enable every individual of the country to lead a happy and healthy life and raise the living standards of people.

Reports From The Field

Mysore State Adult Education Council

Report for 1970-71

The Mysore State Adult Education Council established in 1940 has undertaken the following activities during the year 1970-71.

Adult Literacy and Post-Literacy Classes:

During the year 1040 literacy classes were organised with an enrolment of 22,767 adults. 605 follow-up classes were held and 15,084 booklets were distributed to the neo-literates.

Library Service: The Council maintains a network of libraries in the State to prevent relapse into illiteracy. 2,650 rural libraries and 12 circle libraries continued to work during the year.

General Education Programme: Eight audio-visual units toured intensively in rural areas and exhibited film shows. 1535 film shows were arranged during the year. 219 community centres continued to work during the period under report.

Research: Under this project, 18 experimental literacy centres were started—10 in Nanjangud taluk, 7 in Mandya for ladies in Shivaraguda Vidyapeeth area and 1 in Mysore Jail.

Three primers; 1) *Baa Anna Odu Kali*, 2) *Idannu Odanna and Baa Anna Odu Kali—Hechhu Bele Beli* were revised during the year.

A 15 day literacy workshop was conducted in Kengeri Vidyapeeth for the preparation of literature for neo-literates.

Publications: The revised literacy primers were printed. The number of pages of weekly newssheet 'Belaku' (light) was increased from 4 to 8.

Vidyapeeths: In the year under report 363 rural youth were trained in 10 vidyapeeths. In these vidyapeeths liberal education is imparted to youths to prepare them for rural leadership.

Three short-term courses were also held in the vidyapeeths and 132 people participated in it.

International Literacy Week: The international literacy week was observed in all the adult education centres from September 8, 1970,

Nehru Literacy Award: The 1970 Nehru Literacy Award of the Indian Adult Education Association was awarded to the Council for outstanding service in the field of adult literacy and adult education and in imparting general education to young men of rural areas.

Participation in Seminar and Conference: Sarvshri P.N. Javarappa Gowda, and K.S. Muniswamy, President, and General Secretary of the Council, attended the National Seminar on Adult Education held at Bangalore during September, 1970.

Six members of the Council participated in the All India Adult Education Conference of the Indian Adult Education Association at Bhubaneswar in October, 1970.

Farmers' Functional Literacy Teachers Training at Udaipur

Two training camps under the Farmers' Functional Literacy Project were organised by Seva Mandir in collaboration with the Directorate of Extension Education, University of Udaipur; State Department of Education, and the Farm and Home Section of the Ministry of Information and Broadcasting, from July 21 to August 4 and August 18, to 28, 1971 at Farmers' Training Centre, University of Udaipur, Udaipur.

Fifty Seven teachers from Badgaon and Girwa Panchayat Samitis participated in this training. There was special emphasis on agricultural subjects along with the adult education methods and techniques. The trainees were taken to demonstration plots as well as to the Veterinary Hospital for some practical work.

Certificates were awarded to the trainees by Dr. Mohan Sinha Mehta, Adhishthata, Seva Mandir at the end of the First Camp and by Dr. G.S. Mahajani, Vice-Chancellor, University of Udaipur at the end of the second training camp.

Television Institute

A Television Training Institute is to be established in Poona with UN assistance. It will be a part of a project to expand the use of television media for adult education, family planning and intensified agricultural production.

The plan of operation for the project was signed recently in New Delhi.

Technical execution of the project will be Unesco's responsibility in cooperation with the International Tele-communication Union while India's Ministry of Information and Broadcasting will serve as the Indian Cooperative agency.

The UNDP will provide TV equipment and experts at an estimated cost of $1.2 million. It will also provide fellowships to 18 Indians for training abroad The Government of India will provide Rs. 1.17 crores to establish the building for the institute, staff etc.

To begin with the institute will start functioning in Delhi soon. After some time it is expected to form part of the Poona institute where film training is being given for a decade now.

Role of Adult Educators in the Context of Life-long Education

(*Continued from page 4*)

servants, teachers and doctors and lawyers and the poor people in the inner city community who participated in various local leadership training in community education programmes. This close identification with all levels of the community has not meant any diminution on the respect for Metropolis University nor has its academic respectability been sacrificed. Rather, by dint of this total community involvement, the university and the idea of education and lifelong learning become accepted by all persons and all classes in the community." (p. 151)

This university will become a centre of cultural activity as well for the entire region: "Built around the core of a Learning Centre and a Public Museum, both of which are integral parts of the college of continuing education, are clusters of little theatres, motion picture houses, coffee shops and restaurants, and both transient and permanent residential quarters. More and more older persons have moved back to the city attracted by the culture and educational resources centred in the inner city campus and the new, richly-endowed exciting, alive, integrated community has developed in an ever-growing area around the inner city campus." (p. 152)

The practice of drawing "adjunct faculty" from the community ensures close collaboration between the university and the surrounding community and ensures the learners with up-to-date practical expertise as well as theoretical knowledge.

Liveright emphasises the importance of two aspects of his university. First, it must be perceived as a learning centre providing facilities, resources, and staff for all kinds of study at all kinds of levels employing different means. It must be readily accessible to adults for occasional use as well as for those wishing to attend as full-time students. Secondly, there must be attached to the university a residential centre providing adequate housing, seminar rooms and facilities for special groups which will come in for intensive periods of study.

Liveright foresaw these development at least four or five years ago. From his intimate knowledge of adult education around the world he knew that the trend was set and that all of the ingredients were present though not co-ordinated on any particular campus. He has simply advocated here in 1968 what now seems to be advanced as a model for higher education, not for 1980, but for the 1970's.

It would seem that the best way for advocates of continuous learning to achieve their goals would be to alter their strategy from that of wringing small concessions from educational authorities to an insistence upon a bold reform of the entire field of higher education. In this manner, instead of a patchwork, ramshackle peripheral structure, the idea of lifelong learning becomes basic to the whole educational enterprise, higher education thereby finding its natural place in the overall development. And this natural place is along the lines suggested by Sandy Liveright and such noted educators as Robert Hutchins, Roby Kidd, Daniel Bell. The challenge for adult educators is to be equal to the occasion, to take the leadership role in reviewing and reforming and the institutions of higher education and to provide their colleagues with both the principles and practices which can make higher education a more relevant part of the lifelong learning process.

Television and Adult Education

(*Continued from page 13*)

effects of smoking, alcholism and prostitution on health could be shown to the people on Television. Similarly, concepts such as those of balanced diet, nutritional value of food stuffs, etc. could be explained in an interesting manner.

Combined with such a programme of general health education, the message of family planning should be given so that it gets the approval of the public and resistance is converted into acceptance. The value of such a programme of health education is evident and need not be stressed further.

Conclusion

In conclusion, it may be pointed out that television by itself is not a solution to all sorts of problems. It is an expensive medium which should be fruitfully employed for priority needs like the ones mentioned above, with discriminating choice.

That television has a definite and positive role in national development, is beyond doubt. It is needed more for improving the quality of our men and women by educating them because as Ruskin said "Education does not mean to teach people to know what they do not know, it means teaching them to behave as they do not behave." If the behaviour of the people is changed because of use of television for the above mentioned tasks, the process of national development will be quickened and we will be very near to other developed countries of the world.

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Seminar on Polyvalent Adult Education Centres

Shri D.P Yadav, Union Deputy Minister for Education and Social Welfare, delivering the presidential address at the Asian Regional Seminar on Polyvalent Adult Education Centres in Bombay on September 20.

(Report on Page 1)

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INDIAN JOURNAL OF ADULT EDUCATION

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Integrated Adult Education Programme for Development Stressed

THE Asian Regional Seminar on "Polyvalent Adult Education Centres" ended on September 27 in Bombay after adopting a number of recommendations justifying the polyvalent approach of adult education. The Seminar convened by Union Ministry of Education and Social Welfare in collaboration with UNESCO had been in session since September 20.

Shri D.P. Yadav, Union Deputy Minister for Education and Social Welfare in his presidential address said that campaign against illiteracy was a struggle for economic and social development. He said that adult education should include elements such as vocational technology, industrial design, industrial safety and hygiene, socio-economic questions and civics.

The Seminar felt that an **integrated adult education programme will increase students' productive capacity and make them better individuals.** The general education by itself or technical education by itself would not meet the needs of an adult. An integrated course of both would be effective in several ways, particularly in creating motivation and sustaining the interest of worker-participant.

It called for the introduction of polyvalent education in urban and industrial areas as the needs of the adults in these areas were polyvalent in nature.

The seminar felt that pre-determined and predesigned programme or course with stress on a single aspect like literacy, vocational training, recreational activities and civic education would hardly generate any motivation for learning.

The principal advantage of polyvalent education, it said, was in integrating vocational instruction with general education. This method, besides facilitating more meaningful participation in vocational training leading to increased economic effectiveness, enhanced the usefulness of general education.

It pointed out that the working of polyvalent adult education centre in the city had clearly proved the soundness of the polyvalent approach.

The seminar attended by 14 Asian countries accepted the concept of polyvalent adult education in principle noting that it already existed in different names in most of these countries. It left to the countries to adapt this concept to suit their particular conditions.

The seminar recommended that a committee of experts on education, planning and administration be set up at national levels to examine the present programmes in the light of the polyvalent concept and suggest the introduction of elements of this concept in the existing institutions.

The seminar wanted the adult education programmes to be expanded in a realistic manner to meet the requirements of the growing number of out-of-school youth both in rural and urban areas. The present school education systems in many Asian countries it felt, has failed to train the students to meet the current needs.

The seminar suggested that the Asian countries should re-examine the adult education programmes to determine the role of polyvalent adult education in National Development Plans.

Other recommendations included: The strengthening the UNESCO Asian regional office in Bangkok to enable it to cater for more effective exchange of information and experience among Asian countries on all matters of adult education, international and regional conferences sponsored by the UNESCO to review the progress and to recommend development programmes and more fellowships by UNESCO for adult educators to study polyvalent and similar institutions in other countries.

The seminar termed the word "polyvalent" as "an ambiguous one" and agreed that an alternative term must be coined to replace it.

NEWS & EVENTS

All India Adult Education Conference

Jaipur, December 26-30, 1971

The Indian Adult Education Association is organising the 25th All India Adult Education Conference in Jaipur, Rajasthan from December 26-30, 1971. The theme of the Conference is "Life-Long Education—Its Implications for Adult Education Programmes."

All persons connected with adult education are entitled to attend the conference. To secure accommodation and to receive reading material, the intending participants are requested to send delegation fee of Rs 5/- to the Hony. General Secretary of the Association by November 20, 1971.

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Visitors

The following adult educators from abroad visited the headquarters of the Indian Adult Education Association for exchange of ideas and information during August-September, this year.

1. Mrs. Grace M. Deoki, Social Worker, Fiji.
2. Mr. M. Ali Hafaz, Director General, Arab Regional Literacy and Adult Education Organisation, Cairo, Egypt.
3. Mr. Tony Dodd, Consultant, International Extension College, London, England.
4. Mr. Joss Davies, Assistant Director, Department of Adult Education, University of Sydney, Sydney, Australia.

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Certificate Course for Youth Workers

The Vishwa Yuvak Kendra (International Youth Centre), New Delhi, proposes to organise a three-month certificate course for youth workers in October. The course is open to university students and young lecturers teaching in universities and colleges.

During the course, training would be imparted in the social, economic and political aspects of Indian social situation, orientation in concepts and method of youth work in India and abroad. Practical training will include: organisation of state level camps in Madhya Pradesh and Orissa for young people; study of organisational structure and working methods of youth and youth service organisations; organising activities like seminars, symposia etc., participation in some of the activities of youth organisations.

Further details may be obtained form Mr. P.T. Kuriakose, Director of the Kendra.

Seminar on Training of Cadres to Combat Illiteracy

The Women's International Federation, Berlin, in collaboration with National Federation of Indian Women will organise a Regional Seminar on "training of cadres to combat illiteracy among women and educate them for participation in the economic, social and cultural development of their countries" in New Delhi from November 1 to 10, 1971.

Mrs Aruna Asaf Ali, President of the National Federation of Indian Women is the Chairman of the Preparatory Committee of the Seminar.

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Conference on Population Policy and Programmes

The Council for Social Development in collaboration with the Population Council of India is organising a four-day regional conference on population policy and programmes at Ahmedabad from Oct. 22, 1971.

The Council had previously organised a National Conference and three regional conferences on the same subject.

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Dropout Drops Back In

In 1883, James Dezwarte dropped out of grade school to help his father on the farm.

"I always regretted it", he said, "I tried to make up by reading all the books in the library."

Now, at age 88, he has received his high school equivalency certificate and is the oldest person in Iowa, United States to receive such an award.

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Union List of Social Science Periodicals

The Social Science Documentation Centre of the Indian Council of Social Science Research has recently published a Union List of Social Science Periodicals currently received in the libraries in Delhi

The volume records the availability if 4,074 periodicals in 107 libraries in Delhi.

POPULATION EDUCATION FOR ADULTS

N.R. Gupta

INDIA is one of the foremost countries to adopt population control measures as a Federal Government programme. With a modest beginning in 1951, the programme today has a vast net work of services all over the country, having Primary Health Centres manned by two doctors each at the village level, a sub-centre under the charge of an Auxiliary Nurse Mid-wife and a male health worker for every 1000 persons and a supporting para medical staff for each unit of eighty to hundred thousand population. The scale of services in the urban areas is very much higher.

The medical profession and services are at the same time, being rapidly reorientated by providing facilities for living and working accommodation, conveyance and other basic amenities to attract professionally competent and emotionally prepared medical graduates to serve in the rural areas. It has also been decided to give incentives and facilities in a manner that would give the balance of advantage to those who have to their credit a record of useful service in the rural areas.

The target of reducing population growth rate from 39 to 25 per thousand by 1981 is yet too distant to be achieved. Out of the 100 million couples in the reproductive age group, we have so far reached only 10 to 12 million of them through one or the other methods of contraception. We are thus still left with a vast majority of eligible couples to be reached within the next ten years to achieve our targets. Evidently, therefore, the programme needs to be enlarged many fold and a change in approach and strategy is urgently called for.

So far emphasis has been laid on drugs, contraceptives and operations. While huge quantities of appliances and contraceptives have been distributed gratis or against nominal charge, financial returns have been given for accepting operational treatment, and the coverage and success of the programme have been measured only in terms of the quantity of contraceptives and appliances distributed and the money spent on operational treatment without assessing the utilisation of contraceptives and appliances or even the genuine effectiveness of the operational treatment. This may be necessary for preparation of statistics to reveal the progress of the project but does not necessarily mean real achievement. How many have really used and benefitted from the treatment is the real measure.

Fortunately there has been little opposition to the movement on the basis of religion or social justice, still the actual acceptors of the programme seem to be either limited in numbers or indifferent to its use and that is why the effect has not been perceptible. The reason is that such programmes need great effort and understanding to bring about a mass awakening and become the peoples own programme. This awakening, the large majority of people lack because of their deep ignorance and illiteracy, and the education component of the programme did not receive attention. The programme was launched without caring to educate the beneficiaries about its need, its urgency, its objectives, its methods and results and without arousing interest and enthusiasm in them. The programmes therefore, met with lukewarm and even cold reception and the contraceptives and appliances are seldom used. The programme did not consequently take roots.

Much of what has caused this population explosion relates to the social, behavioural and attitudional pattern in our country. Some of the social tendencies may be cited as illustrations:

(i) Children are God's gift and man has no right to interfere in His designs.

(ii) Non-productive ladies are not equally respected. The general tendency is that within two years of marriage, the woman should deliver a child.

(iii) Sons are valued more than daughters. Consequently a son's mother is respected more and a girl without brothers is considered unfortunate.

(iv) The mortality complex does not let one wait after one issue and similarly the wish to get a son does not give contentment even after many issues, if they are all girls.

(v) Even sons alone do not fulfill the aspirations. Women have an inborn felling to have a girl also as they generally have greater love and regard generally for both parents but specially for the mother.

(vi) Man is anxious to see at least one son earning before his retirement. This accounts for his impatience to get a male issue even if he be the fourth or the fifth one.

(vii) Poverty also accounts for greater indulgence in sex as the common man can little afford any other alternate means of recreation so easily and at will.

Now these are only a few

things, I mention to show how "*Bas Do ya Teen Bachche, lagte Ghar Men Achche*", has very little significance in the face of such social attitudes and also to show that population control is not only a matter of contraceptives, operations or appliances but is also a matter of social and attitudinal changes and enlightened behavioural patterns. It calls for an attitude of moral restraint and temperance and a clearer understanding of the implications of excessive population growth and the grave consequences there of. The acceptance of the programme only as an eye wash to save ones face and an attitude of indifference, thereafter will not do.

What is urgently needed, therefore, is the creation of a general awakening among all adult couples about social, economic, attitudinal and behavioural changes needed to fight the grave consequences of the population explosion and the harm it is causing us.

For example how many of our people actually know that our population is growing at the colossal rate of a child being born every 1½ second—and we are adding 13 million people every year. What an amount of additional resources this increase implies, is little understood. To give only one instance, if it is considered desirable to give half a kilo of milk to the mothers of 50,000 children supposed to be surviving out of 55,000 born every day, it means additional 25,000 kilos of milk on the 1st day, 50,000 kilos on the second and upto 8 lakh kilos by the end of the month. This is an example only of milk, one of the many requirements for additional births, other items of requirements of additional cloth, housing, food, schools, teachers, medicines, jobs and other things may better be similarly imagined.

Even the very realisation of these huge additional requirements of resources and services would alert every intelligent citizen who is able to realise the magnitude of the problem. We have now to see how such realisation, could dawn on the illiterate and ignorant mass of people, who only understand that there is now the national government to manage all affairs of the country and they are just to go on acting as they will. Such people must be made to realize that the burden of the whole development of the country has to be shared by all and every one should be prepared to shoulder his or her responsibility in a democracy specially when it is threatened by all pervading social misgivings.

In this context, therefore, the family planning programme must in the very first instance seek to bring about a change in the behaviour and attitudes of the adult population towards the control of fertility. We must so educate and motivate the 100 million eligible couples in the reproductive age group that they take it their duty to have a family of only two or three children to bring down the growth of birth rate from 39 to 25.

The objective to achieve the statistical goal can only be fulfilled when we concentrate on bringing about the necessary attitudinal and behavioural changes which can be done only through education and enlightenment about what we want to do and why. The programme must, therefore give proper and even prior place to the education component of the project to produce effective results.

Studies made throughout the country have shown that those with higher educational standards have smaller families. Studies have also shown that educated working women have fewer children than their less fortunate sisters in the rural and other backward areas, urban slums and in organised sectors of employment. What is thus more important is education—education of the eligible couples in the reproductive age group.

Without education, the possibility of developing a preceptive attitude to the practices for population control is remote. It is education that would make communication easy, effective and lasting. If once the adult couples are educated and convinced of the needs the urgency and the innocent methods of implementation of the programme, the scales would soon turn the other way and the adults will begin approaching the clinics for advice and treatment instead of the clinics going to them, requesting reimbursing them for the treatment. This would bring us to a stage when there would be nothing unsocial or irreligious or unsacred about the programme. That really would measure our success and bring us happiness and prosperity.

What then are we to do? While it is accepted that Family Planning programme also envisages effort for population education to develop an awareness in the youth of today, this programme is proposed to be confined to the students in the schools and colleges and has so far neither taken shape nor may easily be acceptable, because of the subject being rather too subtle. Since it is not students that are additioning to the population in the immediate present, the programme can touch on the subject only through indirect means and the programme could at least make a co-curricular activity like Junior Red-cross or Scouting or school parliament in weekly or fortnightly meeting. It is, however, not denied that this sector of the population too needs to be tackled and the programme when finalised will bear results. It may, however, be added that equally important or even more important is another sector of the out-of-school youth to be involved in the programme of population education.

These two sectors, however, do not form the subject of this paper and hence I will proceed to the third and the most important

sector of population—the adult couples in the reproductive age group. It is these that are adding to the population in the immediate present and their education about the dangers of abnormal population growth, about family health, about small family norm —about the changes in mental, moral and social behaviour and attitude and about the ways and means of population control is urgently called for.

The approach has to take adequate care of decency, grace and privacy to combat opposition and resistance, if any and involve the largest number of eligible couples in the reproductive age group in an indirect and skillful manner in a programme of education, information, enlightenment and action for planned parenthood and controlled population growth.

In order to communicate with all adults in the reproductive age group in this regard, we can have no better channel than adult education service net work. A beginning must immediately be made with those who are already in adult literacy classes as well as those who have been made literate and are now pursuing 'follow-up' programmes for stabilising their newly attained literacy skills of reading and writing through the study of supplementary reading materials, through study circles, discussion groups, radio charcha mandals, youth groups and such other means.

The number is easily million a year and if the programme of population education is integrated with the programme of adult education, this number can increase many fold because this is the most appropriate group to be tackled and communication with them through the agency of adult literacy centres can be established by organising distribution of easy to read and understand printed matter to them or even by organising regular correspondence courses on various aspects of the programme for developing the desired consciousness.

This will, however, entail a large scale production of suitable primers, posters, slides, films, leaflets and supplementary reading material, all meant to be used by the adults—illiterate, literate and educated—in the reproductive age group. All this literature will have population education and family welfare as subject content but the language, style, approach and thought content will have to be wisely and cautiously adjusted to retain the subtleness of the subject and yet to achieve the objective of creating an awareness and an attitude of acceptance for the programme, the society needs to implement, for peaceful and happy existence.

It may be argued here that tons of literature is already being produced by various departments and organisations working in their own sphere and there is, therefore, nothing new about what is advocated here. It is agreed that literature of all sorts and forms is being produced in large quantities but most of it makes only a communication between the educated and the educated. There is little to communicate with the illiterate or the semi-literate and then how do we ensure that the literature produced reaches those for whom it is produced and even if it reaches, it is read, understood, assimilated and acted upon by those for whom it is meant.

The effort so far has thus been unintegrated and indifferent and has not succeeded in removing the social illiteracy and ignorance from among those who need to exercise restraint and temperance or use the modern methods and stop adding to their families and to their and every body's worries.

Fortunately we have an experiment before us to serve as an eye opener. It is the experiment of the "*Kisan Shaksharta Yojna*" (The Farmers Functional Literacy Programme). In this programme the three Ministries of Food, and Agriculture, Information and Broadcasting and Education have jointly collaborated their effort in pushing up agricultural production by developing into the farmers the desire and skills to use new inputs, improved seeds, chemical manures, insecticides and pesticides and for introducing, new schemes of crop rotation, farm irrigation and the use of new tools and implements. As a result of this integrated approach, the farmer is simultaneously becoming literate, more well informed and functionally more competent. The radio supplies the farm news, functional literacy develops the skills of reading and writing necessary to obtain new inputs, loans and subsidies and to maintain farm records and accounts. The technical know how is provided by the Agriculture Ministry through farmers training programmes, Kisan Charcha Mandals, demonstration Melas and such other institutional arrangements.

We are consequently now very much in the thick of the Green Revolution and food needs of the country may soon be met by our own effort. The literate farmer will then be able to turn to other useful investment of his money in organising and developing rural cottage industries and other types of agro-industrial production units. The education component of the programme has thus found an integral place within the programme and the farmer is taking interest in making his life happier and more fruitful.

To help the neo-literate farmers to use and stabilise their knowledge of literacy and develop an interest in reading on the completion of the Functional Literacy course, the Indian Adult Education Association had organised a correspondence course consisting of fourteen lessons all relating to the knowledge needed

by the farmers. The project proved very successful and instead of 800 to 1000 farmers for whom the course was initially intended, over 2000 joined it.

Similarly the coordination of a programme of population education with that of adult literacy and adult education must bear fruitful results if it is properly conceived and wisely implemented. It would be worthwhile to make a brief mention of some useful thinking already done by the Indian Adult Education Association on this subject in their annual conferences.

The subject of Adult Education and Family Planning was discussed in the 23rd All India Adult Education Conference held in Gauhati in October, 1969. The subject was discussed in detail and the Conference recommended that the Adult Education Programme in the country must also include population education as an integral part of the scheme, so as to create an awareness among the adult learners—both men and women about the necessity of ensuring a small family for a happier family life, a progressive community life and a better standard of living for the attainment of higher economic objectives. Before doing so, however, it was necessary that the teachers involved in this programme are given necessary training.

The Conference advised the Indian Adult Education Association to work out a suitable programme for the integration of Population Education and Adult Education programmes in consultation with the experts of both the fields.

The 24th All India Conference held at Bhubaneswar in October, 1970 again discussed the subject of integrating Family and Health Education with Adult Education.

The Conference recommended that it is essential that all adult couples in the reproductive age group are helped to recognise the urgency and importance of population control. A programme of Family and Health Education side by side with other programmes of Adult 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 specially developed for this purpose will be very effective for married couples and other approaching that stage.

Integration of Population Education with Adult Education

From what has been said above, it would appear that the project for integrating Population Education with the programme of Adult Literacy and Adult Education will involve:

1. Developing a syllabus for such a programme right from the adult literacy stage, both for rural and urban population.

2. Preparation and production of a primer for adult literacy classes for functional literacy for adult learners, having the subject content of the family and health welfare, programmes of child care, home nursing, child health, maternity, nutrition and such other matters.

3. Preparation and production of a number of simple, illustrated, well planned and beautifully finished books for supplementary reading on all subject and for all interests, to ensure development of a taste for reading for knowledge and the use of that knowledge for better life.

4. Organisation of teachers training programmes, writers workshops, eveluation studies and correspondence courses for neo-literates and others.

5. Planning, preparation and production of audio-visual aids and other mass education programmes for dissemination of knowledge and creation of general awakening.

So much about the functional literacy programme and its follow-up for stablising knowledge and developing interest. We may now consider the approach and the method to be used for the organisation and the implementation of the over all programme.

This will include the following steps:

1. Survey and research in the local socio-cultural aspects of population programmes for assessment of needs and programmes.

2. Education regarding dangers of over population and need for control and family planning through literacy classes and other methods.

3. Personal contacts for counselling service for health and family planning.

4. Health and family planning education including production of reading and audio-visual material for education and publicity, puppett shows, exhibitions and such other programmes.

1. Survey and Research

As has been said before, population planning involves a lot more than mere contraceptives and appliances for birth control. It is a matter which requires a change of attitude, a change of mental and moral behaviour, development of habits of restraint and temperance, and provision of alternative programmes of socially and morally healthier recreation for creating the necessary social atmosphere and cultivating desirable moral values. Since attitudes, motivation, preferences, social habits,

(*Continued on page 19*)

A New Approach to Adult Literacy in Indonesia

P.S. Martadidjaja

Setting of the Problem

ERADICATION of illiteracy had always been a major overall objective of literacy campaigns in Indonesia until 1965. Since 1949 two major efforts have been made to teach the masses rudimentary skills of reading and writing by organizing large campaigns throughout the country.

In 1950-1960 a literacy campaign was organized for the purpose of making literate all adult persons between the ages of 13-45, who constituted 50% of the whole population of 80 million. The results were disappointing. Not only did it fall short of the target previously set, but also those who had been made literate soon relapsed into illiteracy again because of lack of follow-up reading materials. By the end of 1959 it was estimated that the rate of illiteracy was still 44%.

A second literacy campaign was organized in 1960-64. It was the biggest drive ever launched for the purpose of wiping out illiteracy completely by the end of 1964. The results were impressive. More than 37.5 million individuals became literate. The majority of adults who were declared liferate, however, received only a three month course and many of them only the first stage of the course (lasting about a month). In other words, although millions of people became literate their educational level is still very low. Without a vigorous follow-up programme of providing a continuous supply of reading materials to foster the reading skill of the new literates since the campaign ended in 1964, many of those who were made literate will gradually revert to illiteracy. In 1967, while checking in various provinces the number of remaining illiterates among individuals of 13 years and over, it was discovered that an estimated 29.95% of the whole population of 110 millions was still illiterate. Some Provinces like East Java show a rather higher rate of 74.3%, Riau 40% and Lampung 32 9%.

The problem of illiteracy has been aggravated by the "demographic explosion" which at the present rate will have doubled the population within two decades, and very heavy drop-out rate of more than 50% among primary school students.

This mass campaign has so far failed to have a lasting effect on the problem of illiteracy. The chronic problem of providing follow-up reading materials for millions of new literates results in the persistence of a high rate of illiteracy in spite of tremendous efforts to wipe it out.

Among the reasons most often given for the failure of the mass approach have been lack of funds, lack of personnel and lack of reading materials for a sustained effort to teach and retain literacy of the masses.

Illiteracy is dominant in rural areas, since 70% of the population live on the land. In a rural economy where farmers follow traditional patterns of agricultural production, the spoken word has been the only means of communication, hence there seemed to be no need for the masses to learn to read and write.

There will undoubtedly be a need for the more progressive individuals, such as innovators or potential innovators, to become literate. These people, who are also most likely to occupy some status of leadership in their community, would benefit fully from the written word. In fact, these people are those who have succeeded in acquiring basic skills through attending literacy classes and are highly motivated to develop them.

Would it not be reasonable, then, to start literacy on the most dynamic stratum of the farming population, whose acquisition of literacy skills could help improve their patterns of agricultural production, which in turn would have a direct impact on social and economic conditions? Once this starts to influence the economy as a whole and the situation improves, there will be more and more need for literacy for a larger section of the population.

A New Approach to Adult Literacy

The limited funds that could be provided by the Government, and the objective of making literate the whole population at the same time, have resulted in devoting inadequate financial means to those, who, under present social and economic conditions at least hardly feel the need to become literate. The consequence has been moreover that adequate programmes for those who would be likely to benefit from being literate, who through literacy could acquire better understanding and higher skills, could not be provided either. Therefore, efforts in both directions failed.

Against this background, the Government started to explore a new approach to adult literacy. Instead of starting any new "literacy Campaigns"

(which have proved to be of negligible value) it decided to concentrate on the consolidation of literacy by organizing reading groups of neo-literates. In this way, the funds available could be used more efficiently than by trying to make everybody literate.

The organizational structure, through which this new approach is being implemented is called "Panti Musjawarah Pembangunan" (abbreviated PMP—Discussion Group for Development).

PMP is made up of about 10 to 15 people—neo-literates and highly motivated persons by virtue of the leadership status they occupy in various spheres of life, such as village elders, well-to-do farmers and primary school drop-outs. Under the guidance of a government officer or people who are of an educational level that would enable them to assist those who had just learned to read and write, they were persuaded to organize themselves into a discussion group.

The group holds regular meetings which vary from once to three times a week in which members:

—develop literacy skills through group study

—acquire and develop the ability to organize

—sensitize themselves to, and act upon, common problems

—develop a democratic attitude and make themselves conversant with parliamentary procedures

—improve technical and vocational skills

As the same time, these meetings are used to disseminate useful information in the field of agriculture, health, citizenship, etc., so that various technical departments would be able to use at least some people in every village to give, by their own example and by discussions with their illiterate neighbours, wider distribution to the information issued.

The Organization of a Discussion Group

For effective integration with the development scheme, the group is incorporated into programmes of the Rural Development Committee which exists in the village.

Such groups are organized in every "neighbourhood council" or "village council" from which members are derived.

Content and Method of Teaching

Materials presented in group discussion are obtained from all technical departments concerned with rural development, i.e. Agriculture. Social Welfare, Community Development, Information, etc., which make available their extension materials (posters, pamphlets, booklets, magazines, etc.) for reference. They contain both general as well as technical information.

The discussions of these materials in the group can lead either to an increase of knowledge or to the adoption of new practices or to an implementation of a small project of common interest.

The process of discussions, which normally take about 2 hours, proceeds as follows :

1. Topic presentation. One of the members, in rotation, reads a short text on a particular topic. The text may be taken from books, magazines or be a personal account. Afterwards, the Chairman writes up salient points for members to copy.

2. Question and Answer Period. A quiz type question follows the presentation, to develop comprehension.

3. Free discussion. The largest amount of time is devoted to developing free and open discussion of the topic by members.

4. Conclusion. Salient points of what has been discussed, deliberated, the consensus arrived at, etc. are recorded and kept for reference.

If discussion on a particular topic lead to a conclusion concerning a project to be implemented, then the group acts as the executive committee. Subsequent meetings are consequently devoted to planning, actual implementation and progress review. Suppose a topic presented in a meeting is about malaria. After relevant facts concerning malaria have been obtained, the group in their discussions may decide to start a project on malaria control (levelling stagnant pools, spraying, etc). From then on the group will be engaged in formulating a plan for the execution of the project soliciting technical advice from the appropriate authority and supervising the actual work, until the project is finished.

Supervision

Supervision of PMP in the village is normally done by the Department of Community Education, which is responsible for all literacy programmes in the country. To implement its programmes, the Department has field officers down to subdistrict level. However, as indicated earlier, these discussion groups have become forums for the dissemination of information obtained from technical departments concerned with rural development. Consequently, their officers can be counted upon to help the groups in their respective fields.

Generally, at the subdistrict level, where administrative responsibility covers between 4 to 7

villagers, the following field officers are found: Supervisor of Community Education, Agriculture Extension Agent, Social Welfare Worker, Sanitary Officer, Veterinary Agent. In addition to these government officers, there usually are quite a few people in every village who have been trained in a particular field and who serve as volunteers for extension programmes, such as Model Farmers, Social Welfare Volunteers, Community Development Cadres, etc. These people are included in the team for supervision. Many of them, in fact, have taken up a group themselves to give direct and continuous guidance.

Evaluation

Although the new approach has been in force practically since 1967, a systematic and extensive study of the effectiveness of developing truly functional literacy, to improve understanding and skills of selected segments of the population, and of its impact on social economy has never been made. However, a sample survey and study of reports from field officers in several villages in West Java show indications of encouraging results. Analyses of reports received at the Provincial Office of Community Education before and after the new approach was implemented show that, at the individual level:

—there has been an increase in reading ability to the extent that the participants read more often and demand more extension materials;

—there has been an increase in the adoption of new techniques of farming as indicated by purchases of agrochemical products (fertilisers, insecticides, etc).

More striking effects have been noted at the community level. Infrastructures such as village roads, clinics, small meeting halls, small libraries, etc., have been set up as a result of projects implemented by the groups.

It will be very interesting to study the effect of the participants' better understanding and higher skill on the masses.

Relationship Between Education and Development in Some Villages in Rajasthan

B.H. Crew

Mr. B.H. Crew of the Australian National University, Canberra, undertook a research project on the relationship between education and development in some villages in Udaipur District in Rajasthan during November 1970-February 1971. The conclusions given by Mr. Crew at the end of the report are reproduced below in the hope that it will lead to clarification of ideas on the role of extension education for agricultural development.—Editor

IN this study there is a little evidence that formal education stimulates agricultural development. In Sisarma an agricultural graduate, using new and improved agricultural materials in recommended ways, was one of the innovators in his village and was able to produce the highest yield of maize and wheat. He was also able to employ extra labour. Another factor in his success was that he kept only productive working stock. Primary and secondary education had little or no effect on agricultural and industrial development. The stimulus to such development has come mainly from economic factors such as the productivity of the new higher yielding varieties of grain and geographic factors such as proximity and accessibility to a market, suitable terrain, soil fertility and water supply. There is evidence that education can stimulate development but other factors are more important and more effective stimuli than education.

The pilot study showed that literacy and educational levels are related to agricultural and industrial development, and that extension education, e.g. in improved agricultural practices in the use of seed, fertiliser, irrigation and plant protection measures, is closely related to agricultural development. It indicates that this educational provision supports agricultural development after its initial stimulus. The evidence about industrial development is negative in character. There is a polytechnic and an industrial training institute in Udaipur but the industrial development revealed by this study was not supported by technical and commercial instruction in the way that agricultural extension supports agricultural development. Because of this lack, industrial development is proceeding slowly and with difficulty.

The importance of continuing education is apparent in agricultural development. Informal education, such as demonstrations, exhibitions, farm fairs and the services provided by extension workers from the university and the Village Level Workers has supported a significant development in agriculture. There is an immediate need for somewhat similar technical education for adults, e.g. in Kurabad, where industrial development is being held back through lack of this provision. Facilities exist for providing this kind of education in the polytechnic, the industrial training institute and the secondary school; but these will have to be specially adapted to the needs of adults and the special circumstances of a particular village or region. It must be admitted that this educational provision alone will not be sufficient; it will have to be associated with economic measures if the success of a further stage or industrial development is to be ensured.

This pilot study has yielded some results. It has also served to indicate some aspects worth further investigation. In Alsigarh, for example, the initial stimulus has been given to agricultural development, there is an awareness of its benefits and some effects of a certain amount of agricultural education have already been felt. In Kurabad there is industrial development but no industrial education provision. A study of these two villages could be very useful in elucidating the relationship between education and development. It is possible that a comparative study of these eight villages and of the farmers and industrialists concerned in this study can be undertaken in four years' time. The Director of Extension Education and his staff are interested in this and such a study, using the present study as a basis, could yield very useful results.

Use of Literacy Skills: A Preliminary Study

T.R. Singh

IN September, 1969, an adult literacy class was organised in a village in the service area of Literacy House, Lucknow. Adults who joined this class had their own notions about what they would learn in the class, how much they would learn, and how they would use the literacy skills and knowledge after they became literate. The class started with 33 male adults. By the end of the course, 9 students dropped out. Of the remaining 24 who faced the Functional Literacy Test in June 1970, 15 were declared functionally literate. The rest were either not present on the day the test was conducted or they failed in the test. Soon after the class was closed, a bell-bicycle library supplied follow-up reading materials to the neo-literates in particular and to other literates in general. In July, 1971, the present study was undertaken to find out :

> How did the students in the literacy class want to use literacy skills when they were illiterate, and how do they use them today when they have acquired certain literacy skills?
>
> The study covers all the 33 ex-students.

Narera, the village under study, is about 16 kilometers from Literacy House. It is about three kilometers from the Lucknow-Kanpur road. In 1969, it had a population of 508 persons, 281 men and 227 women. Illiterate adults above 15 years of age numbered 248 of whom 115 were male and 113 female. The number of literate persons was 72 and of these only two were women. Of the literate persons, 6 were high school, 23 junior high school, 10 primary and 31 below primary. About a dozen children were reading in schools in neighbouring villages. There was no primary school in the village. Literacy class in this village was organised by the Extension (Local) Department of Literacy House.

The village was divided into eight caste or ethnic groups. The Table below shows caste-wise distribution of population age-groups and literacy in Narera.

The author is Head of the Research and Evaluation Department, Literacy House, Lucknow.

TABLE 1

Showing caste-wise distribution of population, age-groups and literacy in Narera

Name of Caste-group	*Total Population*			*Illiterate*						*Literate*		
				Below 14 years			*Above 14*					
	M	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*
1. Milk Supplier	205	186	391	68	76	144	89	109	198	48	1	49
2. Agricultural labourer	22	10	32	8	3	11	5	7	12	9	—	9
3. Carpenter	17	7	24	2	6	8	5	2	7	8	1	9
4. Water carrier	13	11	24	2	3	5	9	8	17	2	—	2
5. Shepherd	9	6	15	4	2	6	4	4	8	1	—	1
6. Priest	7	3	10	5	2	7	—	1	1	2	—	2
7. Leather worker	7	4	11	5	2	7	2	2	4	—	—	—
8. Grain Parcher	1	—	1			—	1	—	1	—	—	—
Total	281	227	508	94	94	188	115	133	248	70	2	72

It is clear from the table that the literacy percentage in Narera in 1969 was 14.2 which was less than what it was for the State. It is also clear that the number of illiterate persons in the above 15 years of age was 248. A list of illiterate persons who were willing to attend the literacy class was prepared. A pre-literacy test was administered and those who were literate and had some schooling in their childhood were eliminated from the list. The list was further scrutinised and the class started with 33 male students. Of these, 5 could recognize letters, 7 could write their names, and 4 could count numbers upto hundred.

The students were in different age-groups; 20 students were below 20 years of age, 3 in the age-group of 20-29, 7 in 30-39; and 3 were above 40 years of age. A large majority of them were agriculturists and agricultural labourers; two were engaged in some kind of business and only one earned his living by carpentry.

The students were variously motivated to learn to read and write. Seventeen out of thirty-three wanted to become literate so that they could copy songs and sing them in village singing parties, or to read books or to recite the Alha or Ramayan. Three adults wanted to learn to write letters to their friends and relatives and three to be able to maintain their household accounts and four to keep an account of the sale of their milk or of their grocery shops. Only one thought that he would be able to teach his children if he becomes literate.

The reading materials referred to by the students are folk songs, folk stories, legends and epics. The songs are of different kinds. Some of them are seasonal and others are sung on special occasions. The Alha is a depiction of the heroic deeds of some ruling princes in the past. Rainy seasons is the proper occasion for reciting the Alha. All these materials including folk tales and stories are available in the local fairs and weekly markets. They are in bold print and are comparatively cheaper.

In short the students before they came to the class had knowledge about songs, folk tales and stories and other reading materials which they thought they would be able to read after they became literate. They had heard literate persons sing songs, read stories and recite legends and religious books. They had also seen their fellow-villagers keep their accounts and write letters to their relatives and friends. Therefore, these illiterate adults wanted to become literate and use the literacy skills as did literate persons in the village.

Teaching materials used for functional literacy stage were Reader-I, some portions of Reader II and III, content sheets on functional subjects and weekly and fortnightly lectures on functional knowledge. The functional literacy test took place in June, 1970. The course thus was completed in 222 working days or 444 working hours.

About 12% of the total students relapsed into illiteracy. They cannot even write their names. These students wanted to learn to copy songs and to keep their domestic account and to look after the education of their children before they started to read and write in the class. A little over 30% of the students retained and improved the learned skills. About 50% of them have started copying songs, reading folk dramas, and reciting the Alha. Only one has started reading some easy version of the Ramayan, the great epic. Some of them have written to their friends and relatives. Special mention should be made of two persons. One of them besides reading the conventional literature also reads literature supplied by Literacy House or procured from other sources. His father who was also a student in the same class reads literature on vegetable growing though his eye-sight is weak and he cannot read at night. He has improved his farm and has set-up a pumping set. While his son operates the pumping set, he works on the farm. Perhaps he is the only one from among the ex-students who has taken to improved agricultural practices.

The present study is a preliminary attempt at understanding the notions the students had about literacy when they came to attend a literacy class, their effect on the students achievement in the class and their use of literacy skills after they became literate. With the present number of cases and at the present level of analysis, it would not be possible to state in definite terms how far the pre-literacy course notions of the students influenced the post-literacy class use of their literacy skills. The study however suggests one of the useful areas of research in adult literacy education. Perhaps more studies of this nature would throw some light on this problem.

The Problem of Illiteracy

The newspapers in India, of late, have started taking interest in Adult Education movement. In this context, we must congratulate the "Hindustan Times" and the "Statesman" on their editorials on "As the Twig is Bent" and "Going to School." As a token of our agreement with the ideas expressed therein we give below the editorials in their entirety. —*Ed.*

AS THE TWIG IS BENT

(*Hindustan Times, Sept. 12, 1971*)

HUMAN history becomes more and more a race between education and catastrophe. The truth of this remark has become a great deal more relevant today than ever to this country since H.G. Wells said it a long time ago. The latest census figures indicate that out of a population of 547 million, only 161 million or 29.34 per cent, are literate after endeavour stretched over two and a half decades since Independence. It is true that in 1961 the percentage was 24.02 and in 1951 it was 16.67. But the flattering percentages of the later years are misleading. Even as the number of literates in absolute and percentage terms has increased, the number of illiterate in the country is also increasing. In 1951 there were 298 million of them; in 1961 333 million and today they are a staggering 386 million. It is true that this is the result of rapid growth of population. But even so, for a country trying to modernise itself and achieve higher living standards, the deadweight of illiteracy is an increasingly crippling burden.

Significantly, the various States are not similarly placed in this matter. The overall percentage, as always, conceals more than it reveals. Kerala leads all the rest with a literacy rate of 60.16 per cent, followed a long way down by Tamil Nadu, Maharashtra and Punjab. At the other end are the States in the "Hindi belt." Bihar has a literacy rate of 19.7 per cent and Rajasthan 18.79 per cent. Others like Haryana, Madhya Pradesh and Uttar Pradesh are in between. It is obvious that the latter States will have to make even greater efforts to make up for lost time.

On the occasion of the International Literacy Day the Union Ministry of Education has sought to give a purposive direction to efforts to grapple with this stupendous problem. It has asked State Governments for a "businesslike" appreciation of the magnitude and gravity of the problem and for comprehensive plans for solving it. In other words, the usual round of meetings and speeches on the appointed day is recognised for the futility it is. What is needed is efforts on a continuing basis, and practical action-oriented programmes that take into account the resources and facilities available.

Illiteracy has many facets. There are, for instance, those who have never been to school. They form the core of the problem. Primary education is no expendable luxury or even an ideal that could be pursued at leisure but an essential immediate investment in human capital. "Catching them young" is important as the Poet Pope put it, "Just as the twig is bent, the tree's inclined". There is then the problem of adult illiteracy which has to be tackled in a different way by being more intimately related to the actual vocations of the persons concerned. There is then the problem of illiteracy among women. Of the total female population of 264 million, no less than 215 million are illiterate. Considering the crucial role that women play as mothers, there is an obvious relationship between illiteracy among women and illiteracy among children. Then there is the problem of the dropouts and those who, having acquired a certain amount of literacy, lapse back into illiteracy.

These and other aspects have to be dealt with determination and imagination. Fortunately, technical resources for the purpose in the shape of audio-visual aid of various kinds have increased enormously in the recent decades. The radio and the television have an obvious role in the spreading of literacy. Widespread literacy and the further education it makes possible are imperative not only for economic but also political and social reasons. It is indeed the foundation of democracy. As has been rightly said, education makes people easy to lead but difficult to drive, easy to govern but impossible to enslave.

GOING TO SCHOOL

(*Statesman, Aug. 31, 1971*)

THOUGH nearly 53 per cent of India's urban population is now said to be able to read and write, the census findings offer little comfort to a nation that is supposed to be celebrating International Education Year. Literacy has in the past decade increased by a bare three per cent, the implication being that though the Union Education Ministry and the University Grants Commission have spent vast sums of money on higher education, literacy at the grassroots has been grossly neglected. The National Board of Adult Education set up in December, 1969; a Rs 2 crore farmers' training and functional literacy project; schemes to assist voluntary organizations working in the field; and pilot projects that are expected to eradicate illiteracy in about 10 per cent of the country's districts, accounting for a population of 10 million, in the first phase of the Fourth Plan have obviously had little impact on the problem. The number of illiterate people has increased from 300 million in 1951 to the present figure of 350 million. This is partly explained, of course, by the burgeoning growth of population, but this alone would not have accounted for the shortfall if literacy programmes were not conspicuously lacking in drive.

Evidence of this is to be found in the growing disparity between town and country. Though the overall literacy rate now stands at about 30 per cent, no more than 24 per cent of people in the villages, where education is almost entirely dependent on Government programmes, can read and write. Even this may be an inflated figure since it takes into account people who have nominally attended school but who readily forget all they have learnt as soon as they start working in the fields or in factories. Only about half of the country's working force in industry and agriculture benefits from the existing schemes and at least 10 million of them will have to go to school every year if illiteracy among this section of the population is to be eradicated within the next 15 years. **The Fourth Plan allocation of only Rs 10 crores for literacy programmes is unlikely to achieve this purpose; nor will it be served by adult literacy weeks, prizes for neo-literates and the transfer of the Department of Adult Education from one branch of Government to another.** What is particularly distressing is the evident lack of change in the country's traditional educational pattern. Of the six leading towns so far as literacy is concerned, four are in Kerala where Alleppey with a record of over 70 per cent tops the list, while less than 13 per cent of rural women can read and write. That low figure is a disgrace to a country that lays any claim to social advancement and demands an early reconsideration of the Union Education Ministry's priorities: an imposing super-structure of schools and colleges raised on the vacuum of such foundation cannot be described as progress.

UGC Urged to Give Cent Per Cent Assistance for Adult Education Programmes

At a meeting of the Executive Committee of the Indian University Association for Continuing Education held recently in New Delhi, the assistance offer of the U.G.C. to Universities for adult education work was considered. The Committee while appreciating the readiness of the U.G.C. to give assistance to the universities for programmes of adult/continuing education was of the view that the proposed assistance (not exceeding Rs 3 lakhs in the Fourth Plan Period and on a uniform sharing basis of 75:25%) did not meet the needs of the situation adequately. The committee attributed it for two reasons. Firstly the adult education is an innovative kind of programme. Not many universities know how to start it and how to develop it. Secondly, if in this situation adequate and continuous financial assistance is not assured, most universities would feel inhibited from undertaking the additional responsibility of being involved in any meaningful and direct programme of continuing education.

The following suggestions were made to the University Grants Commission:

a) The basis of assistance be increased to 100% instead of 75%.
b) The period of assistance be enlarged to five years instead of three years.
c) After the expiry of five years, depending upon the impetus that continuing education has received during the period, the U.G.C. may keep on assisting on a reduced but sharing basis so that the programme do not get discontinued.

The Committee also decided to organise a Seminar on Correspondence Course under the joint auspices of the IUACE and the University of Mysore.

Toward a New Professionalism

K.G. Bartlett

Mr. K.G. Bartlett was presented the Syracuse University's William Pearson Tolley Medal for Distinguished Leadership in Adult Education on September 22, 1971 in Syracuse. Bartlett retired recently as special assistant to the Chancellor of Syracuse University. He was associated with continuing educatian activities of the Syracuse University since 1946. He also served two terms in the New York State Assembly (1967-71). Excerpts from the address of Mr. Bertlett after the ceremony are given below.

It may be recalled that in 1969 the Tolley Medal was awarded to Dr. Mohan Sinha Mehta, President of Indian Adult Education Association.

As one recently retired but still working, I've noticed the widening gap between the time a person learns what is happening elsewhere and the time when directly or indirectly he's called upon to support or reject a modified course of action.

Let me put it this way: Between the time a citizen learns of an Attica, the visit to Peking, the freezing of wages, and the time he's called upon to support a new course of action, he is in a considerable amount of confusion. The effort to respond and to achieve some measure of consensus is a testing time for a free society. The difference between knowing and understanding is substantial. This is the time when the negative seems to have its greatest opportunity—the time when the propagandist and revolutionary have their chance. It's a time when the generalist and the sloganeer can fly their flags of calculated deception.

I wonder if there is not something more that specialists in adult or continuing education might do that would provide more opportunity for reasoned dialogue and a comparison for recommended solutions—each to the end of reducing the gap between knowing, then knowing what to do. Since the by-word currently appears to be involvement of everybody, why not establish a Hyde Park downtown, under cover, with programmes that would follow the news and with knowledgeable leaders ready to answer questions.

These would not be formal courses—hopefully no fees—and if not many can make appropriate arrangements to take the programme, we'll take it to them by television. This is not a Hyde Park solution because it emphasizes the use of knowledgeable persons, not volunteers. It would be a search for greater understanding between the time the mass media deliver the message and the time citizens are called upon to express an attitude.

A closer relationship between the carrier and the interpreter just might be developed when the Newhouse School of Public Communications is in business. I can't believe this is a new idea because of the many things already being done but the broadened base for involvement, the use of knowledgeable persons to conduct the sessions, the employment of television regularly, the selection of topics from whatever appears to be of public concern, and the doing of it through a grant that would assure enough time to discover if it were successful, are all indicative of something modestly different.

World Literacy Drive at Crucial Point

Antony Brock

A crucial point has been reached in the massive world effort to wipe out illiteracy, according to latest information reaching Unesco.

Some of the updated statistics covering the last two decades look like light at the end of the tunnel. They show that:

—round the world, the number of people who can read and write has risen by 600 million since 1950, the rate of increase keeping ahead of the population growth rates;

—the regions with the greatest illiteracy—Africa and the Arab states, Asia and Latin America—all showed drops in the illiteracy rates over the past ten years;

—the tide is turning in Latin America, where the percentage of illiterates has been cut by more than a quarter to 23.6 per cent and where, for the first time (and against the world trend), the absolute number of illiterates has been reduced;

—despite the rise in population, the number of illiterates rose marginally less than had been predicted.

But the same figures, prepared by Unesco's Office of Statistics for International Literacy Day on September 8, also deliver several warnings. The estimates reveal:

—a staggering total number of illiterates in the world—even counting the reduction on the predicted rise since 1950: 783 million instead of 810 million;

—in Africa and the Arab States the cut in illiteracy rates still leaves 73.7 per cent of the adult population unable to read and write;

—even on the most optimistic projections, the number of illiterates in 30 years is not likely to be less than 650 million or about 15 per cent, so the problem of illiteracy may not be solved this century.

Replies to a questionnaire se t to Unesco Member States make the perspective clearer and tend to confirm hopes that at last the right approach to the problem has been taken on a world scale. According to the Unesco statistics, the proportion of illiterates, not far short of half the population in 1950 and still 40 per cent in 1960, is now down to 34.3 per cent. The 73.7 per cent illiteracy rate in Africa and the Arab states and the 46.8 per cent in Asia still represent a gigantic task; but in ten years Latin America has cut its rate from 32.5 per cent to 23.6 per cent, demonstrating what can happen when a two-pronged attack, through primary education and adult literacy instruction, begins to break through. For in 1957, Latin American countries launched a continental "major project" to extend primary education, and in ten years increased enrolments by 35 million children. Furthermore, adult literacy undertakings in the continent, such as Colombia's "Radio Schools of Sutatenza", have been in operation for some years and are gaining impetus. In Asia and Africa, on the other hand, relatively newly independent countries have only begun to tackle the problem of providing primary education, let alone adult literacy instruction.

Literacy part of development

Replies to Unesco's questionnaire show that literacy and adult education are now widely regarded as integral parts of social and economic development. Roughly half the countries acknowledging a literacy problem take this view and have included literacy in their national development plans. Allied to this is an increasing acceptance of the approach promoted by Unesco: what is taught is "functional literacy", the ability to use reading, writing and arithmetic in daily life and work, with literacy and job instruction combined as part of industrial or agricultural development projects.

After a long count-down' Unesco-assisted projects under the Experimental World Literacy Programme are just beginning to have a measurable effect, for the most advanced projects have reached the expansion stage: in India, 64,800 adults are under instruction; in Iran, 55,000; in Mali, 40,000; in Tanzania, 20,000. Enrolment in the 13 projects has risen from 25,000 in September 1969, when the first became operational, to more than 235,000 today. The rate of increase in enrolments will speed up next year and if countries decided to create future programmes they will have a solid base of literate workers to build on.

The "if" is a big one. Future action to combat illiteracy will depend on the priority given and the funds available: in neither case is present evidence cause for optimism. For example, on the basis of comparable returns from 44 countries, only four (and only one of these a developing country) are spending more than three per cent of their education budget on adult education, including literacy. Three-quarters of the countries were allocating less than one per cent to adult education and, since literacy forms only a part of this, the priority—or lack of it—is clear.

In fact, developing countries have rapidly increased their total spending on education in the past decade. But although the percentage of the total budget which developing countries spend on education is now about the same as that being spent by industrialized lands (in Africa, the average, at 16.4 per cent in 1965, even is higher), the absolute amount is incomparably less for populations which are frequently incomparably greater. While their

gross national product only inches forward, there is small prospect of much more than money being found by the countries themselves. Dr. V.K.R.V. Rao, when he was India's Education Minister, advocated a national emergency programme to reduce the 150 million illiterates in the 15-25 age group to 50 million by 1981. Even at a cost of only $4 a head, he said, this would require $400 million. India's Fourth Plan, however, provided for only $1.3 million.

The dilemma is whether resources should be concentrated on providing primary education or whether to tackle the problem through adult literacy instruction. The belief is growing that the best solution is attack on both fronts; reports of drop-out rates (they can be as high as 81 per cent in Africa) indicate that merely providing schooling is not the whole answer. Until the problem of resources is solved at an international level, however, part solutions are likely to set the pace for progress.

(*Unesco Features*)

Farmers' School of the Air

Filipino farmers can attend classes in absentia and receive certificate of learning in person. Such is the system used by the "Farmers School of the Air", sponsored by the Rural Broadcasters Council (BDC).

Some 3,000 farmers, rural housewives and youths have completed their courses since the school of the air began five years ago. Without having to leave their homes or fields, farmers can tune in to the classes over transistor radios, listen and learn, and earn a diploma at the end of the course.

The certificates are an important incentive for the unlettered rural people who may have only these pieces of paper to show for any achievement attained in their whole lifetime. By following the school's instructions in new techniques, they also improve the size and quality of their production.

(*Unesco Features*)

TEACHING OF EDUCATIONAL PSYCHOLOGY: A PRACTICAL APPROACH

Edited by Kumari R. Shardamain Devi and Dr. R.N. Mehrotra, Delhi, Central Institute of Education, Pp: 321, 1971.

PSYCHOLOGY in itself is a technical subject. To teach psychology especially to teachers is regarded still more technical and tedius. A number of seminars on methods of teaching educational psychology have been held in India, during the last decade. The book is the result of the efforts of editors on a Guidebook for Teachers of Educational Psychology (B. Ed. level). The guide-book was initially developed by a group of educationists including the authors who started its work, on one of the recommendations of an All India Seminar of Teachers on Educational Psychology held at the Central Institute of Education in 1962. In short, it can be said that the present book, which is running in 321 pages, is a fine product of the technical and prolonged cooperation among educational experts.

It is the way which really matters in teaching educational psychology to teachers. The teacher of educational psychology has to ensure that the future teachers learn the subject with the object of making desired changes in himself as well as acquiring skills to guide his pupils in the school to develop themselves to the optimum possible extent. The message of light begets light is thus the lesson of this book. Almost all the ideas presented in the book have been tried out at the Central Institute of Education and found practical. The plan of presentation of each topic varies. However, at end of each topic are given some guide lines for evaluation of the presentation and a detailed bibliography. There are about 26 topics discussed in the book, which can be dealt with in 81-82 class hours. It ends with a list of 43 books referred to in the treatment of such topics. In spite of several assignments given for students, care has been taken that they are not over burdened with work.

In a very practical way, the book deals with the educational aspects of educational psychology and guides its users to a fruitful end. I wish the book would have some more diagrams and illustrations. Anyway, it should serve well as a Handbook for those educators who deal with educational psychology. They may be professors, lecturers, teachers, adult-educators and educational psychologists themselves.

Dharm Vir
Joint Director, International
Cooperative Alliance,
New Delhi.

Reports From The Field

Adult Education Neglected in Punjab

The virtual neglect of adult education in Punjab was deplored at a symposium on the role of universities in adult education, held in observance of the International Literacy Day, at the Punjabi University campus in Patiala on September 8, 1971 under the auspices of the University Department of Education and Community Services.

This had reference to a recent study conducted by the Department according to which at present the Punjab Government was spending on adult edution only about 10 paise per head per year and only 4500 adults were being made literate every year in Punjab where at least 60 lakh persons continued to be illiterate.

Dr. T.R. Sharma, Head of the University Department of Education and Community Services, said that adult illiteracy was nothing short of human tragedy and a stigma on civilized living.

Teachers participating in the symposium stressed that universities which had so far kept aloof from adult education and community development programmes should provide the necessary leadership for these programmes.

It was suggested that adult literacy work should be made an integral part of the assignments of teachers at all levels and should be included in the course of study for the students.

Mrs. Kamala Aplash, Social Education Officer, Patiala Circle, stressed the need for effective implementation of the Compulsory Primary Education Act in the State.

Urdu Literacy Teachers Training Course

New Venture of Bengal Social Service League

The Bengal Social Service League had organised an Urdu Literacy Teachers Training Course in Calcutta in August 1971. Mrs Sultan Hayat Ansari of Taleem Ghar, Lucknow conducted the course. Over 80 trainees, including a few girls attended the course.

The League has also started a programme of workers education with assistance from the Central Board of Workers Education.

A New Scheme to Eradicate Illiteracy in Kerala

At a conference of Panchayat Presidents and Library Workers held at Malappuram it was decided to launch a scheme of "Work Oriented Adult Literacy" in the District.

The project sponsored jointly by the Central Government and the Kerala Granthasala Sangham (Library Association of Kerala) will be introduced in ten centres in the District. The six-month course, with two and a half hours teaching every day and three working days in a week, will comprise instructions in various subjects such as agriculture, poultry, animal husbandry, bee-keeping and health education.

The project, which is a part of the Government's move to utilise the services of the voluntary organisations in the field of social education, would be of benefit to the illiterate people in the age group of 15 to 30. And this will at the same time help them to acquire better knowledge about their own profession. A team of teachers specially trained at the Rural Institute, Thavannur, will conduct the classes in each centre. There will be an advisory council for each of the centre.

Literacy Precondition for Development

The General Secretary of the Indian Adult Education Association has recently received a letter from Shri R.R. Diwakar, former Minister for Information and Broadcasting and a veteran adult educator of the country. Shri Diwakar is of the opinion that illiteracy among the masses is the main cause for the under-development of this country. It is being published with a view to share its content with other educators in this country—Editor.

The letter states:

"I am however strongly of the opinion that India has neglected the programme of literacy, compulsory primary education, adult education, not to talk of life-long education. This has cost and is costing us in keeping us under-developed, vast masses being deprived of the elementary tools of information and knowledge and consequent awareness of what they can make of themselves".

Population Education for Adults

(*Continued from page 6*)

customs and traditions all differ from place to place and from group to group, a survey and a research study of all these socio-cultural aspects of family planning and population control is greatly desirable for suitable adjustment of the educational programmes to the needs, requirements, tastes and aptitudes of the various groups of people among whom the programme is implemented to promote reception, encourage cooperation and ensure fruitful implementation.

2. Education about dangers of over population and need for population control

Under this aspect of the problem, it is necessary to develop the realisation that the need for development—economic, social, moral, cultural and educational is desparate and does not admit of delays, if we have to keep pace with the fast developing world. All this means huge resources both human and material. Large sums of money are required to provide qualified and educationally well equipped man power and the machines, plants, tools and implements, methods and means for that development. Abnormal population growth will become the greatest obstacle to all these developmental programmes as all resources will be exhausted feeding, clothing, and housing the ever increasing number of children, who are all consumers and not producers at least upto the age of 18 or so. The dearth of resources will retard the progress of all development activity by so many years and still the mass of the citizen of the future will be ill fed, ill clothed, ill housed, ill educated and ill nourished. What useful contribution can such people makes towards national development, whether economic or social or cultural? Nation's future thus gets sealed, if growth of population is not checked and people are not made conscious of these changes.

3. Counselling Service for Health and Family Planning

This programme will consist of guidance at person to person level or in small groups. A special feature of this programme would be to advise about the adverse effects of excessive indulgence in sex or births on the health of the people and how such bad effects can be avioded in various ways at various stages. Such a programme will help in developing close relationship and a sense of belonging. Small groups that meet for other programmes in the existing meeting places can also take advantage of this service. This will be specially effective and the possibilities are particularly great when adult educators take their programmes to corner meetings specially among adult audience of the type that needs this service.

4. Health and Family Planning Education including production of Reading and Audio-visual material for education and publicity

This will consist of a mass education programme for creating an awareness about the need and ways and means of population control. Since the subject requires mass persuasion for a change of attitudes and habits, a change of mental and moral behaviour, an understanding of the necessity for development of habits of temperance and restraint, the approach needs a change and the methods need revision. Success should not only be determined by the quantity of appliances and contraceptives distributed but by the creation of awareness and the utilization of the knowledge.

The plan of activity also requires provision of alternative programmes of socially and morally healthier recreation for creating the necessary social atmosphere and cultivating desirable moral values. The approach must take adequate care of decency, grace and privacy to combat opposition and resistance. Education and enlightenment alone can produce an attitude of acceptance and application. Clear-understanding of the problem will promote reception, encourage cooperation and ensure fruitful implementation.

Such education of all married couples and those men and women nearing that stage is the concern of adult education and should be taken up through literacy classes, reading groups, talks, discussions, study circles, film shows, puppet shows, and preparation of a series of easy to read and understand special booklets for wide use. Special documentaries will have to be prepared and they will be greatly effective in creating the necessary awareness and an attitude of acceptance. They will also make a good alternative means of recreation.

Methods

The selected or the assigned areas would first be surveyed and contact will be established with all the existing social service agencies like the social education centre, the Mohalla Sabha, the youth group, the public library and reading room, the labour welfare centre, the maternity centre or any other such organisation where people meet for one or the other purpose. Through such organisations effort will be made to organise mass education programmes of film shows, puppet shows or even talks etc. for creating an awareness about the need of population control and family planning. Illustrated pamphlets and small easily readable booklets will also be distributed to adult participants of the literacy classes and those contacted, at these organisations. This literature will make a useful follow-up programme of literacy education along with population education.

Effort will also be made to discover local leaders who would help us in establishing contact in their small localities with other adults and married couples to enrol them for receiving our literature regularly. This will be a sort of a correspondence course in family planning conducted through fortnightly lessons sent in a bulletin or a booklet form. The programme of counselling will also be implemented through the cooperation of these helpers. In course of time we shall be able to compile full family charts of those that need to be advised about family planning in the area under operation and the message will be sent regularly to all of them through our fortnightly despatches. Questions from the readers will also be replied in these despatches and advice will be given to take full advantage of the amenities that are provided for developing planned and a happy family. All these letters will be in the language of the correspondents and contain material about health, small family norms, maternity, child welfare and nutrition etc.

Those young men who show enthusiasm to learn in detail will be given a short course of education in various aspects of the problem at one of the organisations within the locality. Recruitment to such type of a course will be made with the help of local leaders.

The programme will thus have a formal as well as an informal approach. Effort will be made to prepare scripts of films on the basis of local experiences and local interests and then the film will be prepared with the help of the participants themselves. Such documentaries will be extensively shown and they will be very effective.

The programme will also be coupled with the programme of functional literacy and all neo-literate adults will be enrolled for receiving the fortnightly bulletin. Since all these learners belong to the reproductive age group, the knowledge imparted is bound to produce results by simultaneously developing the skills of reading and writing and creating an awareness for population control.

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Inaugural Address

Shri L.N. Gupta, Director of Education, Rajasthan, inaugurating a two-day seminar on Problems of Adult Literacy in Bikaner on October 9, 1971. *(Report on page 19)*

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INDIAN JOURNAL OF ADULT EDUCATION

Vol. XXXII November, 1971 No. II

PRESIDENT GIRI LAYS STRESS ON WOMEN'S EDUCATION

THOUGH women in India had complete equality with men legally, in reality the equality granted to them would remain "illusory" unless the large mass of them were educated, President V.V. Giri said in New Delhi on November 1.

It was a matter of deep regret, he added, that during the last 24 years of independence "it has not been possible for us to make any substantial dent on the problem of illiteracy in our country."

Mr. Giri was inaugurating a 10-day international seminar on the training of cadres to combat illiteracy among women. The seminar, which was attended by delegates from a number of Asiatic countries, has been organised by the Women's International Democratic Federation in co-operation with the National Federation of Indian Women and the UNESCO.

The President expressed his distress over the fact that of the 800 million illiterates in the world, India's share was over 300 million. And of this, the vast majority were women.

Mr. Giri called upon the educated to discharge their responsibility towards the uneducated and thereby repay the debt to society. He was happy that the seminar was concentrating on functional literacy and hoped that it would draw public attention to the problem of combating illiteracy among women and lay down guidelines for the training of cadres.

Earlier, the Union Education Minister, Mr. Siddhartha Shankar Ray, said the Government planned to launch a crash programme to make 10 million more adult literates in the next three years. "The Government is alive to the problem" but its efforts were limited by the shortage of funds, he said.

In her address of welcome, Mrs Aruna Asaf Ali, chairman of the preparatory committee, called for fighting illiteracy and poverty in the Asian region simultaneously.

NEWS & EVENTS

A Look at the Jaipur Conference

More than 100 adult educators are likely to participate in the All India Adult Education Conference of the Indian Adult Education Association to be held in Jaipur from December 26 to 30, this year.

Theme for the conference is "Life-long Education—Its Implications for Adult Education Programmes".

The key-note address will be delivered by Shri J.C. Mathur, Additional Secretary, Ministry of Agriculture, Government of India.

The conference will study the functions of adult education in the context of life-long education. It will suggest the content of adult education programmes in the context of life-long education. Method and Techniques and Training of Adult Educators in the context of Life-long Education will also be examined.

Among others, the plenary sessions of the conference will be addressed by Dr. P.D. Shukla, Chairman, Central Board of Secondary Education, on "The Content of Adult Education Programmes in the context of Life-long Education", Prof. M. V. Mathur, Director, Asian Institute of Educational Planning and Administration on "Functions of Adult Education in the context of Life-long Education," and Dr. T.A. Koshy, Director, Directorate of Adult Education, on "Training of Adult Educators in the context of Life-long Education."

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New Institutional Members

The following agencies have become institutional members of the Indian Adult Education Association:

1. Kerala Social Education Association, Trivandrum
2. Delhi Adult Education Association, Delhi
3. Janta College, Dabok
4. Ranchi Centre Relief Committee, Ranchi
5. C.D. & Social Welfare Department, Tisco Ltd., Jamshedpur
6. Adarsh Inter College, Mirpur Khas, Aligarh.
7. Budha Degree College, Kushinagar, Deoria.

Mujeeb to Deliver Zakir Husain Memorial Lecture

The second Zakir Husain Memorial Lecture will be delivered by Prof. M. Mujeeb, Vice-Chancellor of Jamia Millia Islamia. The subject of the lecture is "Concept of a Good Muslim."

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 relationship with the Association.

The first memorial lecture on "Humanism of Dr. Zakir Husain" was delivered by Dr. K.G. Saiyidain in Madras on December 29, 1970.

V-C Lauds 'Open Varsity' Experiment

Mr. Suraj Bhan, Vice-Chancellor of Punjab University, said in Chandigarh on October 31 that the experiment of "open University"—correspondence courses—was aimed at opening out new horizons to meet the challenge of population explosion in the universities and rising expectations for higher education all over the world.

Time had come to take out education from the cloister to the "open air," he added.

The Vice-Chancellor was inaugurating the first instructional and personal contact programme of the Punjab University Directorate of Correspondence Courses.

He said that correspondence courses were not substitutes for campus education, but an extension of the campus and its frontiers of knowledge. They symbolised the search of the university for perfection with additional focus on our social commitments towards those who were hindered by socio-economic compulsions in their pursuit of higher learning like resident students.

Preparation for Life-long Education

Frank W. Jessup

ONCE I was travelling to Oxford by bus and sat next to a man about 45 or 50 who looked as though he was probably a worker at a nearby motor-car factory. After we had commented in the usual way on the weather and the shortcomings of politicians, I steered the conversation round to the topic of 'lifelong learning', to see what he thought about it. His reaction was instantaneous and hostile; he thought it a repulsive idea. He had left school at 14, and, thank you, that was all he wanted to do with education. Having once escaped the prison-house he had not the least wish to put his head inside it again. No doubt I ought at once to have embarked on his conversion to the merits of lifelong education, but the time and place seemed inconvenient, so we moved on to the less explosive topic of the local football team.

The idea (little though it has affected practice that learning is not to be confined to childhood and adolescence, but ought to be carried into, and through, adult life, is not a new one. Aristotle held such a view, as did Confucius. Much more recently in the eighteenth and nineteenth centuries, a number of English philanthropists were troubled that so many of their fellow countrymen were denied, through illiteracy, the opportunity of reading the holy scriptures, and thousands of artisans and labourers—and some of their wives—were encouraged to learn to read, and even to write. In England before universal, compulsory, elementary education was introduced in the 1870s, such organized education for adults as then existed was largely elementary, the remedying of deficiencies resulting from the lack of any public educational system.

In some countries the remedial is still the most important aspect of education undertaken by adults, and it is never likely to become altogether superfluous in any society, however good its school arrangements may be. But the contemporary need for the acceptance, and implementation, of the concept of lifelong learning is not based on the importance of giving adults a chance of correcting educational deficiencies due to inadequate schooling. It is based on other factors.

First, there is the growth in knowledge, especially in the natural sciences and in technology. This has so often been incisively expressed—by Margaret Mead, for example, and by Professor Sir George Pickering—that it is useless to search for some novel phrase to emphasize the rapidity of the growth.

The author is head of the Extra-Mural Department of Oxford University.

Men and women whose work is based on science or technology must go on learning continuously if they are to remain effective and worthy practitioners of their professions. The economic consequences to the nation if the engineers, for instance, or the industrial chemists, went through life with no more than the knowledge which they had acquired at school and university would be disastrous. Nor would any of us willingly put ourselves into the hands of a middle-aged doctor who had learned nothing, except by trial and error, since he left medical school. Computers, automation, new machinery, mean that tens and hundreds of thousands of men and women in factories and offices must constantly be learning new skills. In such fields the economic price of ignorance is too harsh to contemplate. On economic grounds the need for the continuing education of those engaged in profession where new knowledge is constantly impinging on practices is overwhelming and conspicuous.

It is less obvious, but nonetheless true, that scientific and technological advance make necessary the continuing education of men and women whose work may not be immediately and directly affected by the new knowledge, for although their work may not be affected, they—and their relationships with their fellows—certainly are. In this respect the need for continuing education rests not upon economic but on social factors. Consider, for example, the way in which, because of technological developments in transport and communications, men encounter those to whom only a generation ago they would have remained strangers. The range of our encounters, and therefore of new relationships which we establish, whether friendly or hostile, is so extended that the process of socialization, which once could be left mainly to the schools, must continue throughout life. Particularly in a country which strives to operate as a democracy, it is essential that the citizens should know enough about the nature of scientific discoveries and technological developments to be capable of making informed and critical judgments about their social consequences. The very existence of democracy, as was said fifty years ago in the still relevant report of the Ministry of Reconstruction Committee on adult education, is dependent upon '...a body of intelligent public opinion.. (which) can only be created gradually by a long, thorough, universal process of education continued into and throughout the life of the adult'.

Economic, social, and political needs all point to the necessity for lifelong education. Yet this is to adopt a utilitarian—albeit a creditably utilitarian—attitude towards education. Education is not

just a means to an end; it is an end in itself, and a society which fails to encourage and enable its members to pursue education throughout life falls short of the highest standards. This is particularly true of societies in which for many men and women leisure is the most important part of their lives (as it was for the ancient Greeks), not a more intermission from toil, but a part of life wherein a man is his own master, wherein he can pursue his own interests and derive his deepest satisfactions. 'A god gave us this leisure', as Virgil said, and the gift becomes increasingly abundant and more evenly distributed. How is a man to 'live at the height of his times,' in Ortega's phrase, unless he uses his leisure with creative imagination and educational purpose?

In England, Sir Richard Livingstone, a generation ago, drew attention, in eloquent and humane fashion, to the absurdity of a so-called educational system from which the adult sector was omitted. 'What lovers of paradox we British are' he wrote, 'Youth studies but cannot act, the adult must act but has no opportunity of study; and we accept the divorce complacently.... We behave like people who should try to give their children in a week all the food they require for a year; a method which might seem to save time and trouble, but would not improve digestion, efficiency, or health.' Moreover, as he pointed out some subjects need experience of life for full and fruitful study. Mathematics, the natural sciences, and languages may need no experience of life for their full comprehension, but literature, philosophy, history, except at a superficial level, are beyond the schoolboy; he may *know* them but he does not really *understand* them, for they largely deal with things of which he has no experience.

The case for life-long education, whether on grounds of expediency, social concern, or educational principle, seems so patent that some apology seems necessary for arguing it even at this length and for restating the obvious. But, as yet, it is far from being the central idea around which national educational arrangements are planned, and to the man on the bus (and to many like him) it is a repellent notion. The failure to see the significance of lifelong education as an organising principle results from a failure to see the significance of lifelong education as an organising principle results from a failure to see education as a continuum. So often we think of it as a process, which begins when the child starts school at the age of 5, 6 or 7, and is finished at 14 or 16, when he leaves school, or at latest at 21 or 22, when he graduates from college or university. Teachers do not need to be told that children begin to learn long before they come to school, that home and environment are powerful, educative (or dyseducative) influences, varying infinitely in force and direction from one child to another, and that the pupils in the first year are not little *tabulae rasae* waiting for the teacher to inscribe her precepts. It is customary and convenient to disregard the importance of the pre-school period, because it raises awkward questions and potential conflicts between parental rights and the proper interest of society, but it is in this period that lifelong education begins.

However, it is the school experience which in most cases determine whether education is to be a lifelong process, or to be truncated and end when formal education is terminated. The Newson Report, *Half our Future*, poses the relevant questions in its opening paragraph:

'Boredom with everything school stands for, or enthusiasm? Conflict between school and home, or mutual support? What is the true picture of the educational situation of hundreds of thousands of young people today? Let the Beatles, the authoritative voice of recent, if not contemporary, youth, answer the questions:

'I used to get mad at my school,

The teachers who taught me weren't cool. And my neighbour on the bus more prosaically gave the same answer: boredom, frustration, mutual rejection.

Of course things have changed a great deal in the thirty years or so since he was at school, and even since the Beatles left their Alma Mater. The public image of the school is always out-of-date, frozen in the shape of our own individual school experiences; we all know what school is like for, after all, we have all been to school. And it must be admitted that it is possible to find, here and there, specimens which bear a close resemblance to the public image of the school as an institution irrelevant to, and out of touch with, the important aspects of life, in which a number of discrete subjects, irrelevant to the pupils' interests and unrelated to each other, are taught by unconvinced and bored teachers to invincibly ignorant and bored children. Early specialization, the rigidity of many examination systems, the remoteness of school from the affairs of everyday life, all create an ambience which is calculated to stifle any half-formed desire to continue education as a lifelong activity.

Further, too many schools and colleges and universities have allowed their graduates to depart with an implicit belief that this was, and was designed to be, the terminal phase of their education, that they are being sent out into the world as 'finished and finite clods.'

An authoritarian, *de haut en bas*, attitude on the part of the teacher not only makes school an

(Continued on page 20)

AUDIO-VISUAL AIDS in ADULT EDUCATION

R.P. Singh*

Introduction

"NOTHING is more important in the world today than the transfer of ideas from one person to another. In this process which we call 'Communication' lies the potential for men to overcome ignorance and poverty." As in other fields, scientific and technological knowledge in the field of agriculture is being created at an amazing speed and a great challenge to extension workers is to bring this knowledge to the door-steps of the farmers in a manner that it finds practical application in the fields. To a large degree, the success of an extension worker will be determined by how well he communicates his ideas to his clientele.

There are varied and complex means by which ideas can be transmitted. Among these, audio-visual aids occupy an important place. Their skillful use makes learning more effective and interesting Printed and spoken words are very useful in most learning situations. But there are many ideas that do not lend themselves well to such media of communication. It is here that audio-visual aids provide a means of supplementing written and spoken words in communicating ideas. They cannot be the substitute for good teachers. But they certainly help good teachers do their job better.

Types of Audio-Visual Aids

The importance of audio-visual aids in creating situations conductive to effective learning has been known since long. Pictures, puppets and objects have been used in teaching for thousands of years. There are many types of audio-visual aids. They may be broadly classified into three categories: (i) audio aids, (ii) Visual aids and (iii) audio-visual aids.

Audio aids have only ear appeal. They enable learners to hear the sound of voice. Gramophone, record player, tape recorder and radio are some of the commonly used audio aids.

Visual aids catch the listeners' eyes. They accelerate the process of learning when seen. There is some evidence to indicate that 85 per cent of one's learning is through his eyes. The following are the various types of visual aids:

- Chalkboards, bulletin boards and magnet boards.
- Charts, graphs and diagrams.
- Plays and puppet shows.
- Exhibits and displays.
- Flannelgraphs and flash cards.
- Photographs and prints.
- Maps and globes.
- Models, objects and specimens.
- Filmstrip and slide projectors.
- Silent motion-picture projectors.
- Tours and field trips.
- Method and result demonstrations.

In audio-visual aids proper, sound is synchronized with pictures. An old Chinese proverb signifies the importance of such aids in teaching. The proverb goes thus; If I hear, I forget; If I see, I remember; If I do, I know. It suggests that hearing alone is not enough to promote learning that results in understanding and action on the part of learners. Most important among audio visual aids are sound motion-picture projectors and television.

Audio-Visual Aids and Learning Process

Some people have the notion that audio-visual aids are intended primarily for entertainment. But they are mistaken. Audio-visual aids do make learning more interesting and enjoyable. But this does not mean that they are the mere source of entertainment. The results of a great deal of research on the value of audio-visual aids have proved conclusively that they enrich learning situations. The following are some of the ways in which they hasten the process of learning:

1. They arouse and hold interest and desire.
2. They promote better understanding.

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3. They motivate thinking and action.
4. They supplement other teaching materials.
5. They add variety to teaching methods.
6. They help to overcome the language barrier.
7. They make for economy of time by making learning easier.
8. They contribute to longer retention of learning.
9. They help to combat unnecessary and meaningless verbalism.
10. They recreate the past with great emotional impact.
10. They can bring to any place tangible, real-life information about remote people, places, things and events.

No single audio-visual aid can be said to be the best for all situations. The aid which proves to be the best in a particular situation may not necessarily be so in other situations. It is always better to use various audio-visual aids together. When used in combinations, the results of various audio-visual aids can be much more than the sum of the individual aids.

Selection of Audio-Visual Aids

The effectiveness of audio-visual aids depends very much on how well they are selected in terms of their known value in achieving the well defined intended objectives. The following considerations are important in the selection of the audio-visual aids to be used in a particular situation.

1. What aid will best do the intended job?
2. What aid does the person concerned know how to use best?
3. Which aid can be used with the least waste of time?
4. Which aid is the least expensive to purchase and use?
5. Which aid is best adapted to the learners' interests and comprehension?
6. Which aid is easy to handle and transport?
7. What aid is the most readily available for use?
8. Is the aid in efficient working order?
9. Are teaching guides included with the guide?
10. Are a suitable place and other facilities available for using the guide?

The value of audio-visual aids in teaching is also determined by the way they are used. The following suggestions to this point will prove very helpful:

1. Planning for the effective use of the aid must be done well in advance. This helps anticipate and avoid problems.
2. It should be ensured that the aid is appropriate to the size of the audience. It must reach each member of the audience.
3. The place where the aid is to be used should be convenient and comfortable.
4. A reasonable number of aids should be used. The tendency to use too few or too many aids should be avoided.
5. At a time, only one aid should be used.
6. When several aids are used, they should be arranged in sequence.
7. The person presenting the material should speak to the audience, not to the aid.

TAKING THE UNIVERSITY TO THE COMMUNITY

C. Duke and N.F.C. Haines

IN the English-speaking world many universities have had experience of non-degree courses for adults for almost a century. The Australian National University (ANU) has decided, recently, to extend its interest in this field; its agent is now known as the Centre for Continuing Education. What are the tasks facing the Centre? What is its place in the structure of the University? How does it contribute to the University's purposes? What may it contribute to the University which sustains it and the society which, in its turn, sustains the University?

University 'extension' (extramural studies, adult education, continuing education—the titles vary) began in England with the work of James Stuart, a fellow of Trinity College, Cambridge, who offered courses of lectures on scientific subjects to audiences in the midlands and the north of England. Stuart and others thought that the University was out of touch with the society in which it existed. As well as this failure of responsibility to society, however, the life and purpose of the university was in danger from the reforming, often iconoclastic and meterialistic, forces of liberal Victorian England. In modern Australia the same double-edged reasons favour continuing education although of course society, the universities themselves and the learning for which they are responsible differ enormously from conditions prevailing in nineteenth-century Cambridge.

The modern Australian university has a problem of identity; it has difficulty in deciding how it wishes to be known. On the one hand the university has no love for the ivory-tower image; on the other hand, it does not wish to be thought of as a service station providing technical and scientific utilities at the behest of its 'client'—the society which sustains it. The 'advancement of learning' (as the Robbins Report—and Francis Bacon—called it) is regarded by Australian universities generally, and ANU in particular, as a major objective—perhaps as the primary one. Set against, or confused with, the 'advancing of' particular knowledge to particular students the phrase can confuse. Perhaps it is better to distinguish between scholarship and teaching. While Australian universities do in fact accept this account of their functions they are not so happy in accepting the different teaching purposes prescribed by the Robbins Report: we refer especially to instruction in skills, placed first in the Report. Promotion of the general powers of the mind is willingly accepted, though what is meant and the methods required may not be so clear; but the preparation of students for particular occupations and the relation of studies to occupations other than that of the don are matters which cause concern and disquiet.

These issues have lately been sharpened by the formulation of policy for colleges of advanced education. What is happening is this: universities are portrayed as seats of pure and disinterested study; the colleges rate as training institutions for the newer professions. Surely this is a false distinction? On the one hand some would want to say that study purely for its own sake—by Research Fellow and Department or by the individual student—is too 'precious', too naive, either for its findings to convince or for its practice to be generally desirable. On the other hand (and many would agree) study as an end in itself, the disinterested inquiry committed only to truth is precious indeed in the literal, not the derived, pejorative sense of that word. Whichever view we take (and they ought not to be irreconcilable) these traditional conceptions of university dedication to scholarship have a hard time ahead in the encounters with the more pragmatic, short-term utilitarian interests of Australians.

If all Australian universities suffer in such ways the problem for ANU is more marked. The School of General Studies, formerly the Canberra University College, arose to meet the needs of the public service, enrolling students, very often, on a part-time basis.

This meant a rare divergence from the traditional university model of three, or four, years of uninterrupted study of a subject or subjects. The College indeed originated largely as a service agency responding to social need. On the other hand the Institute of Advanced Studies is committed to scholarship of the highest possible level in selected areas of the natural and social sciences, not, interestingly, the less obviously useful humanities. The Institute is costly to the Commonwealth and a cause of envy in other universities: it might be difficult for the Institute to justify its existence to the taxpayer on the grounds of the beauty of scholarship alone though one may wish that this were possible. Nevertheless disinterested study has to be protected and justified, however paradoxically, in the interests of society.

The Centre for Continuing Education can only be understood in this context. We call it 'Centre' because it is a department of neither the School nor the Institute. The Library and the Computer Centre may have analogous characteristics but the Centre is unique in its situation both within the University

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and in connection with the larger society. Perhaps the closest comparison would be with the University Press for it, too, seeks to communicate significant aspects of the University's work to the wider society. The Press is primarily concerned, however, with scholarship, whereas the Centre must deal not only with scholars but with businessmen, politicians, housewives and professional people of all sorts. Again, while the Centre is a part neither of the School nor of the Institute it is helped by an advisory committee drawn from both and looks to both for its functioning while turning its other face to the wider world.

The Centre's Mediating Role

Arguments for the continuing education of adults are numerous, only a few, as they indicate tasks for the Centre, are mentioned here. 'Education for leisure'—a catch-phrase which may include post-graduate philosophy, the study of literature or the skills of basket-weaving—we may leave for the present. Partly because the promised age of leisure has yet to dawn, clients of university adult education, indeed, seem to have more and more to do with less and less time in which to do it. The Centre's value and its priorities among these values may now be declared. There are many possible objectives for continuing education: refresher courses, leisure-time study of the liberal sort including the 'cultivation of the self', education for social and occupational rules, preparation for more formal study at a university whether for a change of occupation or, for the late developer, for a late first degree. At first, however, the Centre will confront the social context and relevance of further study; it will be a forum for the discussion of, and to some extent a testing ground for, educational innovation.

As an intermediary the Centre brings the community to the University no less than it brings the University to the community; it will help to translate the activities of the University to interested people outside—both the general public and those more specialised groups who have an interest in the knowledge and insights garnered by the University but not otherwise available. The particular fruits of research may thus be conveyed in terms, and situations, which the non-academic person may enjoy. On the other hand, through such mediating activities on the part of the Centre, the scholarly mode of enquiry may win more understanding and attract more positive support as members of the University apply themselves through classes, schools and seminars to the questions and problems which attract adults in the Centre's courses.

There is another aspect of what has been called the Centre's mediating role. Scholars engaged almost wholly in academic work cannot ordinarily be expected to remain aware of all that is going on in the wider community even where this may have significance for their work; the pressures are too great. By bringing into class-rooms people who are primarily practitioners of some profession or occupation with its own peculiar problem, its special identity and perspectives, the Centre hopes to assist members of the University directly with their work. In particular, tutors in subjects touching upon human and social purposes, values, modes of expression and media of communication find considerable stimulus through discussion with mature adults who are not themselves harassed by the need to cover a syllabus or acquire a qualification. Nor must we ignore the political value, for the University itself, of being seen to engage in dialogue which brings scholarship or research to bear directly on matters of public and general concern.

The Centre will be a forum for meetings between the academic scholar and his (often grudging) patron, the taxpayer. It also intends to bring together conflicting public, social interests in what it hopes will be the calm and disinterested atmosphere of the campus. The University, however deficient in self-criticism, remains the best, if not the only effective agency for impartial inquiry into public problems. Here men may be brought together, in schools and seminars, who differ markedly in many ways but who recognise common problems and are prepared to benefit from academic disciplines through their interpretations of problems and their methods either of resolving or of dissolving them. For instance, a summer school on religious education assembles clerics and laity Catholics and Protestants, believers and unbelievers, teachers of religion and research workers in education in sessions of study structured according to academic principles with respect, primarily, for the ends and values the university accepts. Similarly, a summer school in journalism brings together working journalists and those affected by and critical of the journalist's work. A seminar on mental welfare presents a third example: here social workers from different States are confronted with a variety of assumptions and purposes. A seminar on conservation offers citizen conservationists the perspectives of the administrator and of the student of administration, introducing analyses of conservation case-studies and providing insights into the parts played by pressure-groups and the opposition of private and public interests.

Opportunity for Testing New Ideas

The Centre is a testing ground for new ideas and methods. Here it enjoys a freedom denied to departments committed to the traditions of a subject and to the work of seeing students through prescribed courses leading to a degree. We have seen what used to be called 'non-subjects'—social history, international relations, criminology for example—tested and refined extramurally until they have won respectability with a place in the internal curriculae and faculty structure. Ought we try to identify contemporary examples of the academically disreputable? Perhaps not. Nevertheless we expect

that teachers from both School and Institute will find in the Centre ways and means of working out ideas and approaches for which there is no space or time or encouragement in their own departments.

No doubt this exposes us to some risk. We are likely to be thought careless of discipline; of the standards and criteria which are indispensable to what we ordinarily call an academic 'subject'. Admittedly subjects are not ideal constructs and it is a mistake to come to act as if they were eternally valid divisions and interpretations of reality instead of socially sanctioned and academically sanctified devices for handling the universes of knowledge. Still, university departments carry names and there are subjects answering to those names which have weighty claims to be disciplined and to impose standards, claims we can ignore only at very great peril. The scholarly (as well as the trade union) functions of such arrangements are accepted and recognised. Nevertheless there are disadvantages to the traditional structure and terminology of academic inquiry.

Continuing education necessarily tends towards inter-disciplinary methods; it may be said to be problem—rather than subject-oriented. For it imposes its unities upon problems, situations and concerns primarily as these are experienced by citizens of all persuasions and allegiances, which means that its unities, in their turn, must be of a special sort. There is no reason, however, why such approaches should not in their turn throw some light on undergraduate and postgraduate teaching, as well as on research; such insights may even lead to new course units for degree students. Even without such results the work of the Centre can still assist the University internally by providing for cross-fertilisation between disciplines and externally by engaging the interest of scholars and academics in public concerns.

On the Centre's own academic commitment, however, something must be said. We are committed to the study of the education of adults regarded as a branch of that suspect discipline, education. It must be confessed that, traditionally, university adult education like other adult education and, indeed, like the university itself has spent little of its resources upon the examination of its own methods in teaching, examining and research; (for example: many may say that good teaching cannot be had apart from research but how many have tried to test this assertion?) A Central research concern of the Centre, therefore, will be clarification of goals and of methods in relation to goals in the field of continuing education. Particular attention will be paid to determining and testing what is meant by the need for adult education in the community and to discovering more about the socio-emotional contexts and dimensions of learning, exploring what these mean for teaching in the Centre and elsewhere.

The Centre has long-term potential as an agent of the University seeking to modify the exaggerated gap between the vocational and the academic. This potential can be thought of as a matter of indirect public relations among the most significant groups in society by the demonstration of the University's involvement in the major needs and problems of the community. We called this 'indirect' because success in this public relations field will be achieved only if (in a sense) we deliberately ignore it—flout it even—by maintaining a fearless, disinterested and rigorous interest in truth in accordance with the better traditions of universities in western society. Thus the Centre may help to encourage academic responsibility and to let this be seen to be more characteristic of the University than irresponsible interpretations of study as an end in itself would suggest. For at the same time the Centre hopes to contribute to the preservation of such disinterested study by demonstrating to socially and politically influential groups in society the high and indispensable value of such institutionalised activity even when, and perhaps particularly when, the fruits of such activity may taste bitter.

The African Adult Education Association Conference

The A.A.E.A. Conference was held in Dar-es-Salaam, Tanzania from April 19 to 24, 1971. There were 99 participants from 15 African countries, and an additional 21 from the host country. Some European countries, the E.C.A. and the WHO were also represented. Every participant was involved in the Adult Education Work. ADULT EDUCATION AND NATIONAL DEVELOPMENT was the theme of the Conference.

Resolutions

Fourteen important resolutions were passed before the Conference adjourned.

In the first resolution African States were called upon to "take steps to make statutory provision for the *establishment*, *financing* and *organization* of the adult education".

The second call for bringing into existence of "an effective national body whose responsibility it is to promote and coordinate adult education in all its aspects." The other resolutions call for rural training programmes; the education of women; functional literacy oriented to work and to relevant social problems for all; the integration of adult education into the educational system and the use of school rooms for adult education; provision for research and for the training of adult workers through various channels including the use of mass media; support for adult education by Voluntary Organisations.

The next, A.A.E.A. Conference will be held in the University of Lagos in 1973 and the theme of the Conference will be DEVELOPMENT OF MANPOWER.

The Partnership of University in Continuing Education of Adults in Rural Nigeria

Dr. E.O. Odokara

THE founding fathers of University of Nigeria emphasized that the University must be prepared to extend the boundaries of the campus, to teach students of all ages, and to make possible for all who may benefit to continue learning. To fulfil its role in society, to keep open the doors to research and free enquiry, to obtain support for the constituency that sustains it, and to continue its acceptance of the Nation's highest order of a free and open institution of learning.

In a country where most of the people are farmers and where the illiteracy rate is very high (90%) it was obvious to the planners of the University that the Adult Education function would have to be emphasised.

The Extra-Mural Division of University of Nigeria is the arm of the University through which the University fulfils this its third task of making available its resources to the whole communities. All the year round the Division both in its continuing education facilities on the Enugu and Nsukka Campuses and in its variously scattered off-campus centres in rural communities organises conferences, seminars, workshops, short courses, and lecture series which reflect the interest and competencies of the entire University faculty as they attempt to relate themselves to the solution of Nigeria's problems.

In this way before the outbreak of the civil war, the Division in cooperation with several government ministries, voluntary agencies, cooperatives and the University faculties organised such very popular continuing education programmes as Refugee conference, Poultry farmers conference, Eastern Nigeria Plantation Managers' Short Course, Advertisers' Conference, Local Government County Councillors' seminar, Rural Health Nurses' workshop, Ministry of Agriculture Extension Personnel Short Course, Labour and Management Seminar, Livestock Farmers' short course, Seminar on Law and Moral, Workshop on Manpower Utilization, Music Teacher's workshop, Referees' seminar, Workshop for Secondary School Science Teachers and Adult Education Seminar.

Off-Campus Tutorials:

In addition to the residential programmes, the Division conducted off-campus tutorial classes, usually in the humanities in various centres in the rural areas. These classes were generally taught by graduates of institutions of higher education who are either Secondary or Teacher Training College Teachers or were employed in the Government Civil Service. Classes were offered in English, Economics, Religion, Languages, British Constitution, English Literature, Accountancy, Book-keeping, History, etc.

University Evening Classes

At the two campuses of the University several courses were also offered in the evening as University Evening Classes. The emphasis in the class programmes was placed on offering of more subjects of a vocational and technical nature. Classes were offered in Office Management, Accounting, Shorthand, Catering, Sewing, Clothing Design, Beginning Piano, Chemistry, Physics, Mathematics, Zoology, Biology and Economics.

The New Challenge

The civil war has caused untold suffering and wastage to the people and their economy. Homes, roads, bridges, hospitals and schools need reconstruction and majority of the people are to be rehabilitated for they have lost all they lived on. The government has proclaimed bold reconstruction schemes which if promoted will bring progress and resettlement fast. But the people lack the mind and method for effective participation.

The Division of Extra-Mural Studies recognized at once the important role adult education can play in bringing about the needed cooperation and involvement of the people in the whole programme of National Development.

Accepting this as a new challenge the staff of the Division made various contacts with Government Ministries and Agencies responsible for implementation of the reconstruction programmes. For example, the University Faculty of Agriculture was brought into closer relationship with the Ministry of Agriculture in the mutual task of helping the rural farmer. The Faculty of Medicine was brought into closer relationship with Ministry of Health in the task of health situations in rural areas. The Faculty of Engineering was brought into closer relationship with the Ministry of Works in the task of reconstruction of damaged bridges, schools, churches and market places. The Faculties of Education, Social Sciences, Art, have been brought into

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closer relationship with Social Welfare Division of the government. These three faculties and the Extra-Mural Division have cooperated with Social Welfare Department in launching a Council of Social Services in Nsukka Division.

Initiation of Social Action

The Council of Social Service comprises representatives of the University, Local Community Leaders (men and women) government ministries personnel, representatives of the Local churches, youth organisations and school teachers.

The first meeting of the council was for initiation of action. We got the Provincial Resident to be the Chairman of the Council. He was supported by two Traditional Paramount Chiefs of Nsukka, two Local Businessmen and a popular church minister and two principal local women leaders. The presence of these people provided the council the sufficient power, prestige and influence to win the approval of the public. It is because we recognise the importance of the peoples' culture, the nature of their social relationships and the motives engaged by them in producing the desired social action that we considered the participation of representatives of all the various existent social systems in the communities essential.

The Council decided to pursue the following objectives:

(1) To study the overall development needs of Nsukka rural communities and identify priority needs which require immediate solution;

(2) To involve all segments of the communities in planning and implementing selected projects which are geared to felt-needs of the people;

(3) To maintain an active secretariat which will constantly evaluate the programmes, document findings on them, and report progress to members of the council, the public and the government;

(4) To encourage local support for the programmes (voluntary local labour, and financial contributions).

The council formed the following sub-committees—

(1) *Sub-committee on Adult Education* with responsibility of finding out:

(a) existing situation of adult literacy classes in Nsukka Division;

(b) what the interest of the people are—what they will like to learn and how they will like to have it organised to suit their interest;

(c) what stage the existing literacy classes have reached;

(d) the best approach by which more people can be persuaded to participate in the classes;

(e) in what ways and with what the people can be stimulated to advance in the programme;

(f) what obstacles are likely to be encountered owing to the way of life of the people and their attitude

The Council also asked the Subcommittee to:

(a) form local adult education committees in every rural village in the area;

(b) start basic adult education and adult literacy classes in each rural village;

(c) coordinate all activities;

(d) provide training programmes for adult literacy teachers;

(e) develop a curriculum geared to the reconstruction and rehabilitation needs of the society now;

(f) stimulate community-wide support for the classes.

(2) *Sub-committee on Orphanage and Rehabilitation:*

The civil war rendered many children parentless. For the first time the society is full of children who wander aimlessly about begging from house to house. In addition many people were maimed or badly incapacitated. For these groups of socially handicapped people, orphanage homes and rehabilitation centres must be established.

The Council of Social Service has set up the Orphanage and Rehabilitation Committee to:—

(1) make a survey of the whole Nsukka Division and collect statistics of orphans and disabled people;

(2) locate and organise orphanage homes;

(3) administer orphanage homes, rehabilitation centres for disabled;

(4) stimulate community support for them by cooperating with local organisations:

(5) organise community education on rehabilitation needs of orphans and disabled;

(3) *Sub-Committee on Building and Reconstruction*:

This Sub-committee was charged with responsibilities of:

(a) making a survey of all damaged bridges, roads, water supply systems, schools, churches, market places and community farms;

(b) raising funds and labour voluntarily from

the communities for rebuilding and reconstruction of such bridges, schools, churches, water supplies, market places and revitalizing the community farms;

(c) coordinating all community efforts for such reconstruction and rebuilding activities;

(4) *Sub-committee on Recreation and Youth Work*:

This Sub-committee was charged with responsibility of:

(a) making a study of rural youth in the Division;

(b) providing guidelines and plans for rehabilitating all rural youths;

(c) recommending adequate training and recreational programmes for youths;

(d) developing methods and techniques of promoting the participation and involvement of all rural youths in creative activities.

Each Sub-committee is required to submit a monthly progress report to the Council Secretariat. The integrated reports of all the 4 sub-committees are in turn presented to the General Council in its end of month meeting at the Division of Extra-Mural Studies Continuing Education Centre. Here the representatives of all the people will study and criticize each activity and make suggestions which each sub-committee will use in redeveloping its programme in future. Here also the problems encountered by each sub-committee is shared by the whole people.

Progress

Within six (6) months of the organisation of the Council in Nsukka Division, several activities have been accomplished and the entire response of the people encouraging: Old roads are being repaired; new roads are in progress, most of the water systems are repaired, streams are kept clean, hospitals and maternities are kept clean and patronized not only by the urban people but by also rural people; schools and churches are revitalised and in session, teachers are being paid. Literacy classes have started in many rural villages, primary and secondary school classrooms are being used while their teachers form greater percentage of the teachers. Markets are rebuilt. Most community Organisations have participated in cooperative savings. Special workshops have been organised with the objective of helping the primary and secondary school teachers who participate in adult education to gain knowledge of more effective methods, more satisfactory techniques of evaluation, richer and better learning materials and more efficient system of administrative organisations.

The retraining programme for these adult education workers organised by Division of Extra-Mural Studies attempts to clarify the concept of Adult Education and includes the body of knowledge of Adult Education, the different phases of development in approach, methods, philosophy and organisation, since the inception of Adult Education in Nigeria.

The teaching curriculum includes not only the body of knowledge of Adult Education and the education process, but other university faculty members in other disciplines such as psychology, anthropology, sociology, history, etc. participate by lecturing in their related areas. The idea here is to produce what we can call programme-oriented-specialists. The whole programme has inter-disciplinary approach.

Besides the basic knowledge of these behavioural sciences, the retaining programme includes a thorough knowledge regarding audio-visual aids and communication process to enable the teachers to know the best way to communicate knowledge to the adults they teach.

University Pilot Projects For Women And Youth

WOMEN EXTENSION PROJECT

Personal anxiety and despair are characteristics of appreciable numbers of people in rural areas in Nigeria now. This is more so with the rural housewives who face the mounting day-to-day challenge of providing for the family in war affected areas. Uncertain of the dependability of their social surroundings they are constantly looking for ways and means of improving their rural households. To help these rural housewives adjust to their changing social conditions the Division of Extra-Mural Studies has cooperated with some Catholic Priests in rural villages, the Department of Home Economics and Faculty of Agriculture of the University in organising special village study groups for several women in the following rural villages—Ogrute, Enugu-Ezike, Amufie, Uda, Amachalla, Ibagwa, Obukpa; Ovoko, Iheaka, Iheakpu Ete, Aji, Umadu and Ichi. The subjects taught are—Family budgeting, Home and family planning, Food preservation, Child welfare, Textile and clothing, Food for family Hygiene and Sanitation, Civics, Reading and Writing, Soap making, Pomade making, Starch making, Use of dyes, Laundry, Knitting and Gardening.

In each village two women group leaders were selected and a special Refresher Course on Group Leadership was organised for all these selected Group Leaders at the Continuing Education Centre of the University. On completion of the Special Leadership Refresher Course, these women group Leaders became the prefects of their respective village women study group.

The first intake of each Study Group was limited to twenty (20) rural women and each session

lasted two months. At the end of the session, the participants were brought to the University Extra-Mural Studies Continuing Education Centre where they underwent an intensive two-days Review Session. Each session was concluded by award of Certificates of participation. Local Chiefs, the Provincial Resident, County Council Officials and most of the important Government Officials are involved in this Certificate distribution ceremony. We witness that all participants usually go home at the end of each session with a feeling of great satisfaction and responsibility for their own individual families and their entire community.

YOUNG FARMERS CLUB

Several investigators have emphasised the problem of idle primary school leavers in Nigerian rural villages. This problem is compounded by the increasing number of school drop-outs who are yearly thrown to the communities by an education system which does not yet employ any counselling technique to encourage the learners to stay-put in school. The Division concluded a survey of rural youths in Eastern Nigeria from 1956 to 1960 and discovered the following:

Year	*Total No. of boys and girls of ages (12-17) that completed primary school*	*Total No. accepted into grammar schools*	*Total No. accepted by trade schools*	*Total Number left loose on community without any other hope of further formal education*
1956	47,022	1,124	15	45,360
1957	51,978	1,718	18	50,242
1958	63,247	1,838	23	61,386
1959	76,731	2,460	21	74,255
1960	93,521	3,411	56	90,054

Alarmed by the danger of increasing number of these idle youths and adolescents to the future of the society, the Division of Extra-Mural Studies and the Faculty of Agriculture initiated Young Farmers' Clubs in ten Nsukka villages. Membership in the club is open to all primary school leavers and drop-outs. To get the participants participate effectively in the clubs, each member was required to pay an initial membership fee of five shillings. The University subsidized the project. The Ministry of Agriculture supplied day-old chicks and seedlings. The community apportioned areas of land which each Club cultivated, built poultry houses and planted yam seedlings, maize, okro, etc. Each Club elected its Chairman, Secretary, Treasurer and other officers. Each Club maintained a record of all its financial and daily farm activities.

A two-day weekly classes were held in which Agricultural Specialists in the areas of soil, crops, poultry and farm mechanics from the University taught the young farmers basic courses in agriculture. A specialist in cooperatives was also brought to speak to them once each month.

In addition, Extra-Mural classes were being conducted in such courses as English, Arithmetic, History, Geography, Geometry, Algebra, Igbo, etc. to help those of them who were interested in studying to pass their G.C.E. (General Certificate of Education) examination in future. Membership in this club numbered over 300.

In either of these two projects, training was being backed by constant and repeated exposure to demonstration. We sought to use the methods of demonstrations of modern agricultural practices and home and family living both at the farms and village homes of instructions and communication in respect of information and literacy by using the media as well as person to person technique, and of discussions organised through groups of participating rural housewives and young farmers.

By these ways farmers are being encouraged to participate in many occupational and civic groups in order to meet special interests as a part of their great quest for security and fellowship common among the rural people.

Adult Education is helping adults here in rural areas to answer questions of survival such as—why are food and clothing prices so high? Why is the land productivity poor? How can peace be promoted within the country and in the World?

The result is that the University of Nigeria is meaningfully justifying the reason for its existence by helping in solution of problems of development which confront rural Nigeria.

Rural Social Education in India

N.P. Jain

IN INDIA, where so much needs to be done in so many places and in so many directions, all as quickly as possible, there have naturally been controversial issues about policies and programmes. Social education in rural development is therefore, not exempt from criticism, sometimes made lightheartedly but rarely well-informed. It was assumed from the beginning of rural development planning in India during the early fifties that the potential of the rural masses to contribute to their own local areas and their country's development was probably the greatest undeveloped natural resources of the nation, and that this source could, and would, be developed by community development methods. Thousands of village level workers (about 10 in each of 5,628 blocks) were trained in these methods and posted to local areas. Two social education organisers, one male and one female, whose assigned role was that of community organisation, were also posted in each block. Right from the start, India's rural development programme, the greatest planned programme of this type in the world, was aimed at the establishment of a suitable organisation to ensure participation of the villagers at the planning as well as at the execution stage. This was the keynote or the essence of the whole temper of the movement of CD. While administrative policies and procedures had to give dominance to setting and achieving physical targets, but everyone concerned with the programme, at all levels, was convinced that it was the development of the people's competence and village institutions that was the ultimate objective of such a gigantic programme of rural development.

Excerpts from a paper contributed at the end of Three Months' Course on Adult Education in Developing Countries, March-June 1971 at Edinburgh University, U.K.

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Social Education

It was with such considerations that the most controversial of all the block specialists, the social education personnel, took their place in the movement. The very fact that they were injected into the system was significant because it revealed the conviction that the programme could be made a people's programme with the help of adult education (in the broader sense of the term), methods and techniques. Special centres for training these functionaries were established under the auspices of some autonomous institutions whose traditions could inspire these workers. These new type of block-extension specialists were in fact specialists in social organisation, human relations and extension methods. More important responsibilities of these pace-setters in rural adult education in India were promoting and strengthening village institutions such as youth and women's organisations, enlisting co-operation of school teachers in community development, organising short training programmes for local leaders and assisting all the other members of the block team who were subject-matter specialists increasing their competence to assist village people in the successful working of their own organisations and institutions. This was the comprehension of social education in India's community development programme at the grass-roots.

Situational Analysis

The position regarding Rural Social Education in India today is that it is at a very low ebb. Even the morale of the community development enterprise, in fact, is rather depressing. The infrastructure, in terms of the block organisation and administrative machinery reaching right up to the remotest corner of the countryside built up with great effort, stands solidly as the achievement of the past two decades. Panchayati Raj institutions from the village to the district levels have come into being in almost all parts of the country. These are people's organisations, statutory in character. Besides, there exist about 200,000 youth and women's organisations in the villages, having a membership of about five million village youths and women. Many of these village associate (voluntary) organisations, which are in a way the outcome of social education work in rural areas, have members who were exposed to some kind of short training course at some time or another. There is no federation of these organisations at any level.

Social Education in rural areas is actually a State subject. The Central Government has an advisory and promoting role. We encourage certain activities such as training of youth, orientation of school teachers in CD, training of associate women workers, incentive awards to youth and woman's organisations, organisation of assemblies of people's representatives and youth leaders, and nutrition education, a programme which, in our view, should have demonstrative effect and may in turn would have a radiating impact. Apart from these, the States, as well as local bodies, set apart some funds for encouraging literacy work, recreation activities, games and sports. Funds in small measure are also raised

at the village level by the beneficiaries for organising adult education activities for themselves.

Voluntary agencies, both at national and local level, do engage themselves in organising programmes of community organisation and action in some villages, but paucity of funds always stand in their way.

At government level, ministries and/or departments of Education, Agricultural Extension, Social Welfare, Labour and Employment, Defence, Health and Family Planning and Community Development, are the main agencies engaged in programmes of social education in the villages. All these agencies promote activities in collaboration with the local bodies called Panchayati Raj bodies. Although reservations are expressed in many quarters regarding the management and efficiency of the local bodies, there is no other agency at this level, voluntary or otherwise. This, thus is the present situation in a broad sense.

The Outlook

Under the circumstances, and in order to expand and stablise the programmes of social education in rural areas, local bodies have to be strengthened in greater measure and the doubts about their establishment removed for ever. Such a policy, to my mind, has to be the main concern of the social education work during the next decade or so. It is imperative that all those associated with any kind of social education work in rural India, both at the governmental or non-governmental levels including academic studies, international aid, would do a yeoman service to the movement if they keep this aspect as the guiding principle in organising their work.

The national government is likely to nominate a high-power commission on community development in the very near future with a view to look into the experience gained in this regard and suggest guidelines for direction in future. This is a very hopeful sign and should come about sooner rather than later. Besides, Boards have already been set up in the Central Ministry of Education, e.g. the National Advisory Board on Adult Education and the National Advisory Board on Youth. Nominees from various related ministries and voluntary organisations are on these boards. They would encourage and promote work in the field of literacy, sport, cultural development, while the current demands on the movement of social education in the country are primarily associated with enlightening people towards creating avenues of more employment and self-employment. Areas such as strengthening Panchayati Raj bodies, mobilising small savings, educating for family planning, informing about land reforms, creating a climate which discourages wearing of gold since such a tradition is a great strain on the country's exchange reserves, and many other such aspects will have to be dealt with. Evidently all these are directly related to the field of adult education. A national body of adult education should concern itself with all these matters. Incidentally, it may be pointed out that only recently, and for the first time in India, a new Ministry of Planning has been set up. It appears to me that such bodies must find a place in that Ministry for more effective and purposive co-ordination. The pros and cons of such a possibility need to be further explored.

Coming to the most immediate role and prospects of community development organisation and social education structure in promoting national development, it seems that two considerations should be kept in view. First, such projects and programmes should be formulated and implemented which do not involve extra funds because these would not be available for any other purpose unless they are related to the unemployment situation in rural areas; secondly, the existing infrastructure should be put to optimum use. Perhaps we can usefully focus attention to encouraging meaningful, purposive and problem oriented action-research in various institutions, centres and even in universities. This may involve attempting to create a climate for such a purpose and existing research institutions have to be judiciously pressed into this kind of national service for national development. May be, the Council for Social Science Research would like to consider and take steps for action in this direction. Besides, promotion of pilot projects in various directions, with a view to seeing that they have a radiating effect, can be another task. Here may I point out that the pilot stage should not be very long, and also the project should not stop when the funds from outside are no longer available. Strengthening P.R. bodies and mobilising support from voluntary agencies in the districts are two other important roles in the organisational terms since these could build a system and stabilise the work.

RADIO AND TELEVISION FOR LITERACY

Italo Neri

DESPITE numerous experiments carried out in several countries and with different objectives, it is still too early to draw up a balance-sheet of the contribution radio and television have made to literacy campaigns, that is to say to state with certitude what are the advantages and disadvantages of using these two mass communication media in this field. It is too early for two reasons in particular: on the one hand, the literacy courses broadcast and televised up to now have been too different and too shortlived to give an exhaustive reply, and, on the other hand, for the most part they have not been based on and followed by (and occasionally not even preceded by) indispensable research and evaluation.

This is why, since I am unable to proceed to a proper analysis, I shall confine myself to pointing out some of the advantages and disadvantages of radio and television literacy work I have come across personally in various countries.

It has been stated, for example, at the Dakar Seminar that radio and television can partially make up for the dearth of qualified group-leaders. That is a statement which seems to me perfectly valid and fully justified, at least according to what I have seen in Italy, Tunisia, Jamaica, Brazil and Colombia.

In Italy, the responsibility of controlling and guiding the groups of illiterate adults who followed the televised classes in the series "Non e mai troppo tardi" (It's never too late) was entrusted, in fact, chiefly to girls (almost always younger than their students) who were sometimes, but more frequently only hoped to become, "schoolmistresses." In other words, their cultural background was inadequate for their task, to say nothing of their professional training or specialized training in adult psychology, in general non-existent. They were, however, clearly justified, if one takes into account the great value they placed on the transition from work in the fields to a form, albeit sui generis, of teaching, and they had the advantage, since they had been born and bred in the same region and in the same village, of knowing the illiterates in their group personaly, as well as their interests, mentality and dialect. These two positive elements allowed them to community, effectively with their students and to encourage them to study at some length after the broadcasts, while television made up for the gaps in their cultural and professional background by providing them with a clear, precise instruction on the passages to be developed and on the best method of teaching them.

This type of guidance which radio and television provide for the group leaders was equally evident in Jamaica, where the lack of qualified teachers actually prevented the forming of groups in certain regions and where, out of 178 group-leaders voluntarily engaged in literacy work, only 23 had any teaching experience. I also noticed with interest in Jamaica, particularly in a few rural districts, that radio can be still more effective than television in covering up the group-leaders' professional deficiencies, since they are better able to concentrate when guided more discreetly and safely, without the risks of distraction and distortion sometimes presented by television.

One may arrive at analogous solutions, in spite of following different processes, in some large towns in Latin America, where people are beginning to use televison to render literate and to integrate the "marginals", that is to say the adults who live in shanties and makeshift dwellings in the poorest districts. In Bogota, for example, the groups of illiterates who follow the televised course of the "Fono de Capacitacion Popular" are guided and helped by two youngsters who may not themselves posses any diploma as long as they know how to read and write and are capable of dealing with adults. And in Brazil, in Sao Paulo, television has even been used, not for a complete course in literacy as in the cases mentioned above, but solely to give instruction in methodology to the makeshift group-leaders who have to be used in the numerous groups of illiterates and semi-literates.

From these few examples, I feel it is permissible to conclude that radio and television effectively permit the employment as group-leaders of persons with only the most elementary training and equipped, virtually, only with sensitivity and goodwill, guiding them step by step in teaching method and progression.

In a certain sense, the group-leader thus finds himself playing a new role, no less important or delicate than traditional one, even though it demands qualities other than the classic pedagogical gifts. In the meantime, it is a question of working in a group and learning, at the same time as his students, the lesson which comes to him by radio and television; and this corresponds already to a modern conception of pedagogy, all the more valid in the case of adults. The group-leader's role becomes still more delicate when he has to continue his work, either in a group, or individually, after the broadcasts. At this stage also, I noted the best results when the group-leader had really succeeded in working and learning with his students trusting essentially in certain psychological and instinctive qualities of communication. In only a very few cases did I happen to come across unreceptive attitudes, or, even, worse, pseudo-authoritarian ones.

In any case, I find extremely interesting, and all things considered profitable, the part which radio and television are inevitably coming to play—even if under varying conditions and forms as regards incessant stimulation of the renewal of the learning process.

Another advantage generally ascribed to radio and television consists, precisely, not only in renewing, but in accelerating the learning process. Unfortunately, insufficient research and proper evaluations prevent us from measuring this important aspect with exactitude.

Nevertheless, although unable to prove it, I have formed the conviction that, indeed, radio and television (and in this case the latter rather than the former) can speed up the learning process to a considerable degree. In Italy, the students of "It's never too late," at the end of each six-month televised course, went to their nearest primary school to sit a four-part examination: reading, writing, arithmetic and general knowledge. Within eight years, the average number of successful students was 75%, appreciably higher than that of adults studying under similar conditions, but without television. An interesting experiment, albeit partial and unfortunately not evaluated, was made when, five years later, we decided to alter radically the first course of "It's never too late", by concentrating the teaching of the alphabet still further and reducing it to thirty television lessons, that is to the first half of the course.

According to the group-leader and local education authorities at least, this experiment worked well, in the sense that most of the students learned to read and write (especially to write) in this short time, even though, naturally, they needed to consolidate this skill in the remaining three months of the first course and the following six months of the second course.

An even more precise demonstration of the possibilities of accelerating literacy in the Brasilia experiment, in which a special method was adopted, at first with a few groups without television and then on a wider scale with television. This method is based on a limited number of key-words ("palabras gereadores") chosen not only from among the most usual in the region, but also according to their "motivational" stimulation, that is to say, their ability to introduce the ideas and notions necessary for the student's critical and creative development. The learning process is conceived as three phases (concrete, symbolic and abstract), carefully studies according to comprehension and adult participation diagrams, and with the visual material presented progressively, definitely far less static and more "motivating" than the traditional systems.

In my opinion (as yet unconfirmed by adequate evaluations) the two most concrete aids brought to literacy campaigns by radio and television are precisely the following: making up for the lack of group-leaders and speeding up the learning process. But there are others, far from negligible, although less obvious and undoubtedly less universally important. For instance, I am convinced that television especially, with its irresistible power of attraction, can succeed in captivating the most refractory illiterates, those who, by reason of their moral and psychological isolation, could not be approached by any other means.

This phenomenon was clearly shown during the experiment of several years' duration made with "It's never too late" in some part of Italy. The small screen attracted even the most difficult cases, that is to say those illiterates who were most heavily burdened with psychological problems, such as a fear of school caused by bitter memories of a childhood characterized by privation and humiliations, or the conviction that any attempt to learn was by now useless. In these social cases, television, by reason of its remoteness from the idea of school, performed the miracle of overcoming all these psychological barriers and reintegrating such people in community life.

Another result, clear although marginal, is that televised literacy courses although broadcast with groups in mind, can also be watched at home, and, consequently, used individually. The advantages of group-listening are unquestionable: amongst others, they allow a certain form of student participation and it is in this way, indeed, that the above-mentioned courses are followed, if necessary with differing systems of organisation and under different names: from the Italian "listening posts" to the Colombian "telecentres", from the Brazilian "teleposts" to the Jamaican "classes" and the Tunisian "centres."

But it is in those very countries, alongside the predominant use by groups, that cases have been known of people learning to read and write by following the televised classes individually at home. A typical case, noted (although not evaluated in Italy, Tunisia and Jamaica, is that of young illiterates newly arrived from the country who work in the towns as servants and who are encouraged by the families they live with to make use of television in order to learn to read and write. This is a question of a marginal, but definitely positive, phenomenon. And while on this subject, I should like to mention the somewhat particular case of Arequipa (the second largest city of Peru) where, for the past seven years, the two local television stations have broadcast three houses of elementary lessons every day in the early afternoon, intended for the several hundreds of young people working as servants in private homes. Despite the obvious want of proportion which exists between so important a medium as television and such a limited use of it. It seems to me that the case serves at least to illustrate the varied scope of possibilities television offers us.

Another somewhat irregular case is that of "Radio Sutatensa" which, although it has, in the last few years, become an organization playing an important part in the life of Colombia, and which possesses, as a result, every conceived means of organizing groups, prefers people to listen individually to the literacy courses given by radio. This is a deliberate choice, which can be explained, at least partially, by its ideological principle aiming at the moral evaluation of the individual and by the fact that radio is only of its eight elements of action, and not even the most important one.

To wind up this provisional enumeration of the advantages offered by radio and television, I should like to add two which result from their quality of mass media. In the first place they ensure a continuity and a uniformity of method even in countries where the struggle against illiteracy is conducted by several public and private organizations. Secondly, they draw the attention of increasingly large sectors of public opinion to the literacy campaign; and the advantages to this mobilization seem to me obvious, either in so far as they create an environment favourable to the actual work, or that they provide new sources of finance or new structures, or new publishing ventures, and so forth.

Faced with these advantages which, among other things, presume merely the insertion of radio and television with in pre-existing structures and certainly not their substitution for these structures, certain doubts persist, which can only be removed by experience. One of these doubts, one of the most relevant, seems to be that of seeing first how far these mass communication media, intended, by their very nature, to reach extremely large audiences, can contribute to a truly functional literacy, allowing in addition to the conquest of the alphabet and an increased basic general knowledge, the acquisition and the perfecting of a professional skill and some trade. In Tunisia and Jamaica, not to stray from the above-mentioned cases, this more direct orientation is at present entrusted to group-leaders who, with the help of local experts, relate certain types of professional training of particular local interest to literacy, for example, agricultural training for Jamaican peasants hoping to emigrate to the United States, or some handicraft activity for Tunisian women. The contents of the radio and television lessons, although taking the activities of illiterates into accounts especially in the field of agriculture, are at present limited to generalities, concentrating essentially on the alphabet and basic general knowledge. For this reason the problem remains open and definitely deserves specific research, aimed at picking out the possibilities and the limitations of radio and television in different environment in order to achieve a truly functional literacy.

Reports From The Field

Bikaner Proudh Shiksha Samiti Organises Seminar on "Problems of Adult Literacy"

"THERE is no point in making any claim of launching adult literacy campaign in a universal manner and fritter away limited resources available for the purpose. In my mind it is better to work on a selective basis after thorough study of resources, conditions and attitudes obtainable in the area of operation and adjusting the programme accordingly. This is a good way of solving the problem of motivation and creating the want to learn in the illiterate adults," said Mr. L.N. Gupta, Director of Education, Rajasthan in Bikaner on October 9, while inaugurating a two-day seminar organised by the Bikaner Proudh Shiksha Samiti, for discussing the various problems involved in the eradication of adult illiteracy.

Mr. Gupta emphasised that expenditure on adult education is an investment in human capital as there is direct correlation between adult education and increase in Gross National Product. Apart from the economic field, adult literacy has to play a major role in bringing about a more harmonious and just social order in which literacy is not the monopoly of selected few, in which slogan of equality of opportunity and bridging of gulf between the haves and havenots becomes a reality. It is only through literacy that democracies of emerging nations can develop real strength.

Adult Literacy involves intricate problems of motivation, teaching materials, language, vocabulary, follow-up, trained teachers and of financial resources. These problems have to be solved to make literacy effective. Afterall nothing can be thrust upon the adults unless due consideration is given to their likes and dislikes. Obviously, therefore, we cannot get what we want in one stroke.

We have also at the sametime, to be on guard against the danger of functional literacy programmes becoming purely utilitarian. We have to ensure that in the process of remedying material starvation, brains are not left starved. Ultimately the brain will be the most effective motivating force in bringing about a new social order. Equally important, therefore, is the coordination of adult literacy with economic and social reform to remove the social imbalances regarding our progress.

90 participants including the administrative officers, supervisors and workers in the field of adult literacy in Rajasthan attended the seminar. Shri N.R. Gupta, Associate Secretary of the Indian Adult Education Association directed the deliberations of the seminar.

Recommendations

As a result of the deliberations, the seminar recommended (i) the setting up of a Board of Adult Education for Rajasthan (ii) the creation of a cell in the Publication Division of the Education Directorate for production of teaching, reading and supplementary materials for adult literacy, (iii) arranging for a research programme to study the attitudes and behaviour of adults towards learning, (iv) provision of facilities for regular training and refresher courses for adult literacy teachers, (v) the organisation of off-time extension lecture courses on general and civic education, (vi) the setting up of regular educational institutions to enable working adults to continue their education during off hours and (vii) to formulate various functional literacy projects in compact areas inhabited by illiterate groups of uniform occupational interests. It also requested the education department to encourage voluntary effort in this field by providing adequate finances to accredited social service agencies working in the field.

Dr. Gopal Krishna, Joint Director of Education, delivered the valedictory address.

Preparation for Life-long Education

(Continued from page 4)

unattractive place, but also conceals from the pupil all idea of what education really is. Of course, school cannot be a wholly permissive institution without any norms or rules, and in endeavouring to find the golden mean between absolution and anarchy the teacher cannot stand outside the *mores* of the society of which he and his pupils and the school form part. The extent to which heuristic have replaced didactic methods in the schools during recent years must surely mean that the next generation will reach adulthood with intellectual curiosity whetted instead of stifled, and with attitude based on their own school experience which will predispose them towards lifelong education, even though they may never think of it in those terms.

It is tempting to consider how the whole-hearted acceptance of the concept of life-long learning would affect the work of the schools. Curricula are overloaded; what could be omitted, because it is not relevant to the pupils' present condition in life, and could be studied more effectively later? What education is better undertaken post-experience? Is the school's function to teach how to learn, not to transmit a corpus of knowledge? Relieved of the pressure to impart a certain amount of information within a limited time, would not schools seize the opportunity of strengthening their links with the community, encouraging their pupils (perhaps they should be thought of rather as students) to explore their community and find ways and means by which they could be active in enhancing the quality of the society to which they, too, belong?

Although the concept of life-long learning leads to recasting the function of the school, the continuation of post-school education is, of course, voluntary —a matter for individual decision, and in a democracy it is impossible to imagine compulsion being applied in a sphere wherein individual responsibility and freedom are of the essence. Schools cannot assume—nor for that matter do universities—that their pupils are embarked on a career of life-long education, that whatever has been omitted at school can be learned later. Any such assumption would, as things now stand, usually be unjustified and irresponsible. But teachers need constantly to bear in mind that whether or not their pupils become life-long educands, or go through life with stunted imagination and intellect, will largely depend on their experiences at school. A student's attitude towards continued education is profoundly and permanently affected by that teacher who makes no pretence at pantopragmatism, but is himself seen to be a student who is continuing to learn; the exemplary influence of such teachers will be gratefully remembered by many readers.

It is in indirect ways, such as the teachers' attitudes, that schools can point their pupils in the direction of life-long learning. Of course, teachers need to be able to advise their pupils and ex-pupils about ways in which they can continue their education, a subject on which many adult members of the community would also welcome help and guidance, but it is a mistake to think of the school's function as 'the preparation of its pupils for life'. After all, the pupils are already living, they are people, not embryos. It is open to question whether any *specific* preparation for life-long education is possible; what is not open to question is that **a man or woman whose schooldays were enjoyable and interesting, whose intellectual curiosity was fostered and not stifled, who was treated as a person and not as a nonentity, who received encouragement from his teachers and was not given a sense of habitual and preordained failure, has had the best possible general preparation and is most likely to be found amongst those who consciously continue their education.**

Does this amount to anything more than saying that schools need good teachers? I think it does; I think that teachers need to be more conscious of the continuum in education, to see their work as part of a larger whole, to think about the implications of *Total Education*, to borrow the title of M.L. Jacks's book published nearly twenty-five years ago. They need to be encouraged to embark on this line of speculation in their professional training course, for it is then that professional attitudes are formed. Thus the concept of life-long learning presents, a challenge—or should one say an invitation?—to the institutions which have the main responsibility for the education of teachers.

One of the defects of our educational systems, at least in the majority of Western European countries, and perhaps elsewhere also, is that few teachers, from nursery school to university, have much knowledge of the work of other educational institutions than the one in which they happen to teach. Educational thinking proceeds on the basis of isolated blocks; a general dialogue across the board is almost unknown—as the Senior Chief Inspector of the English Department of Education and Science has said,... 'there is a scandalous failure in communications between a number of educational institutions which ought to see themselves as partners in a cooperative enterprise. It should be an important function of institutions engaged in the preparation of teachers to encourage their students to have a synoptic, a comprehensive, a 'holist' view of education.

The idea of lifelong education presents a challenge also to those of us who are especially concerned with post-school and post-university aspect of life-long education. We know too little of the current

work of the schools, of the way in which, in the best schools, experiment, discovery, and participation have taken the place of didacticism. Too rarely is the question asked whether methodological developments in adult education have kept pace with those in the schools. Livingstone's aphorism, 'Without theory practice is unintelligent, without practice theory is not understood has been little heeded in the United Kingdom where the analytical are sharply separated from the creative aspects of adult educational activity. Because, to those who direct education, the intellectual is the normal approach to any subject, we tend to overlook the interests and needs of those who approach is essentially creative and practical, of those whom, to adapt the title of the Newsom Report, we might term *Half our Present.*

Finally, the dreariness of the environment in which a good deal of adult education has still to be conducted—a dreariness which only too easily spreads to the educators and the students—compares badly with the elegant gaiety of the best modern schools.

In the last resort the practical manifestation of the concept of life-long learning is dependent not upon educators and educational institutions, but upon the *mores* of the society of which they form a part. The educators cannot transform society, but they can help to prod it towards the ideal which they believe it should seek; the appreciation of education is itself a product of education, and it is by furthering the appreciation of education that we move in the direction of the good society, that is to say, the Educative Society.

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Literacy Classes for Women Urged at Place of Work

ESTABLISHMENT of national institutes for training women cadres in literacy programmes has been recommended by the Asian seminar on the "training of cadres to combat illiteracy among women."

The seminar, which ended in New Delhi on November 10 after holding deliberations for nine days, was organised jointly by the Women's International Democratic Federation and the National Federation of Indian Women in co-operation with the UNESCO.

It also suggested that Central and State Governments should be responsible for the training of literacy workers in collaboration with voluntary organisations. The Central Government should earmark special funds for literacy work among women in case the State Governments could not raise funds.

The seminar urged the Government to undertake legislation to provide for functional literacy training classes in industry and shops and establishments during working hours without loss of pay. This was all the more necessary for working women as "there are insurmountable difficulties in organising literacy training outside working hours for them in view of the burdens they have to shoulder in their homes."

It recommended that Government should utilise the mass media of press, film, radio and television for motivation and promotional work and these should be made freely available to the agencies and cadres, implementing the programme. The Government should initiate pilot projects as early as possible in selected areas in collaboration with voluntary agencies.

The seminar suggested that inexpensive and attractive literature, mobile libraries and reading rooms should be provided to sustain literacy and follow-up the achievements of the neo-literates.

Jaipur Conference Postponed

In view of the war declared by Pakistan against India and the state of emergency in the country, the 25th All India Adult Education Conference of the Indian Adult Education Association which was to start at Jaipur on December 26, 1971 has been postponed.

NEWS & EVENTS

Third International Conference on Adult Education

The United Nations Educational, Scientific and Cultural Organisation is organising the third international conference on adult education in Tokyo, Japan, from July 25 to August 7, 1972. The theme of the conference is "Education of Adults in the Context of Life-long Integrated Education."

The conference will examine the trends in adult education during the last ten years. It will study the role and place of education for adults within overall educational development conceived in the perspective of life-long integrated learning.

The conference will also examine the strategies for the general development of adult education so that it may contribute particularly to the democratization of education and to the attainment of the major objectives of the Second Development Decade. It will study the planning, administration and financing of the education of adults, mobilisation of personnel required for the development of adult education and innovations in methods and techniques of communication. The conference will also outline objectives and forms of international cooperation in the field of adult education.

———

Shri B.C. Rokadiya, Assistant Director, Directorate of Adult Education, Government of India left for Tokyo on December 2, 1971 for an advance study of adult education programmes in urban and industrial areas in Japan, France and Yugoslavia. The study tour sponsored by Unesco will last for 12 weeks.

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Back Issues of IJAE Available

Back Issues of the Indian Journal of Adult Education from 1964 onwards are available from the Business Manager, Indian Adult Education Association.

ILLITERACY LIKELY IN 21ST CENTURY ALSO

After a survey conducted by the UNESCO, it has been calculated that the illiteracy would continue to be a problem in the 21st century also.

Twenty years ago, nearly half the world could neither read nor write, according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

The proportion of illiterates has now been reduced to just over a third. The illiteracy rate in Asia is 46.8 per cent of the adult population.

While overall figures show that there is light at the end of the tunnel, even on the most optimistic projections, the number of illiterates in 30 years is not likely to be less than 650 million, or about 15 per cent, so the problem of illiteracy may not be solved this century, UNESCO has warned.

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—Editor

The

Nation's Defence

DEMANDS

Conscious

Citizens

THE RECRUITMENT OF ADULT EDUCATION STAFF IN AUSTRALIA*

Dr. D.W. Crowley

Director, Department of Adult Education, University of Sydney, Sydney.

Organisation of Adult Education in Australia

BEFORE considering the staffing of adult education in Australia one has of course to be aware of the various kinds of agencies that provide programmes, and of the kind of work they engage in.

Broadly speaking, there are two patterns of adult education provision in Australia: the single agency system and the multi-agency system. The multi-agency system is associated with university involvement; in the single agency systems the universities either do not participate directly in adult education; or play a very minor role. Three of the six states operate the single agency system, and the other three the multi-agency system. The Australian Capital Territory, whose educational system is partly within and partly outside one of the state systems, also has to be considered. The kind of staff recruited for adult education varies of course from agency to agency.

The three states which each have one main providing body are Victoria, Tasmania and Queensland, and the three bodies concerned are entitled Boards or Councils of Adult Education. In Victoria the providing body is the Council of Adult Education; in Tasmania and Queensland the corresponding institutions are both called the Board of Adult Education. In Victoria and Tasmania the Council and Board are statutory bodies—i.e. they are established by the state governments but are not government departments or operated within government departments: they are intended to have largely independent status, similar to the position of the B.B.C. in Britain. In Queensland the Board operates within the Education Department.

The other three states, New South Wales, South Australia and Western Australia, are states in each of which at least one university* has an adult education department, conducting programme considered appropriate to universities; and in each case the state education department also has an adult education programme, presented in the schools. In addition there are Workers' Educational Associations in New South Wales and South Australia; and in New South Wales, in addition to the Education Department's programme, the Technical Education Department, which in this state is separate from the Education Department, has classes that can be regarded as adult education classes in its Technical Colleges. (In South Australia and Western Australia, for reasons of administrative convenience, adult education programmes are administered by the Technical Education sections or divisions of the Education Department, but this is of no significance as far as the emphasis of the programmes is concerned, there being no noticeable emphasis in their work upon technical subjects.)

In addition to the states, there is the Australian Capital Territory, comprising largely the city of Canberra. The schools in Canberra come within the New South Wales education system, the primary and secondary schools being administered by the Education Department and the Technical College by the Department of Technical Education. But Canberra has its own university, the Australian National University, which has its Centre for Continuing Education (formerly Department of Adult Education). This provides a programme of evening classes in Canberra and a programme of conferences, seminars and short-term residential courses on particular topics, many of them attracting a national enrolment. It also has an Evening College and as mentioned, a Technical College.

The programmes offered by the three Education Departments mentioned (i.e., in New South Wales, South Australia and Western Australia) consist mainly of four kinds of courses: (1) public examination courses (about 35% of enrolments) enabling adults who did not pass the examinations that normally conclude secondary education to prepare for and sit these, (2) recreational courses—the arts, dressmaking, photography, motor maintenance, Yoga—a very wide range is offered, (3) general education—improving reading, writing and arithmetical skills, basic education, (4) special interest courses—the stock exchange, elementary typing. The technical colleges in New South Wales have a similar range; but their courses are rather more vocational and professional in their approach.

*Background Paper for the ASPBAE Seminar on "Training of Adult Educators."

*In New South Wales there are three (out of five) universities conducting programmes, in South Australia one (out of two) and in Western Australia one (the only university in that state, though another is at present being established).

Concerning the two Workers' Educational Associations, operating as has been seen in New South Wales and South Australia, the term "Workers" is now of no significance: these bodies are merely voluntary organisations consisting largely of adult education students which foster and help to provide adult education for any members of the general public who may be interested. (In fact they receive a much better response from middle-class than working people.) They assist the universities with the publicising and administration of their liberal studies programmes, and also offer programmes of their own.* The programme offered by the W.E.A. of S.A. on its own account is closely similar to education department programmes except that it does not include public examination courses. In the programme it provides directly (in addition to the university programme which it assists), the W.E.A. of N.S.W. confines itself to an area adjacent to that of the university class programme; appreciation of the arts, public speaking and elementary foreign languages (Sydney University conducts advanced language courses).

*The best way, I believe, to try to explain the relationship between the W.E.A.s and the universities to which they are attached is to describe the situation in these terms; that the universities concerned (Sydney University in the case of the W.E.A. of N.S.W., Adelaide University in the case of the W.E.A. of S.A.) originally took up the position that they would provide courses for adults students, but did not want to be involved with the organisation of these courses. The students were in effect called upon to arrange this for themselves, and the W.E.A.s, which are democratically self-governing bodies, were set up for this purpose. They are given representation on the university committees created to supervise the adult education programmes. The W.E.A. of N.S.W. regards its involvement in the university programme as the main reason for its existence, and the provision of its own separate programme as being a secondary function; the W.E.A. of S.A. places a more equal stress upon the two functions.

University programmes fall generally into two areas: courses in university subjects, or on topics related to them, for the general public (these are non-credit courses—limited facilities are offered to adults by some universities to do degree courses part-time or externally) and activities, often in the form of conferences, for particular interest groups. This latter area includes up-dating or broadening courses for professional groups—e.g., courses on the use of computers in architecture for architects.

In an attempt briefly to describe the programmes of the major providing bodies in the three single-agency states (i.e., the Council of Adult Education in Victoria, and the Boards of Adult Education in Tasmania and Queensland), it would probably be fair to say that they straddle the university and education department programmes. (They do not offer public examination courses, but these are available on a limited scale from the schools in these states.) They present a range of hobby, recreational and general interest courses and some courses dealing with university subjects, though these are usually not as demanding or as comprehensive as the equivalent university department courses. They are all non-credit courses.

The following chart will probably assist the reader to grasp something of the pattern that exists within the general diversity.

State	*Agencies*	*Types of Programmes*
Victoria	Council	General interest, arts, hobbies
Tasmania	Board	General interest, arts, hobbies
Queensland	Board	General interest, arts, hobbies
New South Wales	Universities (3)	University liberal education; activities for particular groups
	W.E.A.	Complementary to university liberal programmes
	Education Deptt. (Evening Colleges)	Examination, arts, hobbies, etc.
	Technical Colleges	Examination, arts, hobbies, etc.
South Australia	University	University liberal education; activities for particular groups
	W.E.A.	General interest, arts, hobbies, etc.
	Education Deptt.	Examination, arts, hobbies, etc.
Western Australia	University	University liberal education; activities for particular groups
	Education Deptt.	Examination, arts, hobbies, etc.
Australian Capital Territory	University	University non-credit evening courses; activities for particular groups
	Evening College	Examination, arts, hobbies, etc.
	Technical College	Examination, arts, hobbies, etc.

It should be explained for the benefit of anyone not familiar with Australian geography that, with the exception of Tasmania, where the population is more evenly spread over a number of sizeable towns, the Australian states are all highly urbanised, with a very high proportion of the population concentrated in

each case in the capital city of the state. This results in the adult education provision being usually much more elaborate in the capital cities, and causes a difficult problem for the mounting of programmes in the areas outside these cities, since the rural population is so thinly scattered. Nearly all of the agencies that have been mentioned make some attempt to cater for the rural areas, in some cases through staff located in country towns.

Though the preceding outline of the pattern (or patterns) of Australian provision of adult education may appear complicated, it is simplified to some extent. For instance the Education Department in Victoria has had some involvement in adult education, though to a very minor degree, since 1962, when an Adult Education Centre was established under its auspices in Wangaratta, one of the country towns, and three more such centres have been established in the past three years. In addition some classes are now being offered in some of the schools in Melbourne, the capital city. The University of Melbourne also has an extension progrnmme, but this is only a part-time responsibility of one member of the academic staff. The present writer takes the view that these small-scale provisions are not of sufficient importance, especially when compared with what is offered by other agencies, to invalidate the description of Victoria, Tasmania and Queensland as 'single-agency' states.

Staffing

As one would expect, the differences in the nature of these various agencies results in differences in the kind of staff, full-time or part-time, they recruit.

In the case of the university departments, most of the teaching work is done by part-time, casually hired staff, and since the programmes are intended to be at a university level, the teachers are expected to have qualifications similar to those of a university teacher. At Sydney University (which is unique in this requirement) part-time teachers must be approved by the University Senate, and approval depends largely upon the approval of the professor in the relevant university subject. The work of university adult education agencies is usually supervised by a board or committee of the university, including some professors, and they would express disapproval if teachers of inferior academic calibre were employed. A large proportion of the part-time teachers are usually university teachers in their main occupation. But there are many people in the community with suitable academic qualifications or specialised experience who are also employed.

The other agencies, which also conduct virtually all of their teaching work by means of casually employed part-time teachers, have a freer hand in recruitment. Judgment is generally left to the full-time officers of the agency. (The N.S.W. W.E.A. is an exception, having an appointments committee, which includes some university academics, which must give approval). The first requirement is that the teacher should be appropriately knowledgeable in his subjects, and the second is that he should be capable of teaching adults. The second requirement has to be largely a matter of guesswork in many cases, until the recruited teacher has had a chance to prove himself with a class. People who are not or who do not rapidly develop into adequate adult teachers (with some advice and assistance from the full-time staff) generally do not hold their students, who stop coming to the class, and are then not reemployed.

Only the Technical Education Department in New South Wales gives training to potential teachers. The main emphasis is practical, the trainee being required to present practice lessons under the scrutiny of an experienced teacher who then gives advice and criticism. But the teaching here is not particularly teaching of adults under the usual definition; it is in any case difficult to distinguish the adult education element in the technical college programmes from their regular work, which mostly involves the teaching of young adults who study at the colleges part-time or on a day-release basis after leaving secondary school.

In the past attempts were made by some agencies to give some guidance in the skills of adult teaching to their part-time teachers by means of short courses or conferences. But attendance at these has been unpaid or voluntary, and attempts to arrange such activities in recent years have not usually brought a good response: teachers complain they are very busy—which is generally very true—and do not have the time. The payment they receive for their work is generally not high enough to make compulsory training practicable: teachers often have to be pressed to undertake work, and many do it out of interest as much as for payment. Attention to the problem of the training of part-time teachers is probably overdue.

Recruitment of Staff

As far as the recruiting of full-time staff is concerned, approaches and thinking also vary somewhat in this area according to the nature of the agency, its philosophy and the policy views of its directing authorities.

Taking the universities first, there is variation even among these. As is also the case in Britain, from which so much Australian policy and practice derive, there is a general division between the universities, the minority group, which appoint staff primarily as teachers, with some organising work as a minor

responsibility, and those, the majority, who appoint staff primarily as organisers.

In fact the minority group in Australia consists of one university—Sydney University—this Department following practices and policies similar to those followed by a few university adult education or extra-mural studies departments in British universities. At Sydney University, since most staff are appointed primarily as teachers and by far the greater part of their work following their appointment is the teaching of university studies to adults, they are expected to have academic qualifications similar to those of teachers appointed to the internal university departments. In other words, a first class or top division second class honours degree is looked or, the equivalent and an interest in research. In addition the persons appointed are generally expected to have had at least a few years' experience of teaching in some field, or similar experience. They need to have demonstrated teaching ability. Personal qualities are also looked for that are likely to enable the appointee to develop good relation with adults: one of these is of course a genuinely keen interest in the education of adults. In addition to their own teaching work, these staff members are required to plan and exercise oversight over the work of the part-time teachers in their own or related subject-fields: to this extent they also have administrative duties.

Generally speaking adult education staff at Sydney acquire increased administrative responsibilities in the course of promotion —for example to the position of Assistant Director or to the position in charge of the Discussion Group Scheme. Some staff who are in charge of regions in the country areas of the state of New South Wales, of which Sydney is the metropolitan area, spend a large part of their time on administrative duties from the start of their appointment, each of these being responsible for the programme in his region. But each is also required to be able to teach, one of the purposes of appointing them to regions being to provide an extra resource person for university teaching in each region. (It is often difficult in the regions to find part-time teachers who are suitably qualified to teach university courses) Since one of the avenues along which they can advance their careers is by joining the metropolitan staff in Sydney, they also need to be equipped to undertake university teaching work in order to be able, if opportunity offers, to take up one of the Sydney positions.

All members of the staff of the Department at Sydney University have full status as academic staff of the university, and, with the exception of the Director and Assistant Director, titles of lecturer and senior lecturer. The Director has the status of a professor, and the Assistant Director that of a reader. To obtain promotion they, like other members of the university academic staff, are required to have published research to their credit, though, in view of the nature of their duties, the requirements are slightly less rigorous in their case and achievement in teaching or organising may serve as a substitute to a limited extent.

It may be commented that the Sydney policy on staffing as described above is an expensive policy for such a department: it is much cheaper to engage part-time teachers than to employ full-time academic staff as teachers. But it is argued that the expense is justified by the high quality of the work achieved, both through the employment of staff whose specialty and main work is the teaching of adults and because these members of staff are available to exercise closer supervision over the work of part-time teachers than would otherwise be possible.

It should be mentioned that the routine organising work for the Sydney University liberal studies programme, which is a large part of the total programme of the Department, is done for the University by the Workers' Educational Association of New South Wales. This includes promotion, receipt of enrolments, arranging accommodation for classes and so on, and also organising the student body to enable a measure of consultation with students. This frees the Department to concentrate on the educational aspects of the work.

In the case of the other universities, the majority group, in which staff are appointed primarily as administrators, slightly lower academic qualifications are regarded as satisfactory, and more attention is paid to personal qualities that would be likely to lead to outstanding organising ability.* But even so good academic qualifications are necessary, since the staff members are usually expected to be able to teach at university level when required, though this is not normally part of their duties. Moreover, since these staff members also have full status as members of the university academic staff, the university would expect them to have demonstrated intellectual abilities of a high order; and, universities being what they are, it is doubtful whether they would obtain the ready, equal-terms cooperation of other university teachers that is necessary to the effective prosecution of their programmes if

*The Centre of Continuing Education at the Australian National University appears to follow a policy of looking for the highest academic qualifications, though academic staff are not appointed primarily as teachers: of the present four members of academic staff, three have doctorates. The Centre also employs two administrative assistants who do some of the organising work that would be carried out by academic staff in the other university agencies in the majority group.

(*Continued on page 17*)

Autodafe of an Adult Literacy Worker

C. Bonanni

His Credo

WHY should we care so much about illiterate adults? The European industrial revolution of the nineteenth century was carried out by illiterate workers. Even today, many industrial apparatuses and machines can be operated by illiterates. If the workers need more skills and knowledge, this can be conveyed to them by TV or radio, or, in the future, by some McLuhanian non-alphabetic canals.

It is true that illiterate workers can operate, without difficulty, the simple machinery of a textile or a canning industry. It is also true, however, that if they were literate, their work would be more rationalized and better organised, accidents and waste would be reduced, and fewer people to check their work would be required. Workers' productivity would be improved, and their social rights would be pursued in more intelligent ways.

Able to read, they would understand working instructions, their working contracts, and the bylaws and regulation of their trade unions. This ability would eliminate situations such as the following. Sometimes, a document, which the worker cannot read, together with a banknote of $10.00, is given to him by the manager to sign. It states that the accident the worker suffered the day before inside the factory did not happen inside, but outside the factory. This changes the right claimable by the worker, without his knowledge of the shift. If farmers could understand the rules, the regulations, and the accounting procedures of the cooperative of which they are members, they could apprehend the real meaning of the severe clauses imposed on them by the sugarbeet, sugarcane, and tomoto-canning factories that buy their produce, and perhaps negotiate better conditions before signing agreements with them. Literate carpet-weavers, for example, would understand and check the correctness of the calculations made by intermediaries in translating into money the quantity of knots per cm^2/line, made by the weavers during months and months of hard handwork.

The more diffused literacy is in a society, the more harmonious and just that society will be. When literacy is the privilege of a few persons, then, as Levy-Strauss says, it will be utilized as another instrument of power and exploitation by a small minority to the harm of the majority. If life is a struggle, why can't everybody fight with the same weapons? I agree with W. Porter's statement in *Education for Economic Development in India and Pakistan:* "Literacy should be given to all, in order that all may have an equal opportunity to enjoy social justice, to live in dignity and to participate in a viable political system." If this target is to be achieved one day, then man will not only be considered as one of the factors of the development, but as the first engine of and the only reason for the development.

I asked a southern Italian farmer once why he was so interested in sending his children to a distant school, and he replied: "Mister! If the Christian (man) will grow up, the land will grow up!"

The Clients

Approximately 70 percent of the school-age population of the Third World, because of the low rate of initial enrollment and because of the high rate of dropouts, is, at present, not receiving any formal education. Thus, when the children of today reach the age range of fifteen to twenty in the 1980's, they will be adult illiterates.

It can be said that about fifteen million new illiterates are to be added each year to the total number of adult illiterates, estimated today at 810 million. The condition of these emerging illiterates must be considered critical. The majority of them live in or near urban areas, where literacy is of great value, especially to young adults eager to start their working life in a proficient way. The only opportunity they may have to compensate for their lost schooling may be to participate in remedial adult literacy operations.

In spite of the tremedous efforts exerted to date, we must honestly say that adult literacy operations have, in most countries, had only limited success. For example, in India between 1935 to 1940, about twenty million people learned to read and then lapsed back into illiteracy. In Italy today, a hundred thousand southern workers who emigrated to the north have been listed as illiterates, but we were sure we had eradicated illiteracy all over the nation in 1955.

The Factors Limiting His Action

Let us take into consideration the objective limiting factors that not only have affected our former operations but, presumably, will continue to have a negative effect on future ones, such as geolinguistic, institutional, and physical factors. We will not examine, here other causes that have also reduced the effectiveness of many literacy campaigns, such

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as the organizational, administrative, financial, and logistical ones. Nor will we examine those problems linked with the scarcity of teachers and instructors, with technical limitations, with the psychological resistances teachers develop when asked to approach the teaching of adults in a manner different from that adopted for children. All these handicaps can be, not easily nor quickly, but eventually overcome.

The linguistic factor

Millions of illiterates are members of communities which do not utilize written languages; each small cultural and ethnic microcosm has its own language. Laubach alone, in his life-long struggle against illiteracy, has written 274 primers, in 274 newly established alphabets, but 274 is only a small fraction of the thousands of existing languages! We must also stress another point: the problem is not purely linguistic, but often political, religious, historical, cultural and always emotional and irrational as many of us have realized upon trying to develop a transcription into a non-written language. "The problem of writing a language," as told by B.W. Andrzejewski in his Somali Poetry, "most unfortunately, has always been bound up with conflicting trends in the society because any particular view on this matter has been regarded as indicative of a personal, political and religious outlook." Some people even go so far as to reject the idea of writing their spoken language, preferring to establish a foreign language as a national language, reducing their mother tongue to the role of a vernacular second language. Thus, a permanent dilemma confronts those responsible for literacy campaigns: to teach the minority group how to write their rich spoken language, respecting their logical patterns and their oral lexical patrimony, thereby giving them a written code that they will rarely be called upon to utilize, or to teach them a useful "lingua franca," which is not spoken by the group and the teaching of which will create many technical and didactic complications.

Institutional factors

An adult literacy campaign, if effectively developed, may result in the starting of a new conscience in the masses—literacy could become an incentive for a social revolution. This is just what many governments, sponsoring innocuous literacy campaigns, do not want to see. It is for this reason that Paulo Freire was forced to leave his country. In such cases, the literacy programme is condemned by its organizers even before it begins. In the rare case in which responsible authorities of a country are sincerely involved in the struggle, success can still be jeopardized by the direct weight or the indirect influence (e.g., the creation of a state of diffidence in the people) of the following factors: a society divided into rigid castes; permanency of the feudal or mafia structures; property distribution that is not well balanced; authoritarian methods of local political chiefs; lack of social concern on the part of economic and religious leaders for improvement in the lives of their compatriots; landlords and managers generally not interested in long-term aims, since they are moved by the quick gains made from external financial support that their enterprises receive from the government or from the banks.

Physical factors

In many developing countries, adult illiterates are motivated toward literacy. They understand that literacy brings some benefits: increase in salaries, new jobs, scholastic careers for their children, more prestige within their community, the chance to read the holy books and so on. I have had many personal experience that convinced me of the world-wide presence of this general motivation towards literacy.

One such experience occured in Naples twenty-three years ago. My literacy class was not far from the town jail, called Poggioreale, and I received this note: "I am prisoner number 2201, my name is.... I must learn to read and write. You must come to the prison and teach me. Give an answer to my friend, who gives you this 'butterfly' (i.e. letter) which he has written for me. If you will not accept, when I came out I will make your head a pomegranate." How could I refuse? With the assistance of the director of the jail, a small group was organized, which pursued the course with success.

In a small, closed village near the Persian Gulf, an old farmer took my hand and led me to the village gate, showed me an inscription, gave me the name of and some data about the village, and said: "What a shame. This thing is on the door of my home and I cannot understand it. Teach me to read it."

Once, in Somalia, after some hours of journeying in the bus, my colleague and I stopped to have lunch, when three herdsmen came up to us. One of them picked up a piece of newspaper that we had dropped, started to look at it attentively and then said, speaking in dialect, "Teach me to read," and immediately the others repeated the same phrase in chorus. We asked them what their names were and what they did, and explained that although we would be glad to satisfy their request, there were many difficulties to be overcome, for example, we did not know where to set up the school. Whereupon the first herdsman immediately replied:

"Have it under that tree over there," indicating the tree with his finger.

"And how many of your group would be prepared to come to school?"

"Three, only we three."

"Only for today."

"And then?"

"Then, we shall go to Berdale."

"And after that?"

"After that, we shall go to the river, and then later on we shall come back here."

How was it possible to form a school of three pupils, who were in perpetual movement throughout the year, following them from the hills to the river? Before going away they asked us the meaning of a few Arabic and Italian words they had picked up from someone from the towns. Then we set off again, and they ran behind us, crying, "Why are you going away?"

The adult workers of the Third World, while motivated towards literacy, are not accessible. They are labourers, poor and busy. They work, in the same day, in industry and on the farm; they also organize small businesses. They have a chronomadic professional mobility—sixteen hours of daily work. They are constantly engaged in some ephemeral occupation, because their life is at subsistence level, and for this reason, they fight each day for basic survival. In many cases, they are forced to leave their homelands. Often, their migrations are only seasonal—six months here, six months there. We should also consider the fact that if they are farmers they will be totally employed and completely unavailable for any literacy activities during the most important seasonal cultivating operations, such as harvest time. And we should consider the weight of the many national, religious, and traditional holidays.

For these reasons, in a region in which, statistically, one should find half a million illiterates, we plan a realistic programme aiming to affect only one hundred thousand young, active adults. Even in the best of cases we may have, at a maximum, only a few thousand in the classes. After twenty years of working in the field of adult literacy, I have concluded that the maximum time that an average adult illiterate can dedicate to a literacy class is approximately two hundred hours per year!

His Errors

First, we have misjudged the human and social personality of the adult illiterate. He has a broad experience of life and work. He has played an active role in his society. He has often carried out difficult and complicated tasks. He has developed self-adequacy and maturity, which has permitted him to exercise some control and responsible choice in his sexual life, in his family management, in the education of his children, in his familiar budget, and in his financial problems. He has been able to organize his time around his family, his work, and his leisure. Often he is a member of a trade union and has participated in strikes. Sometimes, he has been abroad and knows other cultures, other milieux, and even other languages. Why, in spite of his abilities, have we excluded him from any active participation in his own socio-educational process? why have we decided, a priori, what and how to teach him? Why have we called him into a *child's classroom* and told him: "Here is the book. Open it to page 1 and start to learn?"

Second, we have misjudged his powers of reason. The illiterate, active adult affected by our programme is not a tabula rasa or an empty bottle that must be filled by us. He has a well-developed logical system. All the mental categories are possessed by him, such as the interrelations between cause and effect, near and far, small and big, and the values "and", "for", "with", and so on. He speaks a dialect but with precision. He has a good aptitude for horizontal learning, as pointed out by Peter Siegle, because of his mind's capacities of associating and correlating anything learned. In spite of these capacities, we have explained to him, with the help of drawings, what "up" and "down" mean. We have given him all the concepts in isolation and in a well-organized, vertical curriculum. We have respected the so-called logic of pedagogical progressions, which generally are completely illogical, vis-a-vis the experimental logic of the adult mind.

Third, we have misjudged the quality of the pragmatic knowledge already mastered by the adult and the value of his innate creative quality, particularly in poetry, in traditional music, and in folk arts. Instead of considering him as a man unskilled in writing his language, we have considered him to be poor and ignorant. How many basic elements of knowledge are already present in his mind? Let me provide you with some examples.

An illiterate carpenter, living and working in a developing country, who daily manipulates rectangular pieces of wood should be made able, with the help of an instructor, to understand the Euclidean definition of the rectangle and the possible application of this definition to rectangular objects other than his pieces of wood. This acquisition should easily permit him to obtain a written knowledge of small phrases, including the words rectangle, angle, plane, figure, and straight line, together with some arithmetical and geometrical principles and rules, which can easily be elicted from him and defined rationally, followed by utilization for diverse and more complex and precise applications. The same mason, measuring and manipulating the clay, the lime, the stones, the sand, and mixing them

with water to prepare the cement, will not only be witness to but also responsible for some very delicate chemical processes. In the same way, when he starts to build a pillar to support part of a roof, many physical laws, e.g., those involving the concepts of charge, resistance, and force, will intervene, suggesting to him the right weights, diameters, and sections of the materials to be utilized for the structure.

How many scientific principles are involved in all the numerous operations of a rural enterprise? One scientific principle is involved when the farmers measure their fields, by a pragmatic use of the Pythagorean theorem, and another is involved when they prepare the soil, in planting, fertilizing, and harvesting. Stocking and marketing produce also call for scientific principles.

The same arguments apply to the members of an artistic craft, when they are melting and carving precious metals or adopting the dimensions of ancient patterns in decorating objects or in weaving carpets.

We must pay particular attention to one of the most important aspects of the adult illiterate's culture; oral poetry. It is strictly linked with the language and will directly lead us to the heart of our main concern, which is how to teach them to write a spoken language. Let us read this love song, declaimed, impromptu, by an illiterate Somali herdsman, and recorded on tape by me:

The rustle of your white *futa*
Is like the sweet sound of the boughs of the Khabo,
Which the light wind of the evening
Moves on the black mountain.
My heart heard once
The tinkle of your necklace.
It followed you and did not return.
How I suffer away from you.
A separated lover does not live.
Let us run to the Cadi, let us live as one:
Like two twins in the lap of the mother,
Like two *rer* of the same *cabila.*
Like two slopes of the same mountain.
Which no one can ever divorce.

In this poem we can find not only a very high aesthetic inspiration but also a well-organized philological structure, in terms of lexic grammer and syntax. What grammatical rules must be taught to the author of this poem? None. All of them are already present in his mind and splendidly adopted in his language. What we must teach him is how to encode his inspired language in a written symbolization, and that is all.

If we would like, for example, to teach him how to write "h", as in "heart," we cannot humiliate his inspiration with this kind of exercise: "the door has a hinge, the door hung by one hinges, daddy hangs a hanger", why use very short phrases when the adult can create, and we have seen it, clear phrases of fifteen words? Why use monosyllabic and bisyllabic words? Isn't it easier for an auto mechanic, for example, to learn the polysyllabic word "caterpillar", which is driven by him, than to learn a simpler, monosyllabic word that is far from his experience and knowledge? Why must we utilize first, the singular and then the plural if the adult already utilizes correctly the two forms according to his needs, in his spoken language? Why explain, with drawings and signs, the value of "here" and "there", which the adult already knows and uses in an intelligent way each day in his working life? Why, in teaching the active and passive forms of the verbs, do we introduce first the active, then the passive? If an adult comes into the classroom crying: "My child has been bitten by a dog, "using the passive form because he wants to emphasize that his son has been bitten, we cannot say to him: "You must say, 'A dog has bitten my child.' Next year you will utilize the passive form, which I have not yet taught you."

There is no abstraction at all. Why? The adult mind has a rich capacity for abstraction. The adult, for example, already possesses, in a very clear way, the idea of "hammer". Why, when we would like to teach him how to write the word "hammer", do we first show him a model or a picture, as if a hammer were completely foreign to his mind?

An adult illiterate is already conscious of the million. He is accustomed to buying lottery tickets and he knows that if he has a chance, he will earn two or three million cruzeiros, liras, or rials. He has also planned how to utilize this amount, and how to divide it among his closest relatives and friends. But when we start to teach him mathematics, we begin with 1 to 10 (one month), then 10 to 100 (two more months), the 100 to 1000 (another month), and for six months: 1+2, 3+2, 3+3, and so on.

Our fourth error has very gloomy inferences. We have taught our adults to master the mechanical associations between signs and sounds, and to comprehend the *static* logical value of some hundreds of words—*but not the language.* No language can be fixed in the adult's mind if it is not labouriously learned by use in real situations. Words and sentences cannot be read and written in artificial classroom

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CONTINUING EDUCATION and the UNIVERSITY in DEVELOPING COUNTRIES

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WHILE no two universities in the world are exactly like each other, all universities have a basic similarity in that they are communities of scholars—teachers as well as students—committed to the dissemination and advancement of knowledge through teaching, learning and research. Universities generally have rich human resources, and rich material resources in the form of libraries, laboratories and other buildings. Even in an underdeveloped country, the resources of the university, both human and material, tend to be richer than those of any other institution. The possession and the enjoyment of rich resources in a social context in which they are a scarce commodity place on the universities the responsibility for deploying their resources to promote social good to the maximum extent possible, and yet how few universities appear to be alive to the importance and the urgency of this task. A little soul searching carried out in a spirit of sincerity would convince almost every university in the world that it falls short by some measure, large or small, of the ideal of maximally utilising its resources to promote social good. The excuse that teaching, examining and research leave the university teacher with no leisure to concern himself with pressing social problems of national importance scarcely bears examination.

A multitude of activities goes on in a country, and not all of them are pursued with the maximum efficiency achievable. Not all the human resources of a country function at their maximum productivity. Not all the material resources of a country are put to their full use. The interaction of human or material resource is seldom at the highest level of productivity capable of achievement. All in all, the picture, especially in the developing countries of the world, is one of chronic underfunctioning in every facet of life, private or public, social or economic, agricultural or industrial. This chronic under-functioning surely presents a challenge to the university community, firstly to be actively concerned about it, and secondly to be actively involved in endeavours to bring about an improvement.

Serving its Alumni

Even on a limited perspective of the functions of the university, it is clearly its responsibility to put on programmes of continuing education for its alumni. Pride of place should be given among the programmes to those designed to step up the professional or occupational competence of the alumni in whatever professions or occupations they are engaged. Apart from the re-training or refresher courses that the university trained engineer, doctor, agriculturist, veterinarian, accountant, teacher etc, would need after a period of years in employment to acquire familiarity with the latest developments in their specialities, there are the professional or occupational needs of the university alumnus whose education was not in a professional field but in the liberal arts or sciences. The liberal arts or science graduate often takes on an occupation for which there has been no recognised university training. An analysis of the occupation would, however, show that it requires for effective performance a whole gamut of understandings and skills, in the acquisition of which a programme of continuing education in the universities could make a contribution. Whatever the occupation involved, it can be pursued with varying degrees of efficiency. It should be a challenge to the university to evolve a philosophy, a psychology and a methodology that would maximise efficiency in the pursuit of an occupation and to transmit them to its alumni engaged in the various occupations. Very great economic benefits and other advantages to society would accrue from the

maximisation of vocational efficiency under the aegis of programmes evolved in the university. University programmes designed with this end in view should be offered from time to time to university alumni, so that the latter become models of vocational efficiency capable of inspiring all around them to high endeavour. The programmes should really pay their way and not be a charge either on the University or on the government. If the initial courses of study in the university had had the desired impact on its students and imbued them with a will, never to cease to be leaners, and to continue to pursue education in the interests of personal enrichment and social good, there would be no shortage of alumni who in their capacity as wage earners would willingly pay fees to receive courses planned to promote their vocational efficiency.

Should the university, as indeed ought to be the case, conceive of its responsibilities in the field of continuing education not to be confined to the effective vocational functioning of its alumni, there would be no limit to the nature and variety of the programmes that it can put on. Granted that the prime need of the under-developed countries is to harness all their energies to promote rapid development, the university's programmes in continuing education could be geared to meet this need. With such an objective in view, the entire population of the country, illiterate as well as literate, would comprise the clientele of whom account has to be taken in the provision of programmes. It would indeed be a chastening experience for the universities which traditionally deal only with the gifted to plan programmes that take account of levels of intelligence that would include the low and the average.

Suggested Programmes

Several areas in which programmes have a relevance for national development are given below, with indications regarding the topics which appear to be in most need of attention in such programmes. They are meant to be suggestive and make no pretensions to comprehensiveness.

Health	—nutrition; germ theory of disease; environmental sanitation; family planning.
Agriculture	—rationalisation of land holdings, technological advances in agricultural practice; agricultural credit for purchase of fertiliser, improved seeds etc; marketing, preservation and processing of agricultural products; crop diversification; livestock rearing; export promotion.
Finance	—capital formation and investment; saving and banking; realistic levels of consumption; import controls.
Conservation of resources	—water, land, forests, cultural treasures.
Cooperatives	—in agriculture and industry; for production, marketing as well as consumption; problems of management.
Cottage Industries	—improvements in design; new techniques; improved workmanship; marketing of products; production for export.
Industrialisation	—import substitution; quality control; production for export.
Labour	—attitudes towards manual work; work attitudes; labour efficiency; wages and other conditions of service; unionisation.
Community development	—the cooperative approach to the solution of community problems; identification of problems; planning and execution of programmes of work.
Some constraints on development	—illiteracy and lack of education, indiscipline; linguistic, religious, ethnic and caste conflicts; corruption and nepotism in public life; traditionalism; superstitious and unscientific attitudes; lack of achievement motivation.
Operational research	—identification of problems and situations needing operational research and the conduct of such research.

The question may be raised as to why the universities should concern themselves with some of the above problems when they do not seem to call for much intellectual acumen. The answer to this question is twofold. In the first place, none of them is so trivial as not to be seen in a new light if the best minds of the universities were to give them their attention. A penetrating insight can give a new significance to the most mundane of issues and illuminate it in a quite unforeseen manner. In the second place, when a prestigious institution such as the university embarks on a programme or undertakes an activity, the interest generated in the rest of society could be such as to lead to the successful execution of the programme or the activity without the need for any other incentive.

It is assumed that the principal emphasis in the way in which the topics listed above are handled for purposes of presentation and discussion would be on the identification of strategies for promoting development on a broad national front. The role of the individual in the tasks of national development is impor-

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Adult Education in the Philippines*

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ADULT Education in the Philippines is a nation-wide movement. It has passed through several distinct stages in the process of meeting the problems and needs of the adult population, including out-of-school youths. The programme is continuously expanding with the launching of educational projects, designed to meet the various changes that are taking place in the socio-economic and political development of the country. It has been operating with legal bases as an integral part of the Philippine community school programme.

I. Over-all objectives

To meet the problems and educational needs of the adult population, including out-of-school youth, the national objectives have been set as follows:

1. The immediate objective of adult education is the eradication of illiteracy and the promotion of better ways of life for those of the population who have not yet received the benefits of education.
2. The boarder long-range objective shall be the improvement of community life in all its aspects, through the provision of vocational, recreational, social and other educational opportunities for adults to make themselves more efficient citizens.

These aims reflect the philosophy of adult education in the Philippines.

II. Nature and Scope of the Programmes

In conformity with the over-all objectives enumerated above, two distinct but interrelated programmes are being offered, namely: (1) functional literacy and (2) continuing education for the adults and youths out of school.

Functional Literacy—The programme has the following currriculum offerings:

a. Reading and writing—This subject includes the development of the ability to read and write simple messages and brief personal letters and notes: to read and understand vernacular newspapers and easy reading books; and to understand the meaning and use of commercial and business instruments such as paper money, money orders, cheques, public advertisements, and notices. Emphasis is laid on legibility and the correct use of capital letters and punctuations.

b. Arithmetic computation—This includes simple arithmetic problems related to market deals, prices of prime commodities, cost of materials, products of farm and industrial business, house-hold purchases and ordinary family transactions.

c. Health and sanitation—This includes the development of essential skills, practices, and attitudes related to home sanitation, such as proper installation and use of toilets, proper disposal of garbage, proper construction of drainage, better home arrangement, and closer co-operation in community health activities.

d. Citizenship—This includes activities that encourage the participation of the adults in community projects. It gives emphasis to the acquisition of basic knowledges about such matters as the obligations and duties of citizens, local ordinances and government policies, tax regulations, payments, peace and order.

e. Vocations and industries—This subject is intended to provide the adult student with essential knowledges of the vocations and industries available in the locality and to arouse in them a desire to engage in gainful economic activities.

Continuing education—The programme of continuing education is designed for out-of-school youths and adults for the improvement of their ability or increase their competence in the vocational, social, and other fields of human endeavour. The continuing education programme generally includes courses in the following:

a. Cultural or personal enrichment
b. Vocational development
c. Practical crafts
d. Health and safety education
e. Parent and home and family education
f. Civic and citizenship education
g. Women's education
h. Worker's education

This list of courses is far from complete and all-

*Background paper for the ASPBAE Seminar on "Training of Adult Educators."

embracing. It serves merely as a guide in curriculum building at community level-municipal and/or barrio.

In addition to regular classes, study-discussion groups, seminars, workshops and forums are organized to meet local needs and problems. Local resources and the services of competent persons in the government and private employment are liberally made use of.

III. Personnel Involved

At the National Level

The over-all administration and supervision of the programme are being discharged by a central office, known as the Division of Adult Education under the Bureau of Public Schools. It is composed of four sections, each manned by adult education workers headed by a section chief. These sections perform the following specific functions:-

Promotion Section

a. Helps maintain direction and interest in the programme of adult and community education;

b. Helps upgrade the general level of education among the people, particularly the out-of-school youths and adults;

c. Helps promote socio-economic development through the promotion of;

(1) functional literacy,
(2) active citizenship,
(3) a better livelihood,
(4) health and sanitation,
(5) the socio-cultural aspects of home and community living,
(6) a better moral and spiritual life;

d. Helps stimulate and organize effective neighbourhood and international relations;

e. Helps promote community organizations and encourage the active participation of and close collaboration among government and non-government agencies for the promotion of literacy and adult education;

f. Works and co-operates with all the Promotional divisions of the Bureau of Public Schools in the implementation of the total educational programme;

g. Devises techniques; methods, and appoaches for the promotion of the education of the out-of-school youths and adults;

h. Utilizes radio and television and other mass communication media in the promotion of adult and community education; and

i. Assists all schools at different levels in formulating and launching workable action programmes of adult and community education.

Leadership Training Section

a. Assists teacher training institution in developing a course in Adult Education that is practical and up to date;

b. Promotes in-service education activities for administrators, teachers and lay people and helps them acquire skill and competence in:

(1) organizing literacy classes;
(2) organizing other activities for adults and out-of-school youths, and
(3) organizing parent and other adult discussion groups.

c. Helps develop professional and lay leadership for community education;

d. Trains adult education workers in the use of specific methods, techniques and approaches, and in the use of audio-visual equipment, etc.; and

e. Renders consultant service and technical assistance that may be needed in the field by both government and non-government agencies in the promotion of their leadership training activities.

Research and Evaluation Section

a. Helps evaluate reading materials for further improvement;

b. Conducts researches on different vocations with a view to improving the curriculum offerings for adults;

c. Conducts surveys of and studies on local resources as a basis for the preparation of new materials to enrich adult and community education;

d. Update old reading materials for adults and out-of-school youths;

e. Conducts studies on the problems of the youth;

f. Devises instruments for the evaluation of youth and adult education programme;

g. Devises and constructs literacy tests for adults;

h. Evaluates accomplishment and progress on the implementation of the programme of adult and community education; and

i. Prepares statistics and data on various activities that have been undertaken in the pursuance of the programme goals.

Curriculum and Publication Section

a. Promotes the development of the curriculum for adults and out-of-school youths;

b. Helps evaluate reading materials for further improvements;

c. Draws from available researches data on different vocations as a basis for improving the curriculum offerings for adults;

d. Improves and up-dates old reading materials for adults;

e. Writes new readings materials of current interest for adults in the form of books; brochures, pamphlets, newsletters, etc.;

f. Writes and publishes materials for the professional growth of adult education workers;

g. Prepares teaching guides for adult education teachers;

h. Translates reading materials for adult in Philippines dialects, especially in the eight major ones; and

i. Takes charge of printing and reprinting reading and instructional materials for adults.

In the Field (Provincial, District and Barrios)

To ensure effective implementation of the programmes in the field, supervisors are assigned, one to every provincial and city school divisions. Their functions are as follows:

1. Formulate, launch, implement, and evaluate the programmes at the provincial or city level;
2. Supervise the implementation of the programmes at community level—municipal and barrio;
3. Conduct in-service education programmes on adult education for school officials and teachers;
4. Help in the organization and coordination of local efforts for the promotion of the programmes;
5. Assist barrio (village) councils in planning and carrying out their development projects;
6. Help in the development and deployment of lay leadership.

Adult education teachers with the rank of teacher-adult-coordinators are appointed to implement the programmes at district and/or municipal level. They have definite role to play: namely;

1. Conduct community survey to determine needs and problems;
2. Determine objectives and priorities of training on the basis of survey findings;
3. Organize and teach adult education classes;
4. Adapt teaching guides and other materials prepared in the central office to suit local conditions and needs;
5. Work with barrio councils and other agencies in organizing and holding community assemblies and public forums;
6. Establish and maintain closer coordination among the organizations and agencies involved in literacy promotion and adult education.

Inasmuch as the programmes of adult education operate through the Philippine Community Schools, all teachers are involved either directly or indirectly in strengthening the curriculum and extension service programmes of the schools.

IV. Programme Implementation

Generally there are two approaches in promoting literacy and adult education in the Philippines, (1) the direct or the launching of the programmes, spelled out in the form of educational projects, and (2) the indirect or through the school curriculum.

The programmes as described above generally involve direct launching, with the following activities on *local community* level:

1. Coordination of community group efforts—At the outset, a study of community organizations is made. Such a study, which does not need to be too elaborate, is for the purpose of coordinating and utilizing local efforts for the promotion of the programmes.
2. Identification of educational needs and problems—Educational needs and problems are identified through a community survey and/or observation covering literacy, occupational activities, health and sanitations, recreation, community resources, etc.;
2. Preparation of local training programmes—Programme preparation is based on survey findings and interest of the student participants. This includes determining of course objectives, time table or duration of each of the courses, and educational processes to be followed;
4. Preparation of teaching guides or syllabi and materials—This is a joint responsibility of the research and curriculum sections in the central office together with the teachers. Other teaching aids are prepared by the teachers with the help of supervisors;
5. Organization of educational projects under each programme—On the basis of the locally prepared training programmes, project activities are organized and conducted by

the teachers. The programmes for literacy promotion, citizenship education and vocational training is through an integrated treatment of project activities.

6. Use of the Mass Media—A working programme for the use of radio, illustrated pamphlets and local newspapers has been organized not only to motivate the promotion of functional literacy, but also to increase the effectiveness of post-literacy programmes. The radio programmes are of two types—the enrichment and instructional programmes, scheduled on weekly broadcast in the major dialect. Listening groups are organized with direct group discussion and preparation of feed backs. Newsletters and illustrated pamphlets are sent direct to neo-literates.

In all of the above activities the teacher-adult-coordinators are directly involved. They are assisted through consultant services of supervisors from the central and division offices.

V. Summary Information

The adult education movement in the Philippines with its distinct but interrelated programmes of functional literacy promotion and continuing education, which is essentially focussed on socio-economic and citizenship training is implemented in an integrated manner.

The implementation of the programmes at the national level is a responsibility of a staff of administrators, supervisors, technical workers—curriculum writers and translators. On the division or community level, the promotion of the programmes is undertaken by field workers—division supervisors and teachers. All of the personnel involved individually and collectively have definite functions to perform.

THE RECRUITMENT OF ADULT EDUCATION...

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they did not have comparable academic qualifications.

It is expected of staff members in these departments that in their work of planning and executing projects, in consultation and Association with other university teachers, they should be able to show equal qualities of intellectual ability and scholarship. This would apply to some extent in their understanding of the material being presented, but they would also be expected to show those qualities of imagination and analytical thinking that are expected of the highest scholarship. Their intellectual ability and academic quality would be expected to be manifest in their planning and preparation of programmes rather than in the actual work of teaching. Some of the adherents of the minority group of university adult education departments would dispute that this can be a realistic expectation.

As far as recruitment of full-time staff by the W.E.A. is concerned, W.E.A. governing bodies look for adequacy in four areas, and hope to find outsanding qualities in at least one of these. The four areas are these: (1) grasp of the educational philosophy and principles that underly W.E.A policy; (2) administrative competence; (3) sympathy with voluntaryism as a means of social action, and experience of working with democratically controlled voluntary bodies; (4) such a measure of "toughness" in personality as would enable the officer to work effectively for the organisation against conflicting outside pressures. While adequacy in all these areas is required, on one occasion outstanding qualities in one of them will cause one candidate to be favoured, while on another occasion the main strength and attraction of the successful candidate may lie in another area.

Though the above description of policy is based upon conversation on the matter with leading persons of the W.E.A. of N.S.W., it is the writer's impression, from personal contact, that much the same policy would apply with the W.E.A. of South Australia on the rare occasions when it makes appointments. Both organisations also follow a policy of offering attractive salaries in order to obtain staff of high calibre. The salary of the General Secretary of the W.E.A. of N.S.W. is based upon the senior lecturers' scale at universities, and those of other executive staff are based on the lecturers' scale. In recent years the W.E A. of N.S.W. has maintained an executive staff of five officers (the W.E.A. of S A. has generally had one, occasionally two) and of ten persons who have held these positions over the last twenty years four have been recruited from persons who have previously been involved in the Association as students or committee members.

Turning now to the Education Departments, it is found in both New South Wales and Australia that adult education staff are recruited entirely from among teachers. (As the adult education programme of the Western Australian Department is so recently established and experience there is, therefore, so limited, I have not enquired about policy and practice in this state) In response to a letter enquiring about the position in South Australia, in which specific questions were put about source of staff, experience required, salaries offered, importance attached to maturity and provisions for training, the following reply was received from Mr. D.A.J. Lillecrapp, Assistant Superintendent, Technical Education, South Australian Education Department.

"I shall take your questions in turn and try to give you some idea of our practice and policy in recruiting adult education staff. A degree or its equivalent is important. Some of our adult education officers do not have a degree but have Education Department qualifications which are accepted as equivalent to a degree for promotion purposes. Among these there is a number who are currently completing degrees. There are four or five who have completed degrees within the last two or three years. Academic qualifications are certainly given weight in the process of selecting adult education officers. They form part of the experience essential to people working in our kind of adult education.

1. Up to date our officers have been recruited from within the Education Department but not all of them were trained as teachers within this Department. Several came into teaching from industry or commerce and eventually applied to transfer to adult education. Among them we have some very successful adult educators. We have had some enquiries from some good people outside but the policy is to recruit from within the Department if suitable applicants are offering.

2. We look for sound and successful experience in teaching, particularly with adults, which probably has been on a part-time basis. Personal qualities are important, including a capacity for understanding the problems of the adult in seeking further education, and in this respect the adult educator should be prepared to go extra distance in trying to help adults. In other words if an adult has an educational problem and the adult educator does not know the answer, then he should try to find the answer. This is part of the service. The capacity for good public relations is most important, i.e. good relations with students, part-time teachers, heads of other schools, local organisations, the community

at large, the press etc. I feel that it is most beneficial for an adult educator to have had some other kind of experience besides teaching which has been confined to our own Department. Possibly 60% of our officers have had some other kind of experience. A number had experience in the services, some have taught overseas and some have had experience in commerce or industry. I believe that this other kind of contact is invaluable to the person in adult education. It is also essential that the adult educator who is in charge of a metropolitan or country centre should be a good organiser and manager because he is responsible for the activities of a great many classes and part-time teachers as well as equipment, materials, fees, records, returns and a considerable amount of general correspondence. We also hope that the newly appointed officer will display imagination and initiative in trying to meet the needs of the people in the community in which he works.

3. The salary range for adult education officers, vice-principals and principals is comparable with that which applies in the Secondary Division. The adult education Officer's salary is the same as that for a senior master, while principals can go up to a salary almost equal to that of a Class I headmaster in a high school.

4. I do not think I can say that any particular age is appropriate. We have chosen some young men (under 30) who are proving to be most successful and we have chosen others who are much older (about 50) who are equally successful. So much depends upon the experience and qualities of those who offer themselves for adult education.

5. As you know there is no course of tertiary training in adult education in this state so we rely on our own inservice training. Newly appointed adult education officers are either appointed as vice-principal to a country centre or are appointed as an assistant to a senior man in a metropolitan centre; thus they learn a great deal from an experienced person.

We also make provision for them to have observation leave to visit other centres, and we have an annual adult education conference. Senior Education Officers, (formerly inspectors), also have an important role in in-service training. They visit all centres at least two or three times each year and are in a position to guide and help the newly appointed officer.

Some of the younger men are interested in going overseas and I expect that several of them will do so within the next four or five years."

In response to a request, Chief Inspector G. Falkenmire, who is in charge of the Evening Colleges operated by the New South Wales Education Department, supplied the following statement on policy on the appointment of Principals, who are the only members of staff of the Department with ongoing adult education appointments:

"It is required that the Evening College Principal be a permanent teacher of the N.S.W. Department of Education.

The particular fields for which he is responsible determine the sort of man chosen for the position. A summary of the situation follows:

(i) He is responsible for recruitment of staff, maintenance of staff, morale and any inservice training that is considered necessary.

(ii) He is responsible for the organisation of timetables, general college programmes, introduction and deletion of courses of study.

(iii) He is responsible for the Public Relations programme which demands a thorough knowledge of community needs and rate of development for the advertising policy and for the image of the Education Department projected through his Evening College.

(iv) He is responsible for new developments in courses of study, in establishing annexes in neighbouring schools or towns.

(v) He is responsible for maintaining high standards in all aspects and fields of Evening College life.

(vi) He is responsible for the delegation of authority to his deputies and is responsible for their training as future Principals.

The successful Principal is an outgoing personality, friendly, optimistic, humble—and thorough in implementation of his programmes and policy. Qualities of initiative and independence are required in large measure. He must be flexible in his thinking and attitude to new ideas and appreciate that communication means transmission, reception and response.

He is required to run his own show within a certain budget and for that reason enjoys an antonomy and independence that are both welcome and very demanding.

In sum, courage, flexibility, independence and initiative are the first four qualities required."

To obtain a statement on the recruitment policy for a statutory body, Mr. Gollan Lewis, Director of the Adult Education Board of Tasmania, was approached. He was asked to comment particularly on the importance attached to academic

qualifications and the maturity looked for in appointees (it was assumed the Board would not as a rule appoint young persons who had just obtained a university degree or similar qualification). Mr. Lewis replied as follows: —

> "Basic academic qualifications are essential and always specified in advertisements for a staff job. The last vacancy attracted 24 applicants, all with degrees, some with two degrees, some with a degree and post-graduate qualifications as in education and journalism. In fact the last two appointees both had degrees and a Diploma of Education and full qualifications in journalism respectively. If I were seeking an officer to specialise either fully or to some degree in, say, either art or drama, I would accept an appropriate diploma.
>
> Personal qualities rate high especially the ability to get on with people plus potential for initiating and innovating imaginatively.
>
> I am not concerned so much with length of service after graduation as with quality of service in the applicant's present job, whether this be education, public relations or industry. I am always pleased to appoint a young person who has really succeeded in his previous appointment—all the better if he has succeeded in two. I would never agree to appointing escapists—those who are frustrated, soured off or disgruntled in the job they hold at interview."

Observation would suggest that a similar policy is followed in the case of the Council of Adult Education in Victoria. No reply has been received to a request for a statement from the Queensland Board but it seems to be the case the appointments are generally given to university graduates and that, although the Board operates within the State Education Department, they are not restricted to school teachers.

Attempting to generalise amid all this diversity, I believe it can be stated that the usual stress in appointing adult education staff in Australia is upon personality. In most cases university graduates are sought—their subject fields being various, since it is not possible to do degree courses in adult education in Australian universities—and in some cases, more particularly of course among the university agencies, more stress is placed than in others upon the possession of a good quality degree. But I believe it is true that all agencies attach weighty importance to qualities of personality, among which dedication to adult education, ability to work cooperatively with other people and ability to win the interest and respect of the adult community are viewed as most desirable.

Autodafe of an Adult Literacy Worker

(Continued from page 10)

conditions if they have not been internalized by the adult. Only new, intersubjective experiences will permit the development of new areas of language in the adult. By acting and behaving in a certain way, he is consequently able to express his action and his behaviuors by certain words. If he has been excluded from certain fields of experience, such as democracy or development, it is impossible to teach him the language of that field, just as it would be impossible to teach a rider in the desert the phrase "Close that door." These arguments are not mine; indeed, they have been excerpted from G.B. Vico's and L. Wittgenstein's philosophies of language, but very often I have found their confirmation in my individual, social, and didactic life.

In teaching the pedantic language of the primers and readers, the didascalic language of the health and sanitation extension booklets, the esoteric language of the political rulers' speeches, we have not realized that those languages were either deaf in themselves or dumb to the adults. Perhaps this intensitivity has been the cause of all our errors, a kind of original sin.

In fact, if we really want to make the adult able to understand that the written language is a dynamic vector, having the power to transmit thoughts from him to others and from others to him, we have only two alternatives. One is to teach the adult how to graphically express the language he already knows and the other is to train the adult in new language experiences, until he possesses and internalizes the correlative languages, and, only afterwards, can these languages be taught to him in their graphic form.

Any other approach would be sterile. The following examples are introduced in support of this diagnosis. Once I gave an adult learner (who was, at the same time, the doorkeeper of the school building) a written note, containing these words: "Please give me the key to the classroom." Immediately he read the phrase aloud three times. He gave me the key only when I asked for it orally. In another case, we tried to collect some data from a group of adults, by means of a questionnaire. The adults looked at it and, without hesitation, began to read aloud all the listed questions. We explained our intention more clearly and asked them for a written answer to each question. They immediately began to write, but they only copied the questions. When another group of adults, working in a textile factory, were asked to compose some phrases about colours, all of them repeated phrases already learned in the classroom some days before: "The sky is azure", "Our flag is red, white, and green", and so on. No one wrote, "I wear blue overalls." Despite the fact that the blue of their overalls was the colour closest to them, it was not utilized for the composition, because never before had the teachers introduced it in a didatic example.

How many adults have not been able to discover the value of the written language as expression? How many adults have completed their literacy course convinced that the language was only a pretext for scholastic exercise? If there are truly many, as I am afraid there are, then we should no longer ask why they are lapsing back into illiteracy —they have never become literates!

Imparting to them a series of childish, mechanic, dull notions, we have insulted their intelligence and patience, we have started not a process of education but a process of stultification of their creative spirit. How can we imagine that they could forever keep the memory of such emptiness? Why are there so many deserters, so many re-illiterates?

—*Convergence*

CONTINUING EDUCATION AND.....

(*Continued from page 12*)

tant and has to be recognised as such. The maximum contribution to national development will come from individuals who function efficiently, productively and creatively as members of the family, and as wage earners and citizens in an essential harmony with the purposes of the nation. It follows that while programmes geared to the tasks of national development would be utilitarian and centred on social good they would nevertheless be closely related to individual growth and fulfilment.

Financing by Government

From the point of view of funding programmes in the university, while the case is weak for financing by the government of exotic programmes designed for the personal enrichment of a few belonging generally to the privileged groups, there is every justification for liberal expenditure by the government on programmes geared to the tasks of national development. It may well be that such programmes would yield a return many times the investment on them.

Universities should be offered the challenge of planning programmes geared to the need to promote social and economic development on a broad national front, involving in them the entire citizenary. Such programmes should be specially funded by the government. To the extent that the universities in the developing countries take up this challenge and respond to it imaginatively and creatively, they will act as catalysts to development and fulfil an essential national function.

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