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SAIYIDAIN PASSES AWAY*IAEA Condoles His Death*

WE profoundly regret to record the death of Dr. K.G. Saiyidain, former Secretary of the Union Ministry of Education on December 19, 1971 in New Delhi. He was 67.

Dr. Saiyidain was connected with the Indian Adult Education Association since its inception and was its President during 1955-56. He delivered the first Zakir Husain Memorial Lecture instituted by the Association on "Humanism of Dr. Zakir Husain" in Madras in December, 1970.

He was a member of the Nehru Literacy Award Committee set-up by the Executive Committee of the Association.

Dr. Saiyidain presided over the Fourth All India Adult Education Conference of the Indian Adult Education Association in Trivandrum in December, 1946.

With the passing away of Dr. Saiyidain the education in general and adult education in particular has suffered a great loss. Soft spoken Dr. Saiyidain was an eminent educationist, a great scholar, a prolific writer, and a distinguished litterateur.

Dr. Saiyidain took his B.A. degree in 1923 from the Aligarh University with distinction and proceeded to London on a State scholarship to obtain a diploma in education at the University of London. Later he took a Master's Degree in Education at Leeds and on his return to India was appointed Principal of the Training College at Aligarh.

His first assignment in an administrative capacity was as Director of Education, Government of Kashmir in 1939. Dr. Saiyidain was successively

Educational Adviser to Rampur State and to the Government of Bombay after independence. In 1950 he joined the Government of India as joint Educational Adviser and became the Secretary of the Education Ministry in 1956. He was also the Director of the Asian Institute of Educational Planning and Administration, New Delhi.

To pay homage and tribute to the departed soul the Association organised a condolence meeting at its headquarters in New Delhi on December 30, 1971. Dr. D.S. Kothari, Chairman, University Grants Commission, presided. Others who spoke on the occasion were: Shri J.C. Mathur, Dr. P.D. Shukla, Dr. S. Mathai, Sarvshri Veda Prakasha, N.R. Gupta and J.L. Sachdeva.

Resolution

This meeting passed the following resolution:

"This condolence meeting organised by the Indian Adult Education Association places on record its deep sense of loss and sorrow on the very sad and sudden demise of Dr. K.G. Saiyidain, former President of the Indian Adult Education Association on December 19, 1971 at New Delhi.

"In his passing away the country has lost an eminent educationist, a great scholar, a distinguished litterateur, a prolific writer and adult education movement a practical leader and an enthusiastic exponent.

"The Association deeply mourns this loss and conveys its heartfelt sympathies to the bereaved family."

NEWS & EVENTS

Dutta Invited to Attend International Expert Meeting on Comparative Adult Education

The International Expert Meeting on Comparative Adult Education will be held in Denmark from January 16 to 23, 1972. Dr. John Lowe, Director, Adult Education and Extra-Mural Studies, University of Edinburgh, Scotland, will be the Chairman.

The Danish Ministry of Education has invited Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association to attend the meeting.

Regional Workshop on Functional Literacy and Family Planning Education

A Regional Workshop on Functional Literacy and Family Planning will be held in Lucknow from February 26 to March 9, 1972. The workshop is being organised by the Literacy House, Lucknow in collaboration with the Population Council of India, World Education Inc., New York, and the Literacy House (South).

The workshop will discuss ways and means to identify concept for the development of integrated teaching materials for functional literacy and family planning for out of school youths and adults in rural areas.

"Books for All"

The main theme of International Book Year 1972 is "Books for All". The Year has four main sub-themes: authorship and translations, production and distribution of books, including librarianship, promotion of the reading habit, and books in the service of education, international understanding and peaceful co-operation.

Correspondence Education for Farmers

The Indian Adult Education Association with financial assistance from the Indian Freedom from Hunger Campaign Society has again taken in hand the project of Correspondence Education for Farmers involved in the Farmers Education and Functional Literacy Projects in the State of Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana, Himachal Pradesh and Delhi.

The project will involve about 2000 farmers who have completed the functional literacy course for farmers. Fortnightly letters, entitled '*Kheti ki Batt*' will be issued which will disseminate knowledge and information to neo-literate farmers about the various crops, animal husbandry, dairy farming etc. This will also develop among the farmers the skills of reading and writing with a view to enable them to pursue further education through self-study.

The Association has already successfully tried this project for six months in the Rohtak District of Haryana in 1970.

Nigerian National Council For Adult Education

The Nigerian National Council for Adult Education has been established recently in Ibadan.

Among other things, the Council will promote cooperation among adult education, community development and other agencies and will coordinate their programmes.

It will stimulate training programmes and development of needed literature. It may also identify problems on which research may be needed and to initiate and support research projects.

The council plans to publish an adult education journal and will organise conferences, seminars, workshops and symposia.

It will also seek advice and assistance from universities and other institutions of higher learning, both in Nigeria and abroad, on different aspects of adult education.

The Council will enrol individuals, institutions and students as its members from Nigeria and abroad.

Professor E. A. Tugbiyele, Director, Continuing Education Centre, University of Lagos, is the President and Dr. J. T. Okedara, Lecturer, University of Ibadan, Ibadan, is the Secretary.

YOUTH and ADULT EDUCATION

by T.S.A. Aknisanya

*Ministry of Economic Planning and Reconstruction,
Nigeria.*

NIGERIA today is going through that particular period of educational transition which every new country has to face sometime during its development. She is in the middle of a great change, almost a rebirth, moving away from an agricultural towards an industrial society. This implies living under new working conditions, a new social setup, and a new standard of human behaviour. To become a modern progressive and educated society, she will have to shed her old ideas about traditions, customs, education, freedom, and the like. It will no doubt be a painful process but only then will there be educational advancement towards a modern society, rid of all its old concepts and inhibitions. This, after all, is the price of progress, for which there must be a period of transition from an old educational era into a new one. We must expect and challenge the younger generation to move with the times mentally and physically to help the nation to progress educationally.

A few years ago, when communications were so poor that no information about education from one town reached another for a long period, the people in rural areas were content and satisfied with their lot. But now there has been an explosion in communications; the fastest system possible is being used everywhere and the natural consequence is that information on education is reaching different places at the same time within hours. The result of receiving this information is that people have started aspiring to the same levels, for the same things—those things that depict modern progressive life. For those people who, for a number of reasons, have missed a stage in the proposed educational ladder and who are enterprising enough to want to continue their education, we must enlist the interest of the youth to give us a helping hand in educating them.

In this very dynamic changing society, the relationship between the speed with which changes occur and the ability of our people to digest and absorb these changes is of overwhelming importance. To meet these changes, adult education has a vital role to play by involving the youth, because our pace of development will be conditioned by the content and quality of the knowledge acquired by our people, their faculties of appreciation and understanding, and their degree of consciousness. Our people must understand the plans for development of this country; they must be able to participate in the changes that are necessary because they hold the destiny of Nigeria in their hands. It is, therefore only by establishing effective communication with the adult population, by helping them to adjust to a rapidly changing world, that an immediate impact can be made on the urgent problems of our society and that essential progress can be brought about.

The one important line of activity is to set adult education in motion with the unflinching support of the youth in such a way that the road to development, to well-being and to welfare, can be shortened. Youth is a human resource of the utmost importance in any scheme of development. Recognizing that today's generation of youth should be called upon to meet tomorrow's needs, there should be a much greater investment in out-of-school programmes for the education of adults by the youth. Youth—that rising generation of restless people under twenty-five, now constituting over 20 per cent of Nigeria's population—represents one of the greatest untapped resources for swinging the pendulum towards positive development. If the energy and enthusiasm of these young people could be harnessed to promotion of the adult education task that lies before us, the pace of development would take on a much faster rhythm. How can youth be encouraged and equipped to undertake the large-scale and constructive action that the situation demands? The answer is to encourage a massive involvement of young people in the promotion of adult education through "self help" youth groups organized at the local community level as an integral part of national development programme. Effecting change in adult behaviour is the function of adult education. Therefore, the youth can provide learning situations for the adults whereby they can gain new knowledge and develop skills and attitudes necessary for adopting new and improved practices.

Adult education includes all activities with an educational purpose that are carried on as part-time or leisure-time activity by adults. These activities may be carried on at all levels of education: literacy, elementary, secondary, university or other levels, depending on the need of the student, the type of community, and the demand of the age. At no other time in human history was adult education as necessary and important to living as it is at present

in Nigeria. The rapid outdateding of knowledge, which is an important characteristic of our times, has made adult education a necessity.

Since the first general election in 1951 (in which the people voted by using symbols because they could neither read nor write), which was preliminary to a democratic government and further independence, many changes have taken place, which are affecting and will continue to affect our Nigerian communities socially. For example, the Nigerian press has developed to a great extent and through it the public is able to know and understand what is happening and how and what to do next in the matter of the moment. Under the old circumstances, ideas were twisted, important issues were misunderstood, which led to confusion and bitterness—all because most people were able to do only what they were told; they could not express or form their own opinions as they could not follow the trend of events reported in the local press. Had a greater portion of the populace been able to read and write through the active promotion of adult education by the youth, perhaps the unfortunate incident of January 15, 1966 would have not happened.

There is a need to harness youth's cooperation and interest in the recruitment of adult learners by personal contacts with men and organizations, both voluntary and governmental, in the community. Radio, television, the printed word in both national and local languages, and filmstrips convey information and help to heighten responses to adult education campaigns. There are six distinct avenues open to youth to help adult education to achieve its objectives.

Natural process of learning

Field experiences have proved that when faced with incentive, such as buying or selling in colourful Nigerian markets, adults educate themselves to a certain extent. People who have never been to formal schools learn elements of new languages and new techniques when prompted by the urgency of the market process. As a social institution, the market affords a unique avenue at which youth can sell their ideas to these people and get them enrolled in classes at times convenient to them. The importance of adult education to the national economy may be fairly assessed when it is realized that many market women have a trading turnover of several thousands of pounds per month. They serve as important advertising media; new products are advertised to the people or even market tested to measure the amount of reception they are likely to have from consumers.

Literacy classes

Since the inception of adult education by all governments of the Federation, there have been some salutary effects on our societies in greater economic security. Youth organizations can intensify these effects, and thus the needs of the country

in the field of employment will be met and the social aspirations of the adults will be satisfied. To effect these goals, young people must be prepared to teach as voluntary instructors after a short course in the techniques and theory of teaching adults. The country is predominantly agricultural, with 80 per cent of the total working population, which is mainly illiterate, engaged in farming. With the need to diversify and modernize the economy, increasing attention is being given to industrialization. New factories are being set up, and intelligent skilled workers are required. Every citizen is expected to be dutiful in order to increase productivity, thus there is an urgent need to educate the adults who make up the large labour force. Such an action programme, sponsored by the youth, will encourage the illiterate business man or woman who deals with the bank to learn the correct method of banking—to learn the conditions on which he or she may borrow money for expansion of business, thereby employing more hands. The illiterate farmer will know how to till the ground with minimum effort and how best to care for his crops in order to produce a rich harvest, which may stimulate the employment of more labour in the coming season. In addition, adults will be able to read and write their own language and, therefore, will be able to feed and enrich their own minds and take intelligent part in social, economic, and political developments in the country.

Working with existing groups

Another aspect that the youth should be actively involved in the promotion of adult education is to work with existing groups and organizations at district and divisional levels, and man them with young people who have faith, dedication, and civic and moral qualities. The groups that you should be working with can be agricultural, industrial, and commercial groups. This involvement could be achieved by visits to groups of farmers, fishermen, factory workers, craftsmen, and apprentices. Such types of extension education call for specialist knowledge combined with sympathy and understanding of the local needs. It is in this area that the members of the Young Farmers' Club will have a big role to play. They may have to make regular visits to encourage farmers to overcome the obstacles they meet in trying to put into practice the improved methods learned in theory in literacy classes. This encouragement is necessary because it is only when a significant proportion of the population has acquired certain technical aptitudes and disciplines that broadly based development can take place in Nigeria.

Public health promotion

Youth organisations can, through adult education, initiate programmes to promote improvement in personal hygiene by seeking information and

(Continued on page 19)

ROLE OF ADULT EDUCATION IN THE EMERGENCY

By B.B. Chatterjee

HAPPILY the 14-day Indo-Pakistani war is over. Bangla Desh has been liberated from foreign occupation, and there is a cease-fire on the western front. The Indian defence forces have performed so well in land, sea and air, that the country has regained much of the self-confidence which was shattered during the dark days of October-November 1962.

But there is no ground for complacency; as pointed out by the Prime Minister in the Parliament, the days immediately ahead are critical ones, fraught with sinister possibilities. The need for preparedness, watchfulness, vigilance and caution at all national and international fronts is still very great. Appreciation of this continuing need is seen in the urgency that has been clamped on the country, and will not be lifted yet for some months to come.

An emergency declared by the Government is never a vacuous one, but always entails certain concrete and far-reaching steps which appear to affect the life of practically every citizen in one way or another. Usually it means a certain amount of hardship and sacrifice for the citizens. But, the best results in terms of

national goals and aspirations from an emergency can be obtained to the extent on all on-going programmatic activities if the nation are voluntarily modified and adopted to fit in with the emergency measures enunciated by the central, state and local authorities.

So far as Adult Education programmes all over the country are concerned, the present emergency comes both as a challenge, as well as an opportunity. Let us see, what role adult education programmes can play, first to meet this challenge, which calls for sacrifices to make, and duties to perform, and next, to derive some enduring benefits from the opportunities provided by the emergency.

The Challenge of Emergency and Adult Education

What is the essence of a national emergency? The entire country is facing some grave danger; all the resources of the nation must be mobilized so that the danger can be faced successfully and courageously. This means that the ordinary, routine, day-to-day ways of life of all people, from the topmost people in authority to even most common and humble citizens

students, and housewives, would have to be modified in certain ways. These modifications are three-dimensional—

(a) Certain steps are positive, promotional, creative. To grow more food, to build up roads, canals, shelters, to volunteer for civil defence duties, come under this category.

(b) Certain steps are preventive, defensive, conservative. To prevent sabotage by infiltrators, to comprehend spies, to counter false rumour and propaganda, all come under this category.

(c) Lastly there are those steps which are negative, denying restrictive. For example to forego luxury goods, to prevent waste, to deny the pleasure of lavish entertainments, or travels for pleasure, all come under this category.

To the extent each and every able bodied person actively collaborates and cooperates with these three types of measures, the best out of the emergency measures is assured. During the time of a national emergency, then, the aim of total mobilization and full scale participation in the national effort must also become an over-riding aim of all adult education programmes, over and above their previously articulated goals. Seen in this light, such aims as imparting vocational skills, or making adults literate, or make adults participate more fully in the civic affairs, will become truly functional if they are integrated with the measures of emergency. **Adult education will be functional during an emergency by ensuring active participation of adult learners in various duties and jobs that are called for.**

Opportunities for Adult Education during Emergency

During these days of mass

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communication media playing a crucial role in keeping the nation fully informed about national and international developments, splendid opportunity is provided for placing adult education programmes on a firm footing in many places.

All people are eager to hear news about victories and gains of allies and friends. Groups of interested adults can be gathered and organized where such news are disseminated regularly, and satisfactorily, say through radio, or by reading a news paper. The discussion following the news may facilitate transmission and fixation of new and important knowledge, about recent history, geography, commerce, industry, political development, arts and cultural activities, of one's own and neighbouring countries. But the group thus formed will form effective ties, and may like to continue for some purposeful

activity in the future. It will be wise to think of adult educational activities continuing with such groups along functional lines. There would be many incidental gains, if such adult groups are made to dwell upon topics related to national emergency:—

(a) Discussion about great acts of heroism, sacrifice and steadfastness by individuals on the national and local scene tends to generate feeling of national confidence and solidarity.

(b) A sense of discipline and unity, in all our efforts may be inculcated. All people willingly observing the black out—though it causes hardship, is just one such example of discipline.

(c) The desire to be helpful to others in a civic sense may be enhanced. Car drivers giving free lifts to pedestrians, becomes a reality during an emergency.

(d) Contributions to various national funds are generally

augmented if entire groups make decisions rather than on individual basis.

(e) Certain social malpractices which are accepted as routine in normal times can be forced to be stopped by the raised level of awareness of the entire people.

It is not difficult to see that all these results follow from well known group dynamic principles—groups are naturally formed because of their common ends and goals. Then they are submerged in programmes and activities which cement them together: and the groups do certain things, achieve certain heights, make certain sacrifices, which individual members might never do under normal circumstances. An adult education programme by catering to the requirements of a national emergency, also ensures a brighter future for itself.

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Now let us analyze the main problem areas to which our attention and energy need be directed in this period of emergency. To mention only three which I think as important are (i) production (both in the field and the factory) (ii) national integration, and (iii) democratic values.

ADULT EDUCATION

and

EMERGENCY

B.M. Pande

THE guns are silenced. Cease fire has been accepted. Life in the country is normal. Black out has been lifted. Lights all over are up. A new nation is born. Emergency however continues though it is reported that it will be ended well before March 1972. This 14 days war—third in the post independent period of India—has brought in its wake many problems which merit serious consideration on the part of all the citizens of the country so that peace may prevail and the country continues to march on its road to prosperity and achieve its goals enshrined in its constitution.

Our Prime Minister stated "We are for peace but peace itself has to be defended". "Eternal vigilance," it has been said, "is the price of liberty." The Sunday Standard of 19th December wrote in its editorial, "During the shortest and most dramatic war which India has fought all sections of the people displayed a remarkable unity of purpose. Such unity is vital if we are to reach our goals in peacetime. The workers rose to the occasion magnificently and pledged themselves that there would be no strikes and no let-up in production, A similar determination is necessary now when the ravages of war have to be repaired and the general condition of the people has to be improved. Without a sense of dedication among the "soldiers of peace"—the factory worker, the trader and the ordinary person—it is not possible to win the war against poverty which is the major problem before the 550 million in India. This war is bound to be longer and more difficult than the dramatic battles which we witnessed a few days ago but it calls no less for the loyalty and enthusiasm of every citizen of the country."

This, I should think, sums up the role of adult education in emergency.

The author is Registrar, Gandhian Institute of Studies, Varanasi.

Production

Our target of food production this year is 112 million tons. The very fact that we had a good stock of food grains, the prices of commodities in the market did not rise during this critical period. Therefore it is essential that every field is sown, irrigated, manured, protected against pests and insects so as to yield a good harvest. It would mean timely supply of inputs, scientific cultivation, knowledge of technical know-how, marketing, ware housing facilities, fixation of prices, procurement and easy availability to the consumers. The farmer has to have a knowledge of all these. Agricultural research has altogether turned a new leaf during this decade. New hybrid varieties are being evolved, new insecticides and weedicides and other plant protection measures have been found, new fertilizers are being produced, new agricultural implements are being manufactured. Coupled with all these the fourth plan envisages many new schemes like Intensive Agricultural Development Programmes, Small farmers schemes, Intensive Cattle Development Programmes, Dry land farming, intensive Poultry Development Programmes etc. All these have to reach the farmers. Adult Education can play a vital role in the extension of these new ideas and programmes. Specific training programmes can be organised for the producers. Discussion groups around the community listening sets in the villages should be organised. All of the All India Radio stations have reserved specific hours to disseminate the new agricultural information. This is broadcast in regional languages. Adult educators have only to take advantage of this facility. Our farmer is no more that traditional as may of the sociologists in the country consider him to be. Given opportunity, facility of inputs, constant help and guidance and prospect of a good price for his harvest the farmer has not lagged behind in his efforts. This is quite clear from the results of "green revolution." A well chalked out programme of adult education alone can sustain this buoyancy. Governmental and non-governmental agencies both have to put their heart and soul in this adult education programme of increasing agriculture production. This is perhaps the best way to meet the urgent demands of emergency.

Equally true it is for the work in the factories so as to keep the wheels of production moving. While in the case of agriculture, adult education has to devote itself mostly to the rural area, it has to concentrate on the programme in the urban areas where most of the factories are located. Apart from

attending to the technical content of adult education for factory workers what is more important is that they are made to understand their duty and responsibility during this crucial period. They have to realise that any slackening of efforts in production, howsoever inadvertent it may be, is going to hit the industrial growth in the country. As it is, our rate of growth in this sphere has been below the target. So it is all the more incumbent on all our friends in the factories that a faster pace is set. Let there be no strikes, no lock-outs, no delays, no slackening and instead let only unity prevail. How is this to be achieved? This is a challenge to the adult education workers. So during this emergency I would urge that more emphasis needs to be laid on the ethical aspect of the programmes. **Perhaps building of the morale of the workers could be a priority item.** By saying so I do not mean to minimise the importance of other aspects but my main concern, particularly during this post-war period, is that adult education has to reshape and direct itself to this morale building process. Loyalty has to be built and enthusiasm has to be sustained. Work based on this principle shall bear fruit in the form of higher wages for the workers. Nothing holds more true today than what Gandhi wrote in his article, 'The great sentinel' in Young India 13 Oct. 1921, "To a people famishing and idle, the only acceptable form in which God can dare appear is work and promise of food as wages."

National Integration

Adult Education, in this emergency, has also a very important task of helping maintain the spirit of national integration. Never was witnessed such an upsurge of the Indian mass as during this war when all and one from North to South and East to West rallied round the Prime Minister to fight the menace. What a unity of purpose, now high the morale, what a determination irrespective of the religion, language, sex—all combined as one to save the nation! It is this force which has led the country to a victorious glory. The jawan on the front fights with double vigour only when he knows the country is behind him. The present war has amply proved it. To me therefore it is of prime importance that much more attention should be paid by all the adult educators to this fundamental aspect than what has been done hitherto. I would suggest that each adult education worker should have with him talking points on national integration and these should invariably be read out, projected through slides and other media of communication and discussed in all discussion groups, adult education classes, meetings, seminars, training courses etc. Radio, television, cinema films, journals, press and all other mass media should lay focus on the programme of national integration. Let this be incorporated as an essential item in the contents of adult education programme. University students can play an important role in this task.

Democratic Values

This war has proved to the world that India as a nation stands for democracy and democratic values. The liberation of Bangla Desh and unilateral declaration of cease fire on the western front have shown to the world how much India values democracy. As the Prime Minister has said India has a very long history of these ideals and has always stood steadfast in the most grim hours of its life. Democracy has been decentralised in India to the lowest level and we can be proud today to possess a well built Panchayati Raj structure in the country. Despite the huge illiterate masses in the country democracy has survived and our elections to the legislatures and other statutory bodies are the shining examples of the system. **Adult Education has only to strengthen it.** This has to be taken as a programme of continuing education. This has to be a specific task of all voluntary organisations. Gram Panchayats, Panchayat Samities, Zila Parishads, Youth Clubs, Mahila Mandals, Farmers' Forums, Social Workers and others can certainly contribute a lot in this regard only if they can gear their adult education programme to this end.

Much more can still be written about the role of adult education in emergency but this article touches only a few aspects by way of examples.

As adult educators, let us therefore work wholeheartedly to work out the programmes during this period of emergency lest we are accused of having neglected our duty as a citizen of this great democracy. In particular this is a challenge to the youth of the country. Opportunity is knocking at his door and let him hold it by its first forelock.

So close is grandeur to our dust,
So near is God to man

When Duty whispers low "Thou must",
The Youth replies "I can"

(Sudhindra Bose—"Mother America")

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Adult Education: The Key to Survival

by Donnie Dutton

FOR years now, much has been said concerning the population explosion that was coming somewhere down the road. Malthus, back in 1798, warned that the population would eventually outrun the food supply, but it appeared incredible to most people. According to Hampson and Ehrlich, the time has come when people must be concerned, for the problem is not waiting for the turn of the next century; it is here now. And it is not just the problem of some over-populated nations on the other side of the world. It is a problem which is knocking loudly on the front door of the American people also.

The problem is not in the number of people in the world today but in the increase of growth. It took from the beginning of the human race until 1850 to reach the first billion people. The second billion was reached eighty years later in 1930. The third billion arrived in 1960, and the population experts predict the fourth billion in 1975—a mere fifteen year span.

When one thinks of a one per cent return on an investment, it does not produce an impressive figure. However, a one per cent return when applied to population figures is fantastic. Hampson further stated that Demographer Phillip M. Hauser concluded that one hundred persons multiplying at a growth rate of one per cent over the last five thousand years of man's history would have produced 2.7 billion persons on every square foot of land surface. The world reached that one per cent growth rate in 1925; and in 1965, it was increasing at a rate of more than two per cent.

Many people feel that conquering of space will solve this problem. However, this appears to be only a delusion. It has been predicted that one hundred passenger space ships taking off from earth every five minutes, day and night, could carry only about ten million people in a year, which would represent only a small segment of the annual increase in the world population.

Many problems are arising due to over-population, and it is felt that they will increase in complexity and number as the situation becomes more severe. In fact, some of the experts feel that it is already too late to rectify the situation—that the world has already reached the point of no return and that chaos is inevitable.

Solutions?

What are the solutions to this drastic problem?

The following three statements will be made in attempting to arrive at an answer.

Dr. Dutton is Associate Professor and Director of Adult Education, Memphis State University, U.S.

1. A population rate increase greater than the death rate will make the problem more severe.
2. A population growth rate equal to the death rate will maintain the present level.
3. A population growth rate lower than the death rate will check the mounting problem.

The conclusion drawn here would be that the only way to handle this growth rate situation would be by increasing the death rate, decreasing the birth rate, or a combination of both.

In the writer's opinion, there are many ways of increasing the death rate, two of which will be mentioned here. It has been proposed that all medical technology be abandoned and let the death rate soar. This would eventually bring the situation in balance. This hardly seems practical and reasonable in a world where everything is being done to increase man's longevity and make for a better way of life.

Others feel that war will eventually erupt and solve the crisis. The population problem can certainly bring on war as evidenced by the invasion of territories by the Germans. Cox presented quotes from several German authorities back in the early 1900's confirming this as follows.

"Because the German people nowadays increase at the rate of 800,000 inhabitants a year, they need both room and nourishment for the surplus."

"It is no longer proper to say 'Germany is satisfied.' Our historical development and our economic needs show that we are once more hungry for territory."

"Since.....almost every part of the globe is inhabited, new territory must, as a rule, be obtained at the cost of its possessors—that is to say, by conquest, which thus becomes a law of necessity."

It is evident that many countries today are even far more crowded than the Germans were, and this could lead to trouble. The weapons possessed today are so dangerous that nuclear war may be a risk too great to be taken.

The only reasonable way of solving the ever increasing dilemma is through the means of birth control. Regardless of the method of birth control employed, it is felt that the only sensible answer to the problem is education—the education of the people as to the seriousness of the problem and the methods available and how they work. For those who oppose birth control on religious ground, the writer would allude to the premise in the bible that man should provide for his family. It is difficult to comprehend as to why it is any worse, religiously, to control

reproduction than it is to bring off-spring into the world that parents cannot afford or that they do not want, many of which will die of starvation. It has been estimated that 10 to 20 million persons will die in the world this year from lack of food.

Evidence exist that many persons are interested in birth control but do not know the facts concerning it. This could provide a tremendous boost towards helping to eliminate poverty. Those that are in this economic condition are the same ones that, as a rule have larger families. The larger the number that the breadwinner has to provide for, the less likely that he can ever rise above the almost insurmountable barriers, even if he does learn to read and write and obtain gainful employment.

Supporting the hypothesis that low-income families would welcome a birth control programme is research conducted by Kuraht and Corkey. It was also stated that it costs only 1/25 as much to prevent unwanted births as it costs the public to support these children.

It would appear evident that the situation will eventually proceed to the point that unless society does something about the problem, the government will be forced to step in and regulate births—a radical step, yes, but a necessary one. Never happen? Consider the fact that a bill has already been introduced into the U.S. Senate that would beginning in 1973, allow \$1,000 tax exemption for the first child in a family, \$750 for the second, \$500 for the third, and *nothing* for any additional ones.

This does not mean that it will pass, but it does mean that politicians are becoming aware of the acuteness of the problem. Also, it could eventually mean federal regulation of size of families.

So, adult educators, time is running out. It seems that this might be a worthwhile project for our efforts. Once America has demonstrated its effectiveness in solving its own problems of the population growth rate, it could introduce this as a major part of its foreign policy. Trouble seems to erupt in heavily populated countries where hunger and a low standard of living prevail. America can no longer look for all the future problems to concentrate themselves in and around Asia and Africa, for Latin America has the highest growth rate anywhere in the world at present—a condition which could present many complex problems to this nation in the future. Also, within the United States, the recent riots have tended to concentrate in the heavily populated cities, where hunger and a low standard of living are evident.

The demise of adult education? It could mean the demise of civilization as it is known today. It would appear that if mass starvation is to be averted, and some predict that it is already too late, the public must be educated as to the seriousness of the problem. If one of the major purposes of adult education is to improve the welfare of mankind, than it would seem that the hour is late. Answers are needed now.

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Role of Adult Education during War and in the National Emergency

N.R. Gupta

IN SPITE of our sustained endeavours to establish peace, amity and friendship by honouring general public opinion and acting upon the basic values of democracy at home and abroad, our country was recently subjected to a naked aggression by an unscrupulous enemy. We were caught almost unawares and a fierce war was fought for full fourteen days. While our Jawans defended our borders and beat back the enemy, we as citizens built an impregnable civil defence, as impregnable as our military potential.

The best insurance for peace, as we all know, is that we must be always fully prepared for war and be ready to meet all its contingencies. We must so build up our strength as to deter the enemy to risk war with us. Even so, if the enemy comes upon us, we must meet the challenge mightily and courageously.

War today, is not fought only between the armed forces on the battle fronts, but it is the test of the strength of the whole nation. It is a process by which the enemy endeavours to impose its will on the opponent by causing all sorts of strategies to render him helpless and thereby make him surrender. The enforcement of the will becomes easier, if the civilian population is demoralised and the administrative authority is weakened by repression, rumour and propaganda.

The enemy does not stop only there. He tries to starve the war production by destroying factories, communications and transport facilities, in his effort to stop supplies of requirements to the fighting forces. With disturbed production effort, supplies of all types of necessities fall far short of the requirement. These is a rise in prices and sometimes simple articles of daily use are not easily available. The scarcity causes a scare and panic and demoralises the people in general. The citizens begin hoarding articles of necessity and many commodities disappear from the market. This causes abnormal rise in prices and great inconvenience to the common man, thus, giving rise to nervousness and unfounded panic, which sometimes force the masses to lose courage and faith in the national strength to withstand war. The strategy that the enemy thus employs is meant to effect blockade of supplies of men and material to the fighting forces on the one hand and demoralise the civil population on the other, by creating scare and panic to disturb daily life activity and normal production effort. If once a

country is trapped into this delicate situation, it can hardly escape the dismal fate of surrender and defeat.

The real defence potential of a nation today, therefore, is its will and ability to fight and withstand war. This includes several factors.

- (i) The national solidarity, the morale and the will of the whole nation.
- (ii) Economic and industrial resources.
- (iii) Availability of skillful and dedicated manpower.
- (iv) Efficiency, training and discipline of the citizens in general and the forces in particular.
- (v) Resources for modern scientific development and continuous research in the field of production methods and techniques.

All these factors necessitate the active and devoted participation of the military forces as well as the civil population of the country and both combined make an impregnable force for the defence of the country. The whole population must realise that there is nothing more valuable than the freedom and the protection of the motherland and every one must be prepared to make all the sacrifices according to each ones capacity and resources. The workers on the farms, in the factories, on the fields, on roads, transport and communication, in educational institutions, public organisations, in offices and in other establishments must all work day and night to keep normal life going as best as we can. While this will defeat the aim of the enemy to weaken our will and ability to fight and withstand war, it will also strengthen the efficiency and morale of our armed forces which will have the satisfaction of having a united and strong national backing in their fight against the enemy's forces.

Civil Defence

In spite of all this determination, however, the catastrophe may come any time where, as the enemy, in the act of hitting targets of production, power, communications and essential services, may hit civil areas also and cause any amount of damage to life and property. To act courageously in such an hour of terrible misery, we must have an organised service programme of what is called the Civil Defence. Every man, woman and child must voluntarily join hands in a collective effort to save life, minimise damage to property, maintain production and keep up the general morale of the people in the disaster caused by the enemy's action.

Such organisation for the safety of the civil population, for the continuity of the production effort and for the maintenance of the supplies etc. is very essential to encourage the fighting forces to strive their best to defend the country. This effort convinces the Jawans on the battle field that the whole nation is behind them and their families and the country is well prepared and projected from within. It is after all these two considerations i.e. the defence of the country and the safety of the family that encourage them to defend the country and fight the battle even at the cost of their lives. If these two objectives suffer any risk, the jawans lose courage for what after all would be the utility of risking their lives if the family suffers or the country's freedom is lost. The great importance of a well organised civil defence machinery is thus very crucial in a country's effort to win a war.

We must, therefore, examine as to how this civil defence machinery is organised and what role the citizens are required to play in its effective working. This will help us to understand the role of adult educators or adult education in a period of national emergency. After all an important role of adult education is to develop the necessary awakening about the individual's responsibilities, towards oneself, towards society and towards the nation in accordance to the needs of the times and the situation. So prepare the adults to understand and fulfil the role effectively and efficiently is the responsibility of the adult educator. The programmes of adult education must give priority to provide the necessary understanding and training about all that the civil population is expected to do to strengthen the defence effort.

Civil Defence organisation is meant to organise the citizen to minimise the effect of enemy action on civil population, by organising rescue, first aid and nursing services to save human life, fire fighting service to save damage to property and to organise various services required to restore quite normalcy in essential services after enemy attack. The organisation is also meant to advise people to ignore and to check reasons, it also disseminates correct information. It also advises people to understand that to defeat the enemy, the people have to work harder, produce more, spend less, remain united, avoid hoarding, check rise in prices and help in all ways to add to our national and military strength. This effect is to continue for long even after the war is over. This is necessary to counteract the disastrous after effects of the tragedy.

All people must be made to understand that the jawans defending the war front cannot alone win the war. They fight to protect our families and our honour. If the enemy is able to destroy that by attacking the civil population and the military targets in civil areas, the jawans are left with nothing to fight for or to fight with. A strong and well organised civil defence is, therefore, the highest insurance for victory. The people must also clearly understand that

in modern warfare, war is not fought only on the battle fronts but also on the home front. The enemy bombs while bombing military targets in civilian areas, do not leave out civil population. As such the whole population and all cities, towns and villages can suffer the horror of enemy attack and as such we must prepare every citizen to strengthen the home front and help the country to attain victory.

Discouraging Spread of Rumours

All programmes of adult education in times of national emergency must be created to help the spread of correct information, to discourage spread of rumours, to enable the adult citizens to join any or many of the civil defence services for which they may feel confidently qualified. Training programmes for various civil defence services, first aid, nursing, fire-fighting, messenger service, rescue service, and night guard service etc. etc. must also be organised for the benefit of adult learners. Frequent group meetings to promote unity, solidarity, exchange of information, presentation of real discussion and such other relevant problems requiring joint effort for their solution, should be organised at adult education centres. All this would mean psychologically equipping the citizens for withstanding the catastrophe with courage and moral strength.

The adult citizens must also be fully informed as to how people should behave before, during and after air raids. How quick they should be to act upon air raid and all clear warnings given on sirens. How they should protect themselves from danger if they are within doors, out of doors, on the road, in the fields or in offices, factories or any other institutions.

What precautions they should take to help black outs, to use protective measures within the home to create and equip a safety corner within the house for protection during air raids. The citizens must be prepared to give full cooperation to the various functionaries of the civil defence organisation. They must be convinced that civil defence is self defence and all citizens must learn civil defence, join civil defence and serve civil defence, adult education centres should also develop a volunteer service for attending to the requirements of the families of jawans, so that the dependent may not feel neglected and ignored. This will give strength to both to the jawans and to their families. This will also encourage others to join the defence forces. These volunteers will also attend to the sick and the suffering and raise collections of money and material if necessary.

Organisation, promotion, training and practice of all types of programmes for strengthening the home front in all respect necessary for defending the interiors from enemy attack should, therefore, become the main purpose of adult education during the national emergency.

Role of Adult Education in the Emergency

J.C. Saxena

THE National Emergency proclaimed on December 3, 1971, following Pakistan's attack on India, will continue for the time-being and will be reviewed in the middle of February, 1972. The 14-day War, which resulted in a victory for our gallant Armed Forces, has vindicated our cherished values of secularism, socialism, and democracy. There was no doubt about the outcome of the War. We were fighting for right cause—the upholding of the values enshrined in our Constitution and the dignity of man. As the Prime Minister has explained in many of her speeches, India never desires to snatch any piece of territory of any country. India only desires to live in peace and cooperation with its neighbours. It has consistently followed a policy of international peace and international goodwill and cooperation all these years. But in the face of aggression, we have to defend our freedom with all the might at our command. The Pak aggression, began as a result of the genocide practised by it on the unarmed masses of East Bengal, leading to the unprecedented movement of about 10 million people, who sought refuge in India. The lawfully elected Government was not allowed to take charge in East Bengal. When India raised its voice, big powers (with the exception of Soviet Russia), did not pay any heed. The unprovoked attacks on our air-fields on the 3rd December, 1971 left us with no option but to take up arms in defence of our freedom and the values we have cherished all these years.

Putting Historic Events in Proper Perspective

The first task of adult educators in India is to put the historic events of the last nine months in their proper perspective. The real significance of our victory will be appreciated by our masses if we do this. The first casualty of this war has been the cursed Two-Nation Theory, on which, the partition of this country took place in August, 1947, leading to large-scale massacre of innocent masses and the uprooting of millions of people from their homes and hearths. The new country of Bangla Desh, which has emerged out of this valiant struggle of the Mukti Bahini and the Indian Armed Forces, shares with us these lofty values of secularism and democracy. These values have to be further inculcated in the minds of the Indian masses. Communalism is to be banished from our land and all parochial outlook has to be nibbed in the bud in order to strengthen our freedom and to ensure, speedy progress of our masses.

The author is Research Officer, Education Division, Planning Commission, New Delhi.

Factual Information

People have to be kept away from rumour-mongers and the hostile propaganda of our enemy. During the formal classes and public meetings, the adult educators have to emphasize the value of factual information, making full use of the media of mass communication like radio broadcasts, television, cinemas and the press.

Need to be Vigilant

The programme of Civil Defence attracted many of our young men and women even before the proclamation of the Emergency. As we are surrounded by countries whose open hostility towards India is well-known, we have to be vigilant. Vigilance is the price which a nation pays for its liberty. Hence, the task of Civil Defence has assumed great importance and must continue even in peace-time. The First-aid and Home Nursing classes, Fire-Fighting lessons and exercises should continue.

What Then Must We Do?

Watch and Ward Programme

Adult educators have to keep an eye on anti-social elements who might like to take advantage of the disturbed conditions in some places. It is absolutely essential that some sort of watch and ward programme is implemented in various areas by the local people to guard against the enemy agents and undesirable elements.

Checking Anti-Social Elements

As conditions of a war-time economy inevitably lead to short supply of certain commodities, some dishonest traders indulge in hoarding, black-marketing and profiteering. People, who are connected with adult education, have to mobilise the public opinion against such anti-social elements. In the first instance, people have to learn to live by certain shortages. No wastage should take place and people should not try to hoard any consumer items like foodgrains, sugar and kerosene, etc. The Department of Civil Supply will arrange for the supply of these things through the agency of fair price shops, where people should take their turn and confine their consumption to the allotted quota. It is of utmost importance to hold the price line. If the general public tries to hoard things, dealers who normally practise these undesirable method, will raise the prices of essential commodities and the vicious spiral of price rise will be difficult to cut. By purchasing commodities at the price fixed by the authorities and

to the allotted extent only, people can help in the holding of the price line.

Encouraging People for Blood Donation

Adult educators have to teach people, with the help of qualified doctors and surgeons, that blood donation does not lead to any harm and that the blood donated is recouped by the body in a short time. This will allay the fears based on ignorance and people will come forward for blood donations. It is very heartening to note that people, particularly students and young men, have come forward in large numbers voluntarily to donate blood, which as a result of subsequent transfusion, has saved a large number of valuable lives. The wounded soldiers need blood transfusions and an adequate supply of blood must be ensured. Even if the war is over, these vital donations must continue so that some of our wounded and disabled soldiers are restored to full health.

Assistance to Widows and Dependents

Adult educators must come to the fore to render the maximum possible assistance to the widows and dependents of our brave fighters who have fallen in the defence of the country and also those who have been disabled in the recent war. While the Government will do whatever is possible for the rehabilitation of the families of the war-heroes, the people must also contribute their utmost, in cash and in

kind, to augment the Government effort. They must visit the families of the Jawans and the officers in their areas to attend to their needs. Adult educators can help the people to develop the right attitude of admiration towards our disabled Jawans. Many of the Jawans, who lost legs or hands, while fighting and who are now in the hospitals, are sometimes haunted by thoughts of public ridicule as and when they will move out from their sick beds. The people have to be educated not to ridicule the gallant fighter but to have admiration and sympathy for the disabled who defied all dangers. Employers in the private and public sectors must come forward to give employment to these disabled Jawans.

Promoting National Integration

Adult educators have discussed the important problem of National Integration in many of their conferences and symposia. The present emergency offers a golden opportunity to all of us to practise what we have been talking about on the subject. Our armed forces have attracted the youth from all parts of the country and from almost all the different religious groups. Our soldiers, sailors and airmen have integrated themselves into a national fighting force and the civilians can draw a leaf from their noble example. By discussing the subject further in formal classes and in our talks and writings, we can further strengthen the integration of the masses living in different parts of our country.

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Role Played by Adult Educators during the Recent War

K.S. Muniswamy

THE emergency declared during the recent Indo-Pakistan conflict had a special significance. Pakistan declared unprovoked war on India and took India unawares. The war that was fought for 14 days between December 3—17, was well fought and this has made India emerge as one of the leading nations in the world. The strategy, the grace and the courage with which the modern war was fought has added prestige to India.

The adults have played a great role in the emergency. The soldiers in the battle field, the farmers on the farm and the workers in the factories played their energetic role. Of course, we have to admit that illiteracy is quite common in India among all the sections in the rural sector. But adult education in the general sense is not lacking. We have a great tradition of adult education in India. Adult education was the responsibility of the society during the vedic age and those who attained vanaprastha and sanyasa were propagating adult education in the country moving from village to village. The foundation of adult education was laid in those early days. The duties and responsibilities to be discharged by the citizens, towards the country at times of emergency and danger were instilled in the minds of people by the adult educators. It is this adult education that was responsible and had the right influence. The villagers took to "night watch" by turns and the youth of the village volunteered in turn to prevent untoward happenings during emergency.

The writer had the opportunity of visiting many villages during the emergency and found

The author is General Secretary, Mysore State Adult Education Council, Mysore.

that adults both literates and illiterates came together and were engaged in discussions on war. They devoted their time to discuss the conflict with Pakistan and their participation in it, expressing their views at the same time. It was common opinion that everybody had all praise for the strategy and performance of our Prime Minister Smt. Indira Gandhi. In the emergency, the entire nation was geared to the new situation. The whole nation was closely following developments from hour to hour. The powerful media—the radio, the television, the films, tapes and projection programmes played the effective role of adult education. The press came out in a big way to report events in the proper perspective. Events were reported from time to time, and this kept the adults abreast with the developments of war. The organisations involved in the promotion of adult education went from village to village, screening films, film-strips and recorded messages and put them across to the population. Posters and related publicity literature gave sufficient information about the conflict. Special numbers were brought out highlighting the conflict and the emergency. The country had to guard against communal flair. Fortunately, India was free from this danger. During the emergency the whole nation stood as one whether Hindu, Muslim, Sikh or Parsi. The foundations of adult education with the in-built culture and philosophy deep rooted in society helped the situation and there was unity in diversity.

The adults came forward in a big way during the emergency: they gave away money, jewels, whatever they could, in the interest of the nation. It was not the bigness of the donation that

Planning Commission sets up Task Forces in Education

The Planning Commission has constituted a number of Task Forces in the field of Education to review the past developments and to formulate proposals for the Fifth Five Year Plan. The various Task Forces are as follows: 1. Elementary Education, 2. Secondary Education, 3. University Education, 4. Vocational and Technical Education 5. Adult and Out-of-School Education, 6. Programmes and Problems of Youth, 7. Education and Employment, 8. Art and Culture, 9. Language Development, Book Production and Libraries and 10. Educational Finances.

Dr. M.S. Mehta, President, Indian Adult Education Association, is the Chairman of the Task Force on Adult and Out-of-School Education. The other members of the Task Force on Adult and Out-of-School Education are: Shri J.C. Mathur, Dr. S.N. Saraf, Dr. T.A. Koshy, Shri B.R. Patil, Shri K.S. Muniswamy, Dr. N.P. Jain, Shri G. K. Gaokar, Shri S.C. Dutta, Shri Satyen Maitra, Shri Chunilal R. Bhatt, Head of the Adult Education Department, Rajasthan University, and Director-General of A.I.R. or his nominee. Shri J.C. Saxena, Research Officer, Planning Commission is the Convener of this Task Force.

was important, but the devotion and the mood with which they made this contribution. The farmer and the labourer did his best to produce more and avoided subversive activities. The atmosphere that prevailed in the country made the soldier fight the battle with concentration. The family of the soldier was looked after by the State and the measures taken to help the soldier that died or disabled in the war have made the soldier group a recognised one. The adults in the background of their education have come forward to involve themselves in this philanthropic work.

Adult Education and National Emergency:

Some Suggestions

N.A. Ansari

THE recent war with Pakistan has come to an end. But the emergency is still continuing and it poses certain challenges and opportunities to the adult educators.

The major task to my mind in the present emergency is to fight the problem of illiteracy with more vigour and energy. This blot of mass illiteracy has to be removed.

It is the experience of literacy workers in different parts of the world that illiterate people would like to become literate only if they feel that literacy is useful to them and that it is easy for them to learn to read and write. In the present emergency the people should be induced to become literate because the situation demands this thing from them. They are to be better farmers to increase production, better workers to accelerate industrial production. We have now to stand on our feet and it can only be done if farmers, industrial workers are more knowledgeable and give more production at the field and at the factory.

History has shown that massive programmes of adult literacy and adult education have been launched when nations or countries have been confronted with certain national problems and challenges. Turkey under the leadership of Mustafa Kamal Ataturk, Indonesia under the leadership of President Sukarno, Cuba under President Fiedel Castro are some of the examples in this regard. As a matter of fact, many countries in the developing regions in Asia, Africa and Latin America began their

struggle for mass education after they have won their battles of freedom. Independence and national challenges and triumphs give a sense of achievement, a very great sense of achievement and we have to seize every opportunity to capitalise on the real motivations of the people for their education and development, and on the favourable psychological climate generated in the country.

In the present circumstances in our country when we have got a victory in the recent conflict, we are well-prepared for the nation-building activities and programmes such as eradication of illiteracy from the vast mass of our people. The other day our Prime Minister Shrimati Indira Gandhi, urging the people to remain united, said "There are many kinds of war. One war has just ended but I do not know if peace has come..... Our people would live with courage, fight with courage and if need be die with courage." Certainly this is a good opportunity for adult education workers, to organize massive and intensive campaign for eradication of illiteracy. In addition, to the programmes of eradication of illiteracy, programmes of continuing education and extension education have also a bright future. The National Service Corps should be invigorated in our colleges and universities and our younger generation should be given a proper orientation in the values which we cherish and for the sake of which we will even die with courage.

There is a vast scope for production and distribution of reading materials for different categories of people—neo-literates, persons with limited reading abilities, literate workers in the factories, literate young farmers

in our villages. This literature should foster the values of unity and national integration. Youth clubs and other youth organisations can play a vital role in the programmes of national integration and have to be given due emphasis and encouragement.

To my mind, if we take up the programmes of eradication of illiteracy from our masses, arrange for preparation and distribution of suitable reading materials, provide proper orientation to our youth in schools, colleges and universities and organise programmes which will foster unity and national integration, we shall be going in the right direction. Our pace will be accelerated in the present circumstances, when the nation is proud of its soldiers and is willing to make any sacrifice to support the soldiers on our front.

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*Dr. Ansari is Deputy Director,
Directorate of Adult Education,
New Delhi.*



LIFE-LONG EDUCATION

By P.D. Shukla, Orient Longman, New Delhi, pages 114. Rs. 9.50.

MUCH needed information which should be of tremendous value to adult education leaders and field workers has been presented by the author in an interesting and organised manner.

The idea 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 and Confucius and many Indian thinkers held such a view. Dr. Shukla has given quotations from *Satapada Brahmana* and *Taittiriya Brahmana* in which the need for life-long education has been strongly pleaded. And the *Manu Smriti* even states: "He only knows his god who devotes all his life to study."

The book after making a plea for life-long education in the first chapter attempts to describe the new dimensions of adult education, and changes necessary in the educational system to make life-long education a reality.

In the chapter "Dimensions of Adult Education", a brief account of adult education in India and the various type of courses offered has been given. It is an admitted fact that contribution of voluntary organisations in creating public opinion on the need for a public policy on adult education has been tremendous. They have taken some pioneering projects in the field. But Dr. Shukla has only named a few voluntary organisations without giving a reference to the work they are doing. A brief account of their work would have added to the utility of the book.

In subsequent chapters the author has indicated the role which various organisations like Trade Unions, Cooperatives and Universities can play in this new concept of education.

The chapter on Universities and Adult Education is quite comprehensive. It strongly pleads for an urgent need of continuing education in Indian Universities. It also gives a good account of adult education work of some Indian and foreign universities. The author gives practical suggestions of cooperation between the universities and other adult education agencies like Trade Unions, Cooperatives etc. in their continuing education work.

The author has thoroughly reviewed the literature on adult education and references have been given at different places.

In the end there are two appendices. In the first appendix the excerpts from the Statement adopted by the Round Table on "Life-long Integrated Education" organised by the Indian Adult Education Association in New Delhi in 1968 has been given. Dr. Shukla was the Director of the Round Table. In the second appendix an article on "How Soviet Union Wiped out Illiteracy" has been reproduced from the *Indian Journal of Adult Education*.

While the book is a great addition to the adult education literature yet some shortcomings need to be recognised. Absence of index is one such shortcoming.

J.L. Sachdeva,
Documentation Officer,
Indian Adult Education Association.

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Reports From The Field

WRITERS WORKSHOP CONCLUDES AT CHANDIGARH

Inaugurating a Writer's Workshop for the production of literature for neo-literates, the Education Minister of Haryana, Shri Maru Singh Malik said in Chandigarh on November 15, 1971 that literature for neo-literates should give correct and relevant subject matter in a language understood by them and in a style liked by them.

The seven-day Writers Workshop was organised by the Education Department of Haryana with the objective of producing suitable literature for adult neo-literates attending the classes under the functional literacy and farmers education project and in other adult education centres being run by the State Education Department. Shri V.S. Mathur, Joint Director of Public Instruction, Haryana, was the Director of the Workshop.

Earlier, Shri V.K. Sibal, Director of Public Instruction, Haryana, welcomed the Education Minister and assured him that the material produced at the workshop would be properly utilised for the neo-literates. He also gave a brief account of the various schemes of adult education under implementation in the State.

Ten manuscripts were produced during the period of the workshop. The functional literacy primer produced by the Directorate of Adult Education, New Delhi, was also revised keeping in view the requirements of the adults of Haryana. The manuscripts were also tested in the field. Some words which were not understood by the neo-literates were changed.

The Workshop was attended among others by Sarvshri C. Bonanni, Unesco Expert on Materials for Functional Literacy and K.B. Rege, Assistant Director of the Directorate of Adult Education, New Delhi.

With the cooperation of the Indian Adult Education Association and Directorate of Adult Education an exhibition of materials produced by them was also organised.

The valedictory address of the workshop was delivered by Shri B.L. Ahuja, Education

Commissioner, Haryana. He emphasised that all efforts should be made to raise the literacy percentage of the State.

Shri V.K. Sibal, D.P.I. proposed a vote of thanks. He said to give fillip to the various adult education programmes in the State, a State Coordination Committee for Functional Literacy and a State Board of Adult Education has been set-up having representatives from both official and non-official agencies.

INTERNATIONAL LITERACY WEEK IN MYSORE

The International Literacy Week was celebrated in Mysore from September 8 to 14, 1971 by the Mysore State Adult Education Council. During the week stress was laid on launching new literacy centres, starting of rural libraries and sale of books for adult neo-literates. Observance of rural library anniversaries, display of folk-arts and folk dances and organisation of audio-visual education programmes were part of the celebrations.

Lectures highlighting the importance of functional literacy and adult education were arranged and prominent educationists spoke on the occasions. Appeals were made for whole hearted support for literacy programmes in the State.

241 functions of educational value were organised in several centres. Folk-art displays and film shows were arranged in over 20 centres.

TO MAKE THE NATION STRONG

Make the People Literate and
Knowledgeable

YOUTH and ADULT EDUCATION

(Continued from page 4)

help from welfare centres, by organizing health campaigns in the community, and by initiating projects in the compound, the village or urban areas.

The female sector of the youth organizations can, in like manner, maintain high levels of hygiene in the home, promote family to family health campaigns in the compound, the village, or urban neighbourhoods, and encourage parents to seek health information from health centres. These adult education programmes, with particular accent on personal and environmental hygiene, have obvious advantages. They ensure that there are youth organizations that can undertake the task of arousing interest in and recruiting adults to take advantage of the facilities offered by the government, which would enable adults to develop their individual powers and to work more effectively for social and industrial emancipation.

Extensive cooperative education

Democracy demands a good standard of general education and a well-developed sense of social conscience and responsibility if it is to work effectively. By combining social ideals with business practice and encouraging the development of individual character and enterprise within the community, cooperative societies reproduce, at the village level the problems and processes being faced at the national level. Those cooperating with one another understand the need to finance and support services they consider vital to their existence and well-being. They also know that the less fortunate members of the community should be given every chance to contribute to their own improvement.

Cooperative societies, particularly if given intensive drive as an arm of adult education by various youth organizations, can be a real force for social and educational advancement from the village level. With fundamental adult education, youth can show the adults that there is a basic need to create and accumulate local capital for local investment, by improving returns from agricultural production, i.e., giving the producer a better price. A great capacity to save and invest is then created. An important side effect of this is the promotion of a more rapid growth of rural productive assets.

The second lesson given to the adults is the spirit of creating surplus from trade, part of which can be invested in more cooperative economic enterprise. Collectively owned capital in the village or town could be put to a productive use and the return to the members would improve, thus increasing their ability to make further investments. In this way, adults would acquire some confidence in their own ability to confront adversity.

Cooperative societies would create in the adults the desire for small savings. Thrift and loan societies should work directly in the villages in order to foster the habits of thrift. Youth should preach that the poorer a person is the less he can afford to waste, thus the more important it is for him to save, no matter how little. Similarly, consumer and marketing societies should encourage members to look upon dividends as a form of saving and leave their money in the societies to be used as capital for development.

In Nigeria, there must be an intensive concern with regard to training people in the techniques of commercial business and industrial organization. This is particularly necessary because the indigenous management and financial interest in the business and commercial section of the country is still negligible. Cooperatives are schools in which the lessons of commerce and trade and the reality of profit and loss are learned from first-hand experience. These lessons are learned, moreover, not only by the few who manage to scrape their way into secondary school or even university, but by the peasant, by the aging, barely literate, farmer, and by the housewife. Cooperatives, because of the opportunities they offer for teaching and learning in a practical, responsible way the techniques of trade and business and the disciplines of self-help and self-reliance, constitute the most important agency of fundamental education.

Extra-mural classes

In all our universities, there are departments that deal with the education of adult citizens who are not attending the universities. They are known as departments of adult education or continuing education centres. This is another area in which the youth could be involved in the promotion of adult education. Young people could spearhead the arrangements for film shows, weekend schools, one-day schools, discussion groups on topical problems, and refresher courses for adults in liberal adult education. Similarly, they could arrange specified lectures, film shows, and refresher courses at regular intervals for adults of vocational classes and for others rendering special services to the country, such as apprentice brick-layers, drivers, mechanics, and shoemakers. Finally, the youth could help to distribute follow-up booklets written specifically for the use of adults. The young could also lend a helping hand in the organization and supervision of village libraries, placed at vantage points, for the adults. At present, the governments in this country treat adult education as being peripheral to the main scheme of general education. To establish effective communication with the adult population, there must be provision for more opportunities for adults to learn to read and write and to train while on the job. Providing such opportunities should be the criterion central to the educational activities of all governments throughout the Federation.

Basic realignments are needed in the methods and contents of policies and programmes in order to provide more active direct help to rural and urban areas and to stir up a nationwide movement for the involvement of youth in the promotion of adult education. This implies a substantial increase in the votes for adult education, particularly at the state and local levels. The continued success of the youth organizations, in devoting their attention to adult education, is of special value at a time like the present, when vast issues of social change and national reconstruction are actively taking place and when we are entering a period that may well baffle and perplex the most discerning.

In Nigeria, each of the twelve states ought to establish a centre to be serviced by specialized agencies, research and adult education departments, private firms and voluntary agencies. The centres may be small, but they should be well equipped with communications experts, capable of translating information into simple language for local use and manuals showing simple guidelines and methods of teaching for the youth

organizations, such as the YMCA, YWCA, NVSA, YCW, IYL, the Boy's Brigade, Girl Guides, Boy Scouts, Girls' Life Brigade, and a host of others.

Governments in Nigeria—federal, state, and local—have a powerful role to play in conforming with the young in the promotion of all branches of adult education, particularly fundamental and vocational. The adventure of social and national reconstruction is one in which those who have learned to see must lead. But there is every reason to hope that the number of those who wish to attend all forms of adult education classes will increase rapidly, once the conviction gains ground that Nigeria is indeed on the march and that the century of the common man is really about to dawn. Adult education, through all its varied agencies up to the national level, must invite men and women to join in the adventure and to enter into their heritage. To do so, it must itself be a movement embracing the ten million exuberant young people, not only speaking their language but genuinely sharing their aspirations and helping the adults towards their goal.

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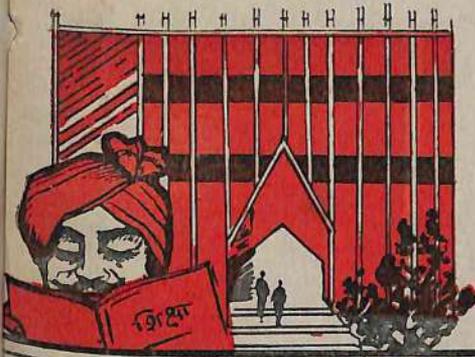


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ADULT EDUCATION



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Literacy Necessary for Development of the Country

P.M.'s CALL TO ADULT EDUCATORS

PRIME Minister Indira Gandhi said in Hyderabad on February 3, 1972 that literacy was the base on which the country could be built.

"I personally cannot imagine what life would be if I cannot read a book and benefit by it," she added.

The Prime Minister was addressing a large gathering after commissioning the "Literacy House" at the Andhra Mahila Sabha premises in Hyderabad.

The Literacy House built with assistance from the World Literacy Organisation of Canada of Rs. 6.7 lakhs, would train a thousand teachers every year for the purpose of making farmers in the rural areas literate to the fifth standard.

The Prime Minister expressed the hope that this work would expand and help in bringing about a new thinking in our rural people.

Stating that she would like to give all her good wishes to the project, Mrs Gandhi expressed the hope that it would not only help in spreading literacy but in giving initiative and resourcefulness to the people wherever they were.

Describing Mrs. Durgabai Deshmukh, chairman of the Andhra Mahila Trust, as an old friend, the Prime Minister said she had worked under her in the Central Social Welfare Advisory Board. She said Mrs. Deshmukh was a dynamic person with great concern for helping the people, particularly women and she had injected a new spirit in the field of voluntary work. She had also combined in her voluntary work nutritional and other aspects that were necessary in rural areas.

In a reference to Mrs. Welthy Fisher, the renowned social worker, who had laid the foundation stone for the building, Mrs. Gandhi said even though she was over 90, she was the youngest person she had ever known. Age, the Prime Minister added, was no bar to new ideas or active work.

The Canadian High Commissioner, Mr. James George, said Canada had so far given over Rs. 700 crores by way of assistance to India and more than two-thirds of this was gift.

Earlier welcoming the Prime Minister, Mrs. Deshmukh said she was filled with joy that the Prime Minister had found time to commission the Literacy House. "I have always felt I have a claim on you as a social worker," she said.

NEWS & EVENTS

Adult Education in Developing Countries

A short course in U.K.

The Department of Adult Education, University of Manchester in co-operation with the Department of Educational Studies, University of Edinburgh and Department of External Studies, University of Oxford, will organise a short course on Adult Education in Developing Countries in United Kingdom from May 5 to July 30, 1972.

The course is designed for *adult educators* and others from developing countries who have relevant professional experience. The syllabus will include: a survey of adult education practice in Britain and in developing countries, adult learning theory and technique, economic and social background, community development, health education and literacy, use of audio-visual resources, administration and organisation, comparative adult education, industrial education and training, and research and evaluation techniques.

The course will be for eight weeks at the University of Manchester and two weeks each at the University of Oxford and Edinburgh.

The Department of Adult Education, University of Manchester, also runs advance courses leading to Diploma in Adult Education, Community Development, and in Industrial Education and Training and the Degree of Master in Education and Doctor of Philosophy.

Information: Professor E.G. Wedell, University of Manchester, Manchester (England).

Swedes Lead World in Newspaper Reading

Swedes remain the world's most avid newspaper readers with more than one daily in circulation for every two people in the country, according to the latest *Unesco Statistical Yearbook*, just published. Japan leads in Asia with 503 copies of newspapers in circulation for every 1,000 people.

(Unesco Features)

J. C. Mathur for Paris

Shri J.C. Mathur, Hindi Adviser, Government of India and Vice-President of the Indian Adult Education Association will leave for Paris on February 13, 1972 to attend a meeting of the International Advisory Committee for Out-of-School Education set-up by UNESCO.

This meeting will consider the preparatory steps for the Third World Conference to be held in Tokyo from July 25 to August 7, 1972. The theme of the conference is "Life-long Education—Its Implications for Adult Education Programmes."

New Institutional Members

The following agencies have recently become the institutional members of the Indian Adult Education Association:

- (1) Eastern U.P. Adult Education Centre, Deoria.
- (2) Regional Council for Adult Education, Madras.
- (3) Literacy House, (Southern Region), Hyderabad.
- (4) Ban-kyn-Shew-Jing-Tir Adult's Night School, Lyngkyrdem, Meghalaya.
- (5) Servants of the People Society, Chandigarh.

Life Members

- (1) Shri P.N. Javarappa Gowda, President, Mysore State Adult Education Council, Mysore.
- (2) Miss Leena Joseph, Directorate of Extension Education, University of Udaipur, Udaipur.

'Occasional Students' to be Admitted to Open University

Adults who want to update their knowledge of a particular subject but have no immediate intention of taking a degree will be admitted to the Open University in U.K. in 1972 as 'occasional students.' They will not need a foundation course credit before progressing to higher levels, a regulation which applies to all Open University graduates.

The first course to be made available for these students is at second level in electromagnetics and electronics. This course, which can also form part of undergraduate degree studies, is expected to be of value and interest for those in industry, government establishments, hospitals, engineering and commerce who have a need for electronics. Priority for admission will, however, be given to ongoing students.

Training of Adult Educators in Australia

Chris Duke

Director, Centre for Continuing Education,
Australian National University, Canberra

Socio-economic context

AUSTRALIA is an affluent country with a high per capita income. It is a Western society, adjacent to but not in most senses yet a part of Asia. Its traditions are largely British, and it shows the same strengths and weaknesses in education, although its (non-adult) educational provision is less well adapted to changing demands than is the British system.

Australia is beginning to see itself as part of Asia. This is evidenced in the (slow) development of interest in Asian language and culture as well as trade and economic aid. Economically, although affluent Australia is still largely dependent on primary exports and on fluctuations in world prices and the trade and fiscal policies of larger nations like the United States, Japan and Britain. At

the same time it is showing interest in developing trade with neighbouring Asian countries and is thus at the same time both an "exploiter" and "exploited" in terms of what is sometimes called "neo-colonialism".

Adult education in this context

Thought and provision in adult education reflect these characteristics. Adult education is conceived largely in non-technical, non-vocational and non-credit terms as in Britain. It normally means leisure-time recreation-oriented adult education rather than education of adults in all contexts and for all purposes.

The clientele of adult education in this sense largely reflects the affluent middle class character of Australian society, though small-scale efforts are made at special provision for disadvantaged groups.

There is general interest in the adult education activities of

neighbouring Asian countries but this is largely confined to individuals rather than expressed in institutional commitment of effort. It is evidenced in membership of ASPBAE but not in the programmes of members of the Australian Association of Adult Education.

Because of the country's socio-economic character, most adult education in Australia is of only marginal relevance to other ASPBAE member countries; the closest resemblance is with similar highly urbanised societies, notably Hongkong which is also in the British tradition of adult education.

Summarising: adult education in Australia is largely concerned with the refinements of life in an affluent society, although a minority of the work of the traditional agencies (universities, WEA's, boards and departments of education) is more directly concerned with credit-bearing courses and professionally oriented refresher work.

The education and training of adults in Australia

Widening the brief, we find much more adult educational provision and expertise in Australia, including more of direct relevance to other ASPBAE countries.

There is (so far as I know) no systematic study or provision of any form of literacy education for adults in Australia. There is, however, increasing interest, research and provision in education for Aborigines (for example family education activities where mothers and young children learn together in their community situation).

There is a developing, but fragmented and uncoordinated, interest in community development, particularly for rural communities suffering economic depression and often displaced from the land to the cities.

The Commonwealth Department of Labour and National

*Background paper for the ASPBAE Seminar on "Training of Adult Educators."

Service has (in September 1971) announced a substantial programme of aid for the retraining of displaced farmers where it can be shown that there is an opening following the acquisition of new skills. The training will take place (principally) in established technical colleges. There is virtually no contact between the Department of Labour and National Service and the Agencies usually described as providing adult education.

The separate States have significant corps of agricultural extension officers, trained in agricultural colleges, whose responsibilities embrace some community development functions and whose whole work involves the continuing education of adults. In New South Wales, for example, there are colleges at Wagga and Richmond. The latter, Hawkesbury Agricultural College, has recently instituted an advanced one-year full-time diploma in rural extension which has as its purpose the introduction of experienced extension officers (and similar personnel, for example in forestry and conservation) to the behavioural sciences.

The Commonwealth Department of Primary Industry provides some assistance to this extension work, but not in consultation with the traditional agencies of adult education.

The Department of Immigration disburses significant sums of money for the education of adult migrants, mainly in spoken and written English, but, recently, also, for courses intended to assist migrants in understanding and adapting to Australian customs and institutions. The Department, through its Integration Branch, allocates funds to existing educational agencies (evening colleges, university adult education departments etc.) and has of late shown some concern with the methods of teaching employed and the value being received for its grants. The Department is a member of AAAE but its work

is conducted without regular or systematic consultation with other members; it relies mainly on the competence of its own professional personnel in the Integration Branch.

The Office of - Aboriginal Affairs similarly disburses funds (in smaller quantity) to established educational agencies such as university departments, for particular projects in aboriginal adult education. It is at present considering sponsoring a workshop to examine needs, provision, and the effectiveness of methods being employed in the education of Aboriginal adults.

The forms of education for adults so far mentioned constitute a minority of all such work; they are quite close to traditional adult education and have formal or informal ties with the AAAE. A great deal of other work is done in a piecemeal and largely uncoordinated form, usually but not entirely for credit following examination and with a view to enhancing the student's job opportunities and market value.

Several universities engage in quite significant extension activities other than through their departments of adult education or extension. Some for example Sydney and the Australian National University (ANU), have post-graduate committees in medicine (or other special agencies) which have no formal connection with the University's adult education department. Monash University in Melbourne offers special short refresher courses, for example in engineering. Because it is finding the large demand for such work beyond the administrative resources of its internal departments it is planning to establish a continuing education unit in the coming triennium. At present it is not possible to say how much of this extension work is being carried on by different departments in Australia's 16 universities. It is *ad hoc*, uncoordinated, and lacks specially trained staff and specialist administrators.

The same is becoming true of

some other formal educational institutions, notably the newly classified colleges of advanced education (which probably offer relatively more short professional courses for adult practitioners than do the universities) and also of at least some technical colleges. Although some of these institutions take the training and development of their own teachers more seriously than do the universities (both the Canberra CAE and the Canberra Technical College provide small-scale in-service programmes, unlike the National University in the same city) there is no specific provision of courses in the teaching of adults.

Many industrial and commercial concerns and public service departments have substantial training sections concerned entirely with the induction, further training, refresher training, and sometimes the diversification and career development of the organisation's own personnel. Although there is no *formal* training or entry requirement for such positions, among the training units and staff colleges of banks, industrial companies and public service departments there is probably more expertise and more technical knowledge about processes of teaching and training adults than in the agencies normally identified as adult education.

There are also in Australia a number of other special agencies devoted to the education of adults. One probably known to other members of ASPBAE is the course run by the International Training Section of the Department of Foreign Affairs, which provides three-month courses for overseas students.

A significant institution is the Mount Eliza Staff College in Victoria which is concerned exclusively with management education (in the broadest sense) for both public and private sector. The Australian Council of Trade Unions is in an early stage of considering the establishment of some kind of trade union college

similarly concerned with management education for unionists.

A comprehensive catalogue would include the training establishments of the armed forces, professional bodies like the Royal Australian College of General Practitioners, the Joint Services Staff College in Canberra, and many other, mostly specialised, agencies.

Summarising : adult education in Australia takes many diverse forms, but because of the traditional perception of such work, and because of the fragmented nature of purpose and provision through a diversity of educational training and other establishments, the scale and, at times sophistication, of provision, is seldom recognised.

As a society, Australia is responding more positively to the challenge of change (changing *mores* and values, changing career prospects, the obsolescence of both skills and knowledge) than a first glance would suggest. There is, however, little social or political recognition of either the need or the response, and the day of a national plan for adult and continuing education, or a Commonwealth agency concerned with this area of education (matching agencies for school, university and other tertiary education) is yet remote.

Similarly, the day when training needs in adult education will be looked at comprehensively, seems far away.

Training and training needs in adult education

There is no systematic and formal training for any branch of the education of adults in Australia.

Much of the non-vocational voluntary teaching of adults (usually in evening classes) is done either by school-teachers or by persons with appropriate craft and similar skills. Agencies exclusively devoted to such education of adults (university adult education departments and WEA's) tend to set academic,

but not 'professional teacher', standards for the recruitment of part-time tutors. Full-time appointments to such agencies and departments are by advertisement and interview. Criteria for selection vary, are not systematically spelt out, and embrace mainly formal educational attainment and relevant educational experience. They do not include professional training in adult education.

The same is true for the training establishments of other organisations. The training officer in the public service does not enjoy a "career"; usually he is a clerk, probably but not necessarily a graduate who will move into another sphere after a few years. The public service provides short non-credit courses for some of its training officers or sponsors their attendance on external short courses. The training section of the Public Service Board is hopeful that reclassification will shortly make the training officer a more "professional" person, and that there will be a need for formal professional training for the more senior positions in each training section.

The army education corps similarly recruits its officers without formal training, though they tend to be trained school teachers (as are some public service training personnel and some industrial training officers). As in industry and commerce, there are non-credit short courses within the corps, and individuals are sponsored to attend relevant courses (provided for example by university extra-mural departments).

There is at present no systematic and formal training for any kind of adult education in Australia. Students of the Sydney University M. Ed. degree and of the University of New England B. Ed. degree can, if they wish, take a unit in adult education, but there is no course purpose-built for adult education and training personnel. Extension officers are the exception: they

must take a (three-year) diploma course before they become extension officers. A number of agencies provide short in-service courses for their own or other personnel. These are normally limited to from a half-day to a week in duration.

It is, therefore, misleading to speak of a profession of adult educators in Australia (whether widely or narrowly conceived). If teachers of adults need formal specialised training at all, Australia clearly suffers that need almost to as high a degree as is possible.

It is possible that one or another Australian University, through its Faculty of Education, might during this decade develop a post-graduate teaching diploma in adult or continuing education. (Possibly the most likely university for this is at present Monash, though there are adult educators at least in the Universities of Western Australia and New England who would like to develop such a course). Probably such a course would be well patronised by a number of employers of adult educators and training officers. Well designed, it could have considerable appeal also to students planning careers in adult education or community development in neighbouring countries.

An alternative is that such a course might be developed in one of the colleges of advanced education. Perhaps the most likely at present is the Canberra College of Advanced Education; its School of Teacher Education is planning next year to launch a diploma course in tertiary teaching, the only precedent for which is at Monash University (started 1971). The Principal of the Canberra College of Advanced Education has a particular interest in administration in, and aid to, developing countries; such a course, should it be established, would probably be so designed as to appeal also to Australia's neighbours.

The case of the ANU, and prospects for cooperation

The final section of this paper looks at the National University, both to illustrate the problems of developing university courses in adult education, and to suggest lines for international cooperation, given the unique situation and resources of the National University.

The Centre for Continuing Education of the Australian National University, was established in 1969 with a small academic staff appointed as professionals and academics in continuing education rather than as subjects specialists. The main intention was that the Centre should mobilise university resources for national and local extension purposes (both refresher training and problem-oriented conferences and seminars as well as longer courses). CCE staff expanded the brief to embrace training and research in the field of continuing education, both in Australia and for adult educators in neighbouring countries.

Since then research assistance has been added to the Centre's establishment for work on the education of adults; the principle of honorary and paid visiting fellows has been accepted; short training courses on aspects of adult teaching/learning have been conducted: a weekly academic seminar series in continuing education has been established, with contributors from various fields of continuing education and from different States of the Commonwealth; a few research programmes have been launched. The principle has also been established that the Centre may enrol and supervise suitable candidates for the degrees of Ph.D. and master by thesis.

A central intention of the Centre has, however, been at least temporarily frustrated by the University through its

Faculty of Arts. Because of the need for systematic post-graduate study suggested above (and because the University has no Faculty of Education and is, therefore, not equipped to mount a post-graduate diploma-level training programme, nor prepared to do so) the Centre developed a scheme for the study of continuing education by course work and dissertation at the master's level. This has been rejected as inappropriate to the Faculty of Arts, mainly because of the (necessarily) multi-disciplinary nature of the degree. The Faculty's offer of units in continuing education in other master's degrees (for example sociology) is seen in the Centre as an inadequate substitute, for it would do little to develop the distinctive professional knowledge and competence of continuing education which Australia needs. (it remains to be seen if the course will win approval through some other channel, or whether the Centre will for the time being have to restrict itself to degrees by thesis, and to shorter non-credit seminars and workshops.)

This example is of an agency which is in many ways fortunately located and treated in the National University. I strongly support the position taken by the French-speaking syndicate at the ICUAE Second World Conference (Montreal, August 1970) to the effect that the responsibility of the university at the level of training and research extends to all forms of adult and continuing education in a society, although it should only make direct "extension" provision at the university (post-tertiary) level. The Faculty concern expressed in relation to the master's course work proposal, and other concerns as to whether this is an academic or a professional training course, and whether there would be sufficient interest and demand for such a degree, (a concern not substantiated by discus-

sion with agencies providing education for adults) is an accurate reflection of the state of thought and understanding about the education of adults in Australia and about training therein.

To conclude positively: it should be possible for Australia to develop cooperatively with fellow ASPBAE countries, training programmes for those educating adults. The AAAE now has a full-time professional secretariat (appointed in January 1971) and could become the effective focus or headquarters for ASPBAE's Australian work (Mr. D. Robertson, Secretary, A.A.A.E., P.O. Box 1346, Canberra City, 2601, A.C.I. Australia).

The ANU Centre for Continuing Education (apart from supervising post-graduate study for selected adult educators from ASPBAE countries) could coordinate, or assist in coordinating, relevant expertise from the diversity of setting mentioned above, including management education and consultancy and administrative studies, to mount extended workshops or training courses. It should be possible to develop a scheme whereby parties of adult educator visit Australia for intensive crash courses in theoretical and practical subjects relevant to their tasks. Conversely, perhaps more fruitfully, project teams could be coordinated from Australia to visit (in a training-and-consultancy role) particular countries or regions with needs in the areas of training or organisation development for adult education (including community development, agricultural extension, literacy, technical training, refresher work and civic, political and social education). Such arrangements could be of significant benefit to professional adult educators and their clients in all the countries involved. ASPBAE would appear to be the obvious agency to develop such arrangements.

ADULT EDUCATION IN THAILAND*

Sman Sangmahli**

ON December 23, 1937 the Government of Thailand proclaimed in parliament that it would do its best to support activities which would eradicate illiteracy and promote the morality and citizenship of its people, thus initiating what would later be called adult education.

According to the 1937 census there were about 16 million people in Thailand, and of those, 4.8 million adults were considered illiterate. In 1940 The Compulsory Adult Education Act was promulgated and adult

education schools using the daytime elementary school buildings and teachers were set up all over the country. In this manner about 1.4 million people became literate between 1940-1944.

When the new government came into power in the second half of 1944, the Compulsory Adult Education Act was abolished. From then on the adult illiterate would come to school on a voluntary basis only. Because of the abolishment of the Act and because of the Second World War, the number of schools and the number of adult students decreased gradually. The number of adults who became literate during 1945-1947 totalled a mere 80,000.

In 1948, adult education took a new upward turn when the Ministry of Education expanded the existing programme by adding a continuing education programme, a system of public libraries, and mobile education units.

There are two types of continuing education, general and vocational. Dropouts from elementary school or graduates of literacy classes may further their study in adult education courses to Level II, III, and IV; comparable to grades 4, 7, and 10 respectively in formal education. Besides these general, continuing education courses, adults who graduate from Level II may take short vocational courses such as; dress making, cooking, barbering, or beautician training, etc.; to improve their skills or to train themselves for a new profession.

A public library was set up in every district (all 539 districts) in the Kingdom with the intention of helping adults to maintain their literacy and further their knowledge.

A mobile education unit was provided for every province (all 71 provinces). Each one consists of a vehicle equipped with a movie projector, a slide projector, an amplifier, a tape recorder, and a generator. These units show movies to villagers

and distribute government pamphlets in an attempt to help villagers to improve themselves.

It should be mentioned that, from 1944 to 1964, adult education did not receive much support from the Government. During that entire time, the budget allocated for adult education was meagre and was rarely increased.

In 1965, the National Education Council, the National Economic Development Board, and the Ministry of Education once again became concerned about adult education. Several factors aroused their concern. The first one was the illiteracy problem. Even though the Government had established elementary schools all over the Kingdom, and the Four Year Compulsory Education Act had been in force since 1921, still the absolute number of illiterates was approximately 5 million and the illiteracy rate was 28 per cent.

The second factor which contributed to their concern was that although a majority of the population received 4 years of schooling, research showed that about 33 per cent of them could not maintain their literacy.

The third factor they took into consideration was that 75 per cent of the Thai people live in rural areas, practice agriculture, and generally have a low income and poor health. Many of these people migrate to the cities and have difficulties adjusting to life in urban areas, hence create many problems for the cities as well.

The fourth cause for concern was Thailand's 3.2 per cent population growth rate, one of the world's highest.

The National Adult Education Steering Committee was set up in 1968. The Committee consists of the Under Secretary of seven Ministries, the Secretary General of the National Education Council and the National Economic Development Board. The functions of this Committee are to plan, coordinate, promote, and evaluate adult education activities

*Background Paper for the ASPBAE Seminar on "Training of Adult Educators."

**The author is Chief, Supervisory Unit, Department of Elementary and Adult Education, Government of Thailand, Bangkok.

operated both by governmental and non-governmental organizations.

Present Adult Education Programmes

1. Adult Education programmes organized by the Thai Government outside of the Ministry of Education :

1.1 *Ministry of Defence.* This Ministry organizes literacy classes for illiterate draftees in the Army and Navy. For those who are literate, some vocational courses such as poultry raising and gardening are offered.

1.2 *Ministry of Interior.* The Ministry of Interior organizes many programmes as follows: Literacy education and vocational training for inmates of prisons and prostitutes detained by court order, village leadership training courses for prospective village leaders, and dress making, cooking and handicraft courses for women in the community development villages.

1.3 *Ministry of Health.* This Ministry produces filmstrips and movies for public viewing and pamphlets concerning diseases.

1.4 *Ministry of Agriculture.* This Ministry sets up demonstration stations for giving lectures and circulating pamphlets about agricultural methods.

1.5 *Ministry of Justice.* This Ministry is responsible for the education of juvenile delinquents in detention homes.

1.6 *Office of the Prime Minister.* This office controls all radio and television stations. There are regulations issued by this office that all radio and television stations must provide time for news and educational programmes. The universities are also under this Office and they have offered evening courses to the public.

2. Non-Governmental Organizations:

The role of non-governmental

organizations in this country is yet to be fully developed. However, among important non-governmental organizations which to some extent are already functioning in the field of adult education, the following could be mentioned:

2.1 *Buddhist Monks.* The Buddhist Monks hold positions of prestige in both rural and urban areas of Thailand. They are responsible for the religious and spiritual education of the community in their charge. Some of them conduct adult literacy classes in their monasteries and some offer vocational courses in carpentry, metal work, and religious arts. The traditional custom still prevails whereby boys who are 20 years old should go into the priesthood for at least three months to receive some education and training in Buddhism.

2.2 *Christian Missions.* Often Christian Missionaries are active in literacy and reading promotion among their followers. They are particularly active in the north and the north-west regions of the country and among tribal groups.

2.3 *The National Cultural Council.* The Council, a body of intellectual and cultural leaders of the country, has a committee for the production of reading materials for new literates and new readers. It conducts seminars for writers, publishers, and editors and promotes the production of well-illustrated supplementary reading materials for school children and adults.

2.4 *Associations.* There are many associations such as the YMCA, the Education Association of Thailand, the Teacher Institute, the Mental Health Association, the Home Economics Association of Thailand, the Buddhist Association of Thailand, the Private School Association, etc., which regularly organize lectures, discussions, debates, and demonstrations for the public.

3. Ministry of Education, Division of Adult Education:

The Division of Adult Education which is directly responsible for the adult education activities of the Ministry of Education, presently operates many adult education programmes. It also acts as the Secretariat of the National Adult Education Steering Committee. The budget for adult education has increased three-fold in recent years. Some of its programmes are listed below.

3.1 *The Functional Literacy Programme.* In the past the Royal Thai Government's efforts have been concentrated mainly on the establishment and maintenance of public libraries and village newspaper reading centers. These are important because a study by the Ministry of Education in 1968 showed that about 33 per cent of those who graduated from grade four regressed to illiteracy within a few years after leaving school. The same thing was found to be true of adults having completed literacy classes. Thus the availability of newspapers, books, wall newspapers and other written materials in the villages was judged to be of great importance in helping the villager to retain his reading and writing skills. While these activities are deemed most worthwhile and are continued, it was felt that several new policies and programmes were needed.

In 1967 as a result of a UNESCO Conference in Iran, a major effort was made to revise the curriculum of the literacy programme to meet the needs of the people. This new programme was tried out in Lam-pang Province and later on expanded to the Northern Region and though the programme was successful as far as literacy was concerned, the evaluation indicated that it still failed in the functional aspect. This led to another major revision in 1970.

The Department obtained

technical advice from U.S. AID and World Education Inc., (a contract group working for USAID) and the curriculum was thoroughly overhauled. Concepts included in the new programme fall into 4 categories: (1) Earning a living; (2) family economics; (3) health and family planning and (4) civic responsibility. New teaching methods, audio-visual aids, and texts, utilizing the most up-to-date scientific research on learning, were developed and are now being field tested and evaluated for further revision before final adoption by the entire Kingdom. We feel that this new programme, called Functional Literacy and Family Life Planning, is a real breakthrough in an entirely new form of Literacy Training here—to fore unknown in the world. About 500 students and 20 teachers are participating in the Pilot Project. Supervisors and the term of evaluators say that interest in the subject matter is very high and attendance figures are no less than an astounding 70—90% in the rice planting, rainy season, when one would anticipate that attendance would be scanty. This functional literacy class is 5 month long, 3 days a week and 2½ hours per day, usually started around 6 p.m.

This project of Functional Literacy and Family Life Planning is based on the philosophy that if the public were to possess the correct knowledge and attitudes, then the ultimate changes required for the implementation of such knowledge in their daily life would eventually follow. It is also expected that those who already possess the correct knowledge and attitudes towards the new innovations would be more inclined to make a further study or to seek further knowledge on their own. Those who take part in community development such as the community development workers, agriculture workers, doctors, nurses, etc., would find it easier to introduce new ideas and techni-

ques to a prepared public. Therefore, it can be said that the ultimate change, which is the behavioural change of the individual, will not be direct result of this project; but rather it serves to pave the way for such ultimate change.

The new materials have been so designed that they practically teaches themselves, however, a short training course for teachers has been developed because the new materials represent such a radical departure from the traditional Thai teaching methods. All Provincial Education Officers and Supervisors have participated in a seven day seminar designed to orient them to the new programme and the team of evaluators have been carefully trained.

3.2 The Continuing Education Programme. This programme is designed to serve graduates of literacy classes and dropouts from the regular school system. There are two kinds of continuing education, one is general education and the other is vocational education.

General education courses are from Level II to Level V. Level II is equivalent to grade 4 of regular school. The course is six months long, five days a week, two hours per day. Level III is equivalent to grade 7 and is designed for graduates of grade 4 or Level II. Level IV is equivalent to grade 10. Study at Levels III & IV is 1 1/2 years, each divided into three six-month terms. The course of each level is divided into six groups of subjects and students are required to take two subjects each term. Subjects passed may be accumulated until six groups are completed. This procedure is quite popular with adults. Level V is two years long. The students are required to take the government examination at the end of the second year. If they pass they may enter a university as a full-time student. Students in Levels III, IV & V must pay 50 per cent of the teachers' salary, the rest of

the cost being born by the Ministry of Education.

Vocational education courses are usually between three and five months long. More than 25 courses are offered; for example: dress making, cooking, typewriting, hair styling, book keeping, electrical engineering, driving, radio repair, mechanical engineering, music, photography, etc. Most vocational schools operate in the evenings, however, some function on weekends. Mobile vocational educational units are open in the day-time and move from village to village according to the interest and request of the villagers.

3.3 Local Reading Centres. In 1948 the government established public libraries in all cities and large towns, however, these libraries do not reach rural people who are in great need of reading materials to maintain their literacy after graduation from grade 4. So this year the Division of Adult Education established a pilot project to provide reading materials for villagers. The villagers are responsible for providing the locale, a newspaper rack and provide care for the materials. The government provides three daily newspapers, free government publications, and other reading materials. One librarian visits each center twice a month to give advice and new materials. It is hoped that this pilot project will help the villager retain his literacy and keep up with the progress and development of the country.

3.4 Youth Training Programme. The division of Adult Education has been experimenting with youth training since 1965. In this programme, the TUFEC (Thailand Fundamental Education Center) training centre in cooperation with community development workers select prospective leaders who are between 18 and 25 years of age, one from each of 30 villages. The trainees stay at TUFEC for six weeks and

(Continued on page 16)

ADULT EDUCATION IN SINGAPORE*

Chan Ching Yong**

ADULT Education in Singapore is the concern of various organisations and institutions such as government, quasi-government, voluntary organisations and universities.

The programmes organised are in an endless variety and in levels of extensive range of difficulty. They may be classified as Arts and Crafts, Business and Commercial, Civic and Public Affairs, Engineering and Technological, Parent and Family Life, Safety and Driver Education, Industrial and Trade, Remedial, General academic, Home Making and Health and Physical.

Agencies and Programmes

Adult Education Board

The Adult Education Board was established as a statutory body for promoting adult education in Singapore in 1960. The Board functions within the framework of government policies and especially those for education. In developing its programmes; government educational policies are very much adhered to. The policy on multilingualism, for example has been closely followed in the Board's

Language courses; equal treatment of the four language streams (Malay, Chinese, Tamil and English) is implemented in its general education programmes; the introduction of Vocational Preparatory Classes for primary school leavers to meet the needs of the economic and technical development; and nation building and civic consciousness have been the regular themes of its Radio Courses and other further education programmes. The Ministry of Education has been sending education officers on secondment to the Board at its request. The Board has also recruited its own administrative staff and full-time teachers. In the past, a few senior officers have been sent abroad for training in adult education. These officers and teachers constitute the core of the Board's adult education workers who make adult education their career.

In addition to full-time staff, a large number of part-time teaching staff and instructors are employed. Most of these part-time teachers or instructors though competent in their relevant subject matters, have not undergone any training course in adult education.

The conduct of language courses was the main task of the Adult Education Board at the beginning. These courses include literacy and second language classes. The bulk of its language course is run for the teaching of the four local official languages, i.e. Malay, Chinese, Tamil and English. The enrolment of these classes fluctuates from 10,000 to 15,000 monthly. As literacy classes gradually decline in enrolment, second language and foreign language classes have been on the increase. As Singapore is a multi-lingual society, language education has an important role to play.

Further education was introduced along with language studies. Many of these courses are of recreational nature and cater for people's hobbies, artistic or cultural pursuits. Typical examples are courses on photography, orchid cultivation, oil painting, flower arrangement, personal charm and music appreciation. There has been also a growing interest in the concern of social and civic problems of the community. The courses conducted by the Joint Committee for Radio and T.V. courses on current affairs are evidence of this trend.

In the beginning, the Board used to run basic education classes to meet the demands of the working adults who missed the opportunity of elementary education. As primary education became universal in the Republic, the Adult Education Board's basic education classes were gradually transformed into a general education programme. It includes primary, secondary and pre-university classes in all language media. The objective of this programme is to provide remedial education for young adults and those who hope to improve their competence in certain school subjects. Many secondary school

* Background paper for the ASPBAE Seminar.

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leavers use these classes to improve their performances in the public examinations. The enrolment of this programme is about 9,000.

Vocational education was introduced in the early sixties when the Board started to run commercial, secretarial and clerical courses to prepare students for the London Chamber of Commerce and the London Chartered Institute of Secretaries Examinations. Subsequently, the Board began to conduct courses with London Institute of Bankers in 1966 to train bank clerks, Australian Institute of Business Administration in 1968 to train managerial assistants; and London Association of Certified Accountants in 1971 to train accounting assistants. Many of these courses cater for the needs of working adults who want to improve themselves or to up-grade their professional knowledge or skills. As for the technical education programmes, they cater for personal interests, practical value and provide opportunities for semi-vocational training. For instance, courses such as house-hold wiring, repair of electric appliances, maintenance of motor car, radio repair, architectural drawing are obviously for personal interests and of practical values. Besides these courses, the Board and Franciscan Missionaries have jointly established the Hai Sing Dewasa Institute which provides clerical, commercial and domestic science training for about 700 girls.

The Board has been conducting Vocational Preparatory Classes since January 1969 for students who have completed their primary education. This programme is to meet the needs of the economic and industrial development of the nation. Its objectives are to provide students with the background for a skill or a craft and conduct specific training in such crafts or technical skills as metalwork, woodwork, basic electricity, cookery, dressmaking. The programme is only an orientation for industrial occupations and to prepare students for further technical training in vocational institutes or in industry itself. There are now about 5,000 students enrolled in these classes.

People's Association

The People's Association is a statutory authority set up in 1960 to provide community services for the people in the form of mobile libraries, primary production extension service to farmers, civic tours, family planning clinics, the renting of community centres premises and holiday camps for social and education activities, distribution of alms and public assistance, entertainment of under-privileged children. The Association has been organising a wide range of activities. These include various types of outdoor and indoor sports activities, T.V. viewing, newspaper reading facilities and story telling at the community centres. Vocational classes such as radio-repair, sewing, cooking and the like are conducted by the Association. In order to provide

cultural activities to the people, the Association has formed the People's Association Band, the People's Association Choir, the Singapore Girl Pipers, the People's Association Dance Unit and the People's Association Cultural Group.

Apart from the Adult Education and the People's Association, other statutory bodies such as Economic Development Board, National Youth Leadership Training Institute, the Port of Singapore Authority also conduct adult education classes.

National Library

The objectives of the National Library are to:

- (a) facilitate informal self-education of all people in the community;
- (b) contribute towards further education of adults as citizens, parents and workers;
- (c) meet the informational needs of all;
- (d) support the educational, civic and cultural activities of groups and organisations;
- (e) encourage wholesome recreation and fruitful use of leisure time.

In 1970, the Group Services Section of the Library was established with the twin aims of extending services and facilities and introducing resources to adult groups and co-operating with educational, social service and cultural societies and hobby clubs in organising group programmes which have close relationship with the library. Since its inception, the Section has organised regular programmes on various art and crafts such as fabric printing, ceramics, shell craft, copper tooling, silk screen printing, Chinese paper cuts and masala works.

These programmes are designed to initiate and stimulate interest for beginners. Books related to these subjects are also introduced at these programmes. In addition, an art exhibition was sponsored and a course of four lectures on how to use the library was organised.

Education Department, Ministry of Defence

The Singapore Armed Forces Education Organisation is intended to be a closely integrated structure mainly for the general education of soldiers and officers. It also caters for language education, cultural and other activities destined to further close contact, cordial relations, mutual understanding, mutual esteem and mutual appreciation between the Armed Forces in general, its formation units, individual soldiers and the people of Singapore.

Other government agencies which also run adult education classes are: The Department of Broadcasting, Supervisory Training Section of the Ministry of Labour, National Productivity Centre, Police Force Education and Singapore Education Television Service.

Universities and Colleges

The Department of Extra-mural Studies of University of Singapore offers courses ranging from areas of general interest to specific attempts to improve the professional skills in the nation. Participants of these courses come from various occupational backgrounds.

The Department attempts to enable adults to take advantage of the facilities for continuing education which the University is best able to provide.

The University is to serve in disseminating more widely the values of scientific, objective and independent thought, and in efforts considered to make the boundaries of its campus co-terminus with the boundaries of the state. The University of Singapore has played a significant role in the development of adult education in Singapore.

The Nanyang University, the Ngee Ann Technical College, the Singapore Polytechnic and the Teachers' Training College also have programmes of adult education.

Voluntary Organisations

The Singapore National Trades Union Congress takes a keen interest in workers' education. Trade Union and workers' education are organised with dual purposes of explaining to trade union leaders the facts of political and economic life in Singapore and preparing a new generation of well-informed labour leaders equipped with the principles and techniques of Democratic Trade Unionism.

The main objectives of the training programmes of the National Trades Union Congress are two fold.

1. An intelligent understanding of the social, economic and political facts of life in Singapore; and
2. Within the context of such an understanding, and intelligence in the protection of real interest of workers.

The educational activities of the National Trades Union Congress are not confined to trade union courses but also to courses on recreational and semi-vocational subjects. A number of recreational and semi-vocational courses have been conducted in collaboration with the Adult Education Board.

The Republic's accelerated rate of change from white-collar commercial economy to industrial economy brings about a pressure which has to be relieved through education, in order to transform the workers mental attitude and social conduct. Towards this end, the National Trades Union Congress has organised numerous courses on productivity, human problems on industrial development, work study, job evaluation, remuneration by results, joint consultation machinery, and human relations.

The Chinese Young Men's Christian Association conducts courses in the area of recreation

such as guitar playing, know your motor car, dancing, magic for fun as well as some language courses. The Association recently has expanded its programmes to include other fields of learning such as management courses and leadership development.

There are other voluntary agencies i.e. The Chinese Chamber of Commerce, the Methodist Youth Fellowship, the National Safety First Council, the Singapore Council of Social Service, the Institute of Management, the Singapore Planning and Urban Research Group and the Young Women Christian Association which are also running adult education classes mainly for their members.

Students and Participants

According to available statistics, 70,000 students are taking courses of various kinds under the Adult Education Board, the People's Association, the Extra-mural Studies Department of University of Singapore and the Young Men's Christian Association. Statistics of other agencies are not available. However, it is estimated that the total number of adult learners in the Republic is well beyond 100,000.

Methods and Techniques

One characteristic of adult education in Singapore is the variety of methods and techniques employed. It is understood that any one method or technique is more suitable for certain subject matters than for others and with certain group of adult learners, depending on their motivation, interest, needs, previous training and experience. Nevertheless, the prevalent form of adult education in Singapore is lecture. Talks, speeches, lectures, addresses, all these are common. Apart from these, methods and techniques such as conference, workshop, seminar, symposium, panel discussion, group discussion, role playing, demonstration, field trip and tour and audio-visual aids are also used.

Training of Adult Educators

Most full-time adult educators in Singapore are not specialists. For more numerous are the part-time instructors who in everyday life, may be school teachers, technicians, artists, business executives and professional men. Most of them receive a modest fee for their part-time teaching.

The majority of the full-time adult educators in either government or quasi-government agencies or voluntary organisations, who are responsible for planning, organisation of programmes and activities have not been formally prepared for adult education.

As the fields of operation of adult education have increased and experience has accumulated, the need for professionals has grown.

A LOOK INTO NATIONAL DEMONSTRATION PROGRAMME

A.P. Mishra

Introduction

OF all the extension methods followed so far to convince the farmers about the utility of improved agricultural practices, field demonstration has proved to be the most effective. Demonstration is a process of teaching which involves seeing, hearing and doing. Learning leads to change in behaviour. The mind of farmers is swayed more by seeing than by hearing and still more by doing than by knowing facts. Demonstration, as an educational tool, is used to demonstrate the tested procedures and techniques, their applicability to local conditions and their superiority over local practices and techniques. The latest improved agricultural practices are adopted only by an infinitesimal percentage of our farmers. The majority of them still follow the methods of cultivation handed down from generation to generation. This is really paradoxical situation, because we have not improved much on our food front inspite of ours being predominantly an agricultural country. The remedy for this situation lies in narrowing the gap between what is known and what is done in the field of agriculture. With a view to bridging this gap in respect of high-yielding varieties, this programme was given a new impetus through the National Demonstration Programme. Under this programme agricultural scientists themselves conduct demonstrations to establish the worth of an innovation in farmers fields.

Methodology

The present study was carried

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out in the Special Extension Block, Sabour in the State of Bihar. The entire Block was divided into two groups—one comprising of villages where National Demonstrations were conducted and the other where no such demonstrations were conducted. Three villages from each of the two groups were randomly selected. Twenty farmers from each of these villages were selected by the stratified random sampling technique.

Thus, a total of 120 respondents constituted the sample for this study.

Findings

It was considered worth while to first study personal characteristics of the respondents. Among these, only age, education and size of holding were included. The distribution of the sample farmers by these independent variables is given in Table 1.

Table 1
Distribution of Farmers by Age, Education and Size of Holding
(N=120)

Characterstics	Frequency	Percentage
<i>Age</i>		
(i) Upto 25 years	11	9.2
(ii) 25 to 35 years	18	15.0
(iii) 35 to 45 years	30	25.0
(iv) Above 45 years	61	50.8
<i>Education</i>		
(i) Illiterate	42	35.0
(ii) Upper	27	22.5
(iii) Middle	33	27.5
(iv) Matriculate	10	8.3
(v) Above Matriculate	8	6.7
<i>Size of Holding</i>		
(i) Less than 5 acres	39	32.5
(ii) 5 to 10 acres	31	25.8
(iii) 10 to 15 acres	29	24.2
(iv) Above 15 acres	21	17.5

The respondents were classified into four groups on the bases of age and size of holding and five groups on the basis of education. As it appears from Table 1, majority of the respondents were above 45 years of age, followed by those in the age group of 35 to 45.

As regards education, more than one-third of the respondents were illiterate and only eight out of 120 respondents had attained education beyond matriculation stage. Nearly one-third reported to have education upto middle standard.

As to the size of holding, the largest percentage of the respondents had less than five acres of land. The proportion of those having five to ten and ten to fifteen acres of land were, more or less, equal. Nearly one-fourth belonged to each of these categories. The rest had above 15 acres of land.

Sources of Information about Improved Methods of Agriculture

With a view to knowing the important personal sources from which the farmers got or sought information in matters pertaining to agriculture, they were asked to mention such sources from which they got information about improved methods of agriculture. They were further asked to indicate the three most important personal sources of information in order of importance. By working out weighted score for each information source, its rank order was determined as given in Table 2.

It is evident from Table 2 that the sample farmers considered neighbours and other farmers as the most important source of agricultural information. The next most important source was reported to be Block Personnel, followed by teaching and research staff of Agricultural College. Among different personal sources of information, the one considered least important was family members and relatives.

Impersonal Sources of Information about Improved Methods of Agriculture

Regarding impersonal sources from which the farmers got agricultural informations, they were asked to name such sources they actually utilized. Here again, they were further asked to indicate the three most important sources from amongst those they utilized. Based on weighted scores, different sources were ranked in order of importance as shown in Table 3.

As it is clear from Table 3,

Table 2
Personal Sources of Information about Improved Methods of Agriculture

Sources utilized	Frequency of respondents			Total score	Rank
	1st preference	2nd preference	3rd preference		
(i) Neighbours and other farmers	68	31	12	278	I
(ii) Block personnel	42	57	9	249	II
(iii) Teaching and research staff of Agricultural College	9	17	46	107	III
(iv) Dealers in improved seeds, fertilizers, chemicals, etc.	0	4	15	23	IV
(v) Family members and relatives.	0	10	2	22	V

Table 3
Impersonal Sources of Information about Improved Methods of Agriculture

Sources utilized	Frequency of respondents			Total score	Rank
	1st preference	2nd preference	3rd preference		
(i) Demonstration	69	20	13	260	I
(ii) Farms of other Progressive farmers	24	27	18	144	II
(iii) Exhibition	6	32	48	130	III
(iv) Radio	11	23	16	95	IV
(v) Government Agricultural Farm	4	5	8	30	V
(vi) Cinema	3	4	9	26	VI
(vii) Other printed materials (Newspaper, bulletin, etc.)	1	7	3	20	VII
(viii) Upaj & Krishi Suchna	2	2	5	15	VIII

demonstration was found to be the most important among all impersonal sources of information, the next in order being farm of other progressive farmers. This finding actually conforms to the general expectation. One thing that deserves particular

mention is that 'UPAJ', a Hindi monthly magazines, and 'KRISHI-SUCHNA', a Hindi monthly bulletin, published from the Bihar Agricultural College, Sabour have not so far been popular as information sources. Among all impersonal sources, these

publications were considered to be the least important.

Understanding about the Objectives of National Demonstration

The National Demonstration Programme was launched throughout the country in 1965 with a view mainly to minimising the time-lag between the research findings and their application in the farmer's fields and obtaining higher production per unit area per unit time. For achieving this aim, some working objectives were framed. In order that there is active and enthusiastic involvement of farmers in this programme, it is important that they have a clear understanding of its objectives. With this end in-view, the farmers' awareness of the objectives of the programme was analysed. The responses of the farmers in this connection are summarised in Table 4.

As Table 4 shows, it was acceptable to 50 per cent of the respondent that one of the objectives of National Demonstration was to prove the worth of agricultural recommendations. Nearly 47 per cent of them said that the objective of National Demonstration was to show the utility of agricultural recommendations in local conditions. To nearly one-sixth of them, the objective of National Demonstration was to attain the fixed target of crop yield. Only 6 out of 120 respondents felt that one of the important objectives of National Demonstration was to identify the factors promoting and limiting high yield. As can be seen in Table 4, 50 per cent interviewees belonged to the "Don't know" category. It can, thus, be concluded that only the rest 50 per cent of them were aware of the main ideas underlying the National Demonstration Programme.

The respondents who were aware of the objectives of the National Demonstration Programme were further asked as to their perception of the yield

Table 4
Farmers' Perception of the Objectives of National Demonstration
(N=120)

<i>Objectives</i>	<i>Frequency</i>	<i>Percentage</i>
(i) To prove the worth of agricultural recommendations.	60	50.0
(ii) To show the utility of agricultural recommendations in local conditions	56	46.5
(iii) To identify factors promoting and limiting high yield	6	5.0
(iv) To attain the fixed target of crop yield	20	16.6
(v) Don't know	60	50.0

Table 5
Farmers' Perception of the Yield Obtained in National Demonstration Plots in Relation to the Cost Involved.
(N=60)

<i>Yield obtained</i>	<i>Frequency</i>	<i>Percentage</i>
(i) Much more than the cost involved	43	71.6
(ii) More or less equal to the cost involved	13	21.7
(iii) Less than the cost involved	4	6.7

obtained in National Demonstration plots in relation to the cost involved. Their responses are given in Table 5.

As it is clear from Table 5, majority of the remaining 50 per cent of those who were aware of the objectives of the programme believed that the yields obtained in National Demonstration plots was much more than the cost involved. This indicates their faith in the improved agricultural practices demonstrated. But in reply to another question, none of them said that the yields obtained in National Demonstration Plots were communicated to them through any source or media. When questioned whether

they had adopted any improved agricultural practice demonstrated, 36 out of 60 said 'Yes'. Those who said 'No' assigned the reasons of non-adoption as presented in Table 6.

As it appears from Table 6, the most important reason why the respondents did not adopt improved agricultural practices demonstrated was unavailability of seeds, fertilizers, etc. in time, followed by lack of resources to meet the high initial cost and lack of proper guidance from agricultural personnel. Some of the respondents could not adopt the improved agricultural practices because they had no sufficient land to experiment with new

Table 6
Reasons of Non-Adoption of Improved Agricultural Practices
(N=24)

<i>Reasons for Non-adoption</i>	<i>Frequency</i>	<i>Percentage</i>
(i) Have no sufficient land to experiment with new agricultural practices	9	37.5
(ii) Have no resources to meet the high initial cost	15	62.5
(iii) Have no assured irrigation facilities	9	37.5
(iv) Seeds, fertilizers, etc. are not easily and timely available	23	95.8
(v) Do not get proper guidance from Agricultural Personnel	15	62.5

agricultural practices and had no assured irrigation facilities.

Summary and Conclusion

The findings regarding the personal sources of information about improved methods of agriculture reveal that neighbours and other farmers were considered as the most important source of agricultural information by the sample farmers. The reason for this might be attributed to the fact that the farmers in their daily living come in contact with their fellow farmers very often and exchange information in matters relating to agriculture.

Regarding impersonal sources of information, the findings of the present study reveal that demonstration was considered the most important among all the impersonal sources of information. Through demonstration, the farmers learn by seeing, hearing and doing. This might be the reason why the respondents rated demonstration as the most important among all

the impersonal sources of information.

It was disappointing to find in this study that only 50 per cent of the farmers were aware about National Demonstration. This clearly indicates lack of sincere efforts on the part of persons directly associated with the implementation of the National Demonstration Programme. It was further observed that the farmers of only those villages where National Demonstrations were conducted knew about these demonstrations.

It was observed that among the 60 respondents who were aware of National Demonstration, 24 did not adopt the practices demonstrated and the most important reason they assigned for this was non-availability of seeds, fertilizers, etc., in time. This suggests that mere conducting National Demonstration will not serve the purpose. It is important that administration takes care to provide all possible facilities to the farmers to enable them to adopt the practices.

Adult Education in Thailand

(Continued from page 9)

have lessons in agriculture (45 per cent), home industry (25 per cent), and general education and recreational activities (30 per cent). After training, they return to their respective villages and work closely with community development workers. These youths are very active in local development projects and act as liaison between government officials and the villagers. This training is quite effective and very popular. It will soon become a regular programme at TUFEC.

3.5 The Training of Adult Educators.

As of now there are no formal institutions in Thailand responsible for the pre-service education of adult educators. The Thai Government must send its high ranking officials to the United States or to the United Kingdom to study in this field. Most of the organizations concerned with adult education arrange some sort of in-service training or on-the-job training for their people. At present the National Education Council is discussing the possibility of setting up a Faculty of Adult Education in one of the universities in Bangkok. This should prove very beneficial to adult education programmes in Thailand.

Success in Health Means Literacy Setback

Antony Brock

IF the statistics are right, illiteracy will not be stamped out this century because falling death rates mean that populations increase at such a speed that the number of illiterates rises faster than efforts to teach people to read and write can take effect. Put another way, the success of the World Health Organization in ending the scourge of malaria spells a grave setback for Unesco's efforts to end the scourge of illiteracy.

This stark example illustrates a central dilemma for governments and agencies concerned in development: if they have to run so fast to stay in the same place, how can they run fast enough to make positive progress?

The First UN Development Decade taught many hard lessons, not least that efforts made in one sector might have adverse effects on efforts made in another. Without laying down any doctrine, a recent Unesco publication¹, opportunely appearing at the start of the Second Decade, examines some of the things that social scientists have learned about what happened in the First, as well as indicating some gaps for research to fill.

Changing population patterns are only one aspect of development and the book devotes only one of its seven sections to them, but they do give some measure of the size of the problems posed. Examining them under the title "The Impact of Modernization," Nathan Keyfitz of the University of California, Berkeley, points out that, whatever the particular cause of the fall in death rates—vaccines and DDT, improved agricultural techniques or better communications—they are generally not matched by a fall in birth rates and they are all due to technology. As he puts it: "Technology, applied one sidedly to the control of deaths, now threatens to prevent the increase of income per head that technology produced in the West." The limit on total wealth available can make nonsense even of measures like land nationalization: a rise in standards depends on what happens to the surplus which the landlords used to get; if it stays on the peasant holding and goes to raise more children, says Keyfitz, "the total amount of misery" is increased.

What can be done about the situation? And what

can be done fast, since in the single month of January 1968, the world population increased by about the same amount as it did in the whole of mankind's first half million years? Keyfitz is clear: to make available methods of family limitation and point to its desirability, for the facts show that family size can remain unaffected by governmental wishes or the availability of birth control. Successive French governments in the nineteenth century favoured large families and it was even illegal to promote birth control, yet the birth rate went on falling. This was because, among other things, a peasant who had a sharply delimited plot of land knew he had no hope of extending it; to have one son who could take over the cultivation represented old-age security but to have a second son who would need education represented expense.

Peasant strategy of large family

Keyfitz points out that the situation in which the present-day Asian peasant makes his decision on family size is not the same. While the population is already too large to permit one plot per male, government efforts in education promise to take care of the next generation. The peasant's strategy is, therefore, to have a large family since "at best his children will share in the brave new world, at worst they will provide for their parents out of their scanty wages."

Government planning in this field is not futile, however, so long as the messages the government sends do not contradict each other. Referring to the Canadian government's policy of family allowances, payable monthly and cashable at the grocer's, Keyfitz observes dryly: "The message of a cheque makes itself heard above a considerable amount of background noise."

Assuming that family planning is a matter of individual decision, what is known about people's attitudes towards it? Reuben Hill, of the University of Minnesota, reports that surveys made in 30 countries have already knocked on the head a number of ideas about these attitudes. Among the ideas disproved by direct questioning of couples are such time-honoured objections as that Latin American males want large families as a proof of virility, that good Catholics want "all the children God sends" and that illiterate peasants cannot grasp modern methods of family limitation. The surveys also tend to show that, with the exception of those who live in

¹ *Approaches to the science of socio-economic development*, edited by Peter Lengyel, Unesco, Paris.

countries with a low birth rate, couples actually want fewer children than they will probably have.

In Puerto Rico, for example, the average completed family has six children although the national "ideal" family (calculated on the average of how many children couples say they want) has only three. In Indonesia the average family has one more child than the ideal. Of the countries surveyed, only France has average families (2.7 children) the same size as the ideal, while only Belgium, the Federal Republic of Germany and Japan have average completed families smaller than the ideal. Another finding of the surveys is that two children is what many couples want: the desire to increase the family falls off sharply with each additional child after the first two.

In fact, most of the couples in developing countries at least express interest in family limitation. In the Republic of Korea, in Taiwan, Thailand, Tunisia and Turkey, which were surveyed recently, between two-thirds and three-quarters of those questioned showed an interest in learning about methods to

control their own fertility. But knowledge seems hard to come by: fewer than ten per cent of Turkish and Thai women knew about their fertility cycle, while in rural villages of Mysore, in India, the number of women with no knowledge whatsoever of contraception was as high as 89 per cent.

Hill concludes that the ideas of mass resistance to family planning, backed up by an accepted norm of large families, has no foundation. After the death rate has fallen to 20 per thousand for a few years, researchers have repeatedly found, popular resistance to the idea of control is very low.

In its 383 pages the Unesco book contains articles on subjects such as "a systems approach" to society, the transfer of development resources, urbanization and the political dimensions of development. They are written by authors such as Raymond Aron and Claude Levi-Strauss, Margaret Mead and Vladimir Kollontai. The journey through the Second Development Decade may be a hard one, but it need not be a journey without maps.

(Unesco Features)

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BARAMATI. (Poona)



YEAR BOOK OF ADULT EDUCATION (1971-72)

*National Institute of Adult Education, London,
Price 85 pence, pp. 103.*

IN 1971, the National Institute of Adult Education of the U.K. celebrated its 50th anniversary. It was at that occasion that this Year Book was brought out. This is a directory of organizations devoted to the work of adult education being done in the different branches of the national activity. It gives brief introduction about their aims and objectives and enumerates the various functions performed by these Associations of Adult Education in England, Wales and Scotland.

In the introductory article entitled "Year of Decision," E.M. Hutchinson, former secretary of the National Institute of Education, has underlined the stages of development of adult education commencing with the definition of adult education.

It is indeed enlightening to understand from the adult education statistics that in 1968-69 there was an increase of 95 per cent on the 1953-54 figures. This should serve as a guide to the adult education associations functioning in India. Unfortunately, this part of our education is lagging far behind and is suffering from a constant and perhaps calculated neglect.

Of late, though our universities have felt involved in this task of national building. But the dimensions of the work is so much that much more needs to be done. Big universities like Manchester, Liverpool, Hull, Oxford and Nottingham "are fully committed" to the tasks of adult education

and have taken up seriously the various aspects of adult education. This is probably because the meaning of adult education as understood by the universities is to "offer a qualified critique of educational system as a whole."

The main functions and objectives of the National Institute of Adult Education of England and Wales are to provide means of consultation and co-operation between all these forces in adult education; it provides a service of information and advise to organization and individuals on all aspects of adult education; it conducts enquiries into the problems of adult education—organises conferences for discussions of matters of common concern and works to encourage and initiate enquiries to adult education to provide and maintain library and books, journals, pamphlets and other materials concerned with adult education.

The various adult education associations functioning in India can learn immensely from these objectives of the N.I.A.E. of the U.K. They can perhaps adjust and amend their working and programmes in the light of these discussions and tenets.

The directory gives composite details of addresses, names of secretaries and other officers of the various adult education associations functioning in England, Wales and Scotland, international organisations besides adult education institutions in Asia, Africa, America—South and North, Australia, and New Zealand. These associations include associations for armed forces, county councils, universities, the open university, the workers and vocational associations, educational centres, associations, residential education and other organisations incorporated and associated members of the National Institute of Adult Education. Besides, complete information is also provided about the professional associations, industrial training boards, broadcasting and television, educational journals and other relevant organisations. Relevant abstracts about legislation and regulation of adult education in England have also been provided. Details on broadcasting television are quite important since this device of adult education is on the threshold of expansion and development in India.

—M.R. Dua

Reports From The Field

University Adult Education in Zambia

First Five Years

The Department of Extra-Mural Studies of the University of Zambia was established in 1966. During the five years of its existence the Department conducted 268 extra-mural classes with a total of 4,397 registered students, over seven of Zambia's eight provinces. Of these 4,397 students, 2,619 attended at least two thirds of the class meeting and 2,368 of them completed written work assignments.

Classes, Conferences, Seminars etc

In 1970-71, 88 classes were held with a total enrolment of 1497 registered students.

In the same year 58 conferences, seminars and vacation courses were organised and 2,282 people participated.

Training in Adult Education

In 1970 the first full-time certificate course in adult education was started with ten full-time students.

The course consisted of three full year courses (Principles and History of Adult Education, Teaching and Administration of Adult Education and Introduction to Sociology) and two half year courses (Language Problems and Adult Education and the Structure of the Zambian Economy). Students were also required to undertake a four-week Field Study Project after their course work was over, and to write a report.

The first students on course included Zambia Army instructors, lecturers from the Zambia College of Agriculture, Adult Education Officers of the Ministry of Education, Senior Literacy Officers and a Training Officer from Luanshya Mines Ltd. They were all pre-selected and fully sponsored by their employers, and returned to their jobs after the course in some case on promotion.

Creative Drama

This special project was aimed at encouraging greater efforts by creative and performing artists to address themselves to the concerns and interest of the bulk of Zambia's population rather than catering solely for the affluent.

An important part of this project was the organisation of the Theatre Workshop in Chipata, con-

West Bengal Adult Education Association: Report from 1969-71

The West Bengal Adult Education Association during the period under report organised 216 adult literacy classes. 6645 people attended the classes and 3172 were declared literate.

An annual training course of Adult Education Workers was held from May 20 to June 4, 1970. Thirty trainees consisting of 12 teachers, 13 social workers and 5 students attended the course.

The International Literacy Day was celebrated on September 8, 1970. Prof. H. Majumdar, Pro-Vice-Chancellor of Calcutta University, presided over the function.

Bhartiya Vidhya Pracharini Sabha, Indore

The Bhartiya Vidhya Pracharini Sabha, Indore, organises one-week training courses for adult literacy teachers. Three such courses were held in January.

A *Meena Bazar* and a literacy *Mela* was organised from January 15 to 17, 1972.

ducted by the members of the English Subject, the University's Senior Musicologist and two visitors from the University of Dar-es-Salaam.

About 7000 people saw the performances and were largely appreciated.

Logic and Research Thinking

Seven seminars on this subject with a total of 179 participants were conducted in Chipata, Kabwe, Kasama, Livingstone, Lusaka, Mansa and Ndola. The aim of the project was to offer people insight into some of the factors that make reasoning or reasoned thinking effective or ineffective in any subject or field of enquiry, and so as to help them use their minds better and express their thinking more clearly. According to the results of an anonymous questionnaire filled out by 126 of the participants this special project was popular and effective.

University Educational Broadcasting

Regular radio programmes during the year were "Economics for the Common Man", "Zambia Today and Yesterday", "Science in our Daily Lives", "The World of Engineering", and "Talking About Books". These were produced by the Staff Tutor (Broadcasting) in cooperation with Educational Broadcasting, Unit of ZBS, and broadcasts by University lecturers. Members of the Department's academic staff at headquarters contributed frequently to the review programme "Talking About Books".

During the Summit Conference of Non-Aligned Nations two special programmes were produced and broadcast—"Poetry and Independence" and "Theatre in the Black World."

The University also contributed to the B.B.C. programme "University Report".

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MARCH 1972



Dr. D.W. Crowley, Director, Department of Adult Education, University of Sydney, Australia, presenting the Arnold Hely Award (previously known as ASPBAE Award) to Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association in New Delhi on March 12.
(Report on Page 2).

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ASIAN REGIONAL INSTITUTE FOR TRAINING OF ADULT EDUCATORS RECOMMENDED

THE nine-day Asian-South Pacific Seminar on "Training of Adult Educators" which ended in New Delhi on March 13, this year, recommended the setting up of an Asian Regional Institute for Adult Education with training, research, library and clearing house functions, in order that training courses be conducted in the light of regional, social and educational needs.

The Seminar was organised by the Asian-South Pacific Bureau of Adult Education in collaboration with Friedrich-Naumann-Stiftung of West Germany, from March 5 to 13, 1972.

Inaugurating the seminar, Dr. C.D. Deshmukh, Former Finance Minister of India called for more funds for adult education as it was in "real danger of being neglected." The fourth Plan provision of Rs. 15 crores "was not likely to carry one far" he added.

He said at least Rs. 35 crores were needed every year to provide a modicum of literacy to India's 150 million adult uneducated in the age-group 15-45 by 1985.

Dr. Deshmukh also suggested seeking of a World Bank loan to educate the head of a farming family at the rate of 10 million a year for 15 years.

Earlier, Shri S.C. Dutta, Chairman of the Bureau said that the adult education had become a national commitment in various countries of the region but lack of trained personnel was standing in the way of development of adult education in the Asian-South Pacific Region.

Shri C. Bonanni, Unesco Expert on Materials for Functional Literacy in New Delhi greeted the

delegates on behalf of Unesco. He said that preconceived educational models could not be prescribed as solution to the educational needs of adult groups. Only a serious diagnosis of their particular human, social and economic contact could permit to discover which really were the needs of given adult groups.

He suggested that the programmes must be variable and flexible; they must have the different constituents of training closely integrated around a functional core.

Shri Bonanni warned that "continuing adult education" will remain a dream without achieving a contemporaneous cultural integration of the society, starting from the community level.

The Seminar after surveying the field of education in the region, identified the various types of adult educators required for the implementations of the programme. Representatives from various countries presented reports of the work being done in the respective countries. Dr. S.N. Saraf, Director of Pilot Projects, Adult Education and Statistics, Ministry of Education spoke about the work in India.

Commissions

The delegates were divided into two commissions to discuss the training programmes in urban areas and in rural areas. The Commission Chairmen were: Dr. Chris Duke, Director, Centre for Continuing Education, University of Canberra, Australia and Dr. D.W. Crowley, Director of Adult Education, University of Sydney. Dr. Dharm Vir and Dr. H.J. Fischer were the Rapporteurs of the two commissions. The commissions after four days of deliberations provided guidelines

for training of the staff at the Administrative, Supervisory and the Field Level.

35 delegates from 11 countries attended the seminar. Representatives from Unesco, I.L.O, ICFTU, ICA, Friedrich-Naumann-Stiftung, Literacy International Committee, and Deutscher Volkshochschul Verband also attended the seminar.

One plenary session of the seminar was devoted to the discussion of the Tokyo World Conference on Adult Education. Shri J.C. Mathur, Member of the Unesco's International Committee on Out-of-School Education and Vice-President of the Indian Adult Education Association outlined the likely issues to be raised at the Tokyo Conference. He said that adult education should become a part of a national policy rather than pilot experiments here and there. The integration of adult with school system (i.e. universities and colleges) should be raised at the Tokyo Conference.

Arnold Hely Awards

The ASPBAE Awards (now known as Arnold Hely Award) for outstanding and distinguished contribution to the promotion of adult education were presented to Dr. M.S. Mehta, President of the Indian Adult Education Association and Dr M.B. Gaffud, Vice-President of the Manila University, Manila, Philippines by Dr. D.W. Crowley on March 12, 1972. Mr. A.C. Vizconde of Philippines received the Award on behalf of Dr. Gaffud.

These awards were announced in 1966 at the conclusion of the four-day Asian-South Pacific Seminar on the Role of Educational Institutions in the Promotion of Adult Literacy held in New Delhi.

Recommendations

The Seminar made the following recommendations :—

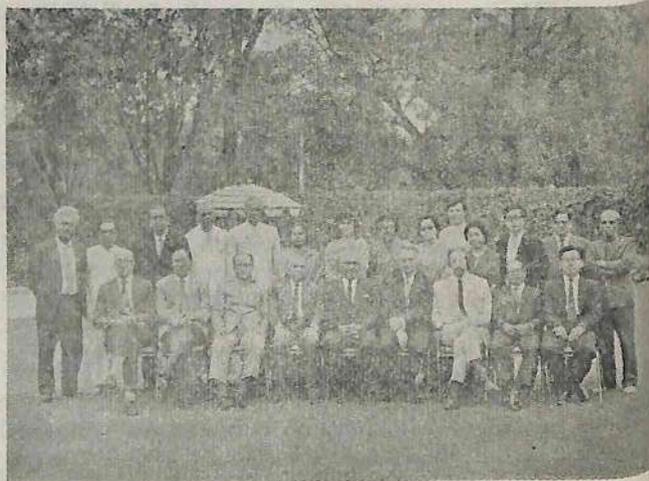
The Seminar of the Asian-South Pacific Bureau of Adult Education is of the opinion that an Asian Regional Institute for Adult Education with training, research, library and clearing house functions be established somewhere in the region in order that training courses could be conducted in the light of regional, social and educational needs.

To follow-up this proposal, a Committee consisting of Messrs S.C. Dutta (Chairman) Chris Duke (Australia), T.C. Lai (Hong Kong), Joe Conceicao (Singapore) and Amrik Singh (India) be formed so that it could finalise a blue print and get in touch with Governments, UNESCO, educational foundation etc., to seek their assistance and support for the implementation of this plan.

The Seminar of the Asian-South Pacific Bureau of Adult Education recommended that for preparation of detailed syllabi and manual, special Workshops be organised at the National and Regional levels for Adult Educators and Adult Educationists working at different levels. The manual may cover the following subject areas :



Shri S.C. Dutta, Chairman of the Bureau, welcoming the delegates



Delegates to the Seminar

1. Organisation of adult education
2. Curriculum development
3. Methods and Techniques of Education
4. System and Procedure of Evaluation
5. Preparation and Use of Educational and Audio-visual Aids and
6. Principles of Administration.

These manuals should be based on research and field experience and these should be revised from time to time, keeping in view the experience gained and also the changing needs.

Receptions

The delegates were given Receptions by the Indian Adult Education Association and the Literacy International Committee.

Comparative Adult Education*

John Lowe and Per Himmelstrup

I

1. To-day the system of education is everywhere in the melting pot. Reform, and experiment have characterized the post-war development of all forms of education—in most countries all over the world.

In addition, the development of international relations during the last generation, not least the general internationalization of social and everyday life which great organizations, headed by the U.N. and UNESCO, have encouraged during the last 25 years, have had a great effect on the field of education.

The conditions indicated here have not only emphasized the importance of comparative education—but they have in themselves promoted it.

The purpose of comparative education is, among other things, to give to politicians and planners of education a more complete and reliable basis for introducing reforms, and to make them more open to new and untraditional ways of solving their problems.

Comparative education forms a necessary continuation and completion of the *history of educational thought and ideas*. Whilst history endeavours to discuss problems in a *vertical perspective*; comparative education observes them in *horizontal perspective*; but in both cases the purpose is primarily to reach a deeper understanding of the nature of education.

2. Educational reforms in the post-war years have, however, in most countries concentrated on the compulsory school—only to a limited extent have they dealt with the secondary education. Post-secondary education and the entire field of adult education have been left almost untouched by the reforms and the experimental activities of the last couple of decades.

It is probably also for this reason that comparative education—which had its origin in the middle of the last century—has almost exclusively dealt with the established and institutionalized part of the entire educational system, that is, the formal sector. Comparative education has also to some extent dealt with those parts of continuing education which concern teacher training—but only to a limited extent with vocational training and scarcely at all with adult education.

3. Given the limitations of the field of work of comparative education indicated here, an attempt has been made in many places to cultivate the subject on the premise that it has three independent tasks:

- a) Through a comparison between the educational system of various countries and their different socio-cultural backgrounds, to reach a deeper understanding of educational problems in general.
- b) Through a comparison of the various solutions arrived at and by an examination of the causes of these differences, a better insight is achieved into the complicated interplay taking place between education and the socio-cultural background.
- c) Through comparison between various countries, it becomes possible to take a more objective view of conditions and problems in one's own country.

Comparative education which, as already mentioned, goes back to the first half of the 19th century, has for a long time largely consisted of *descriptive compilations*, and it is only in recent years that the discipline has turned to *analytical comparisons*.

II

4. The fact that the methodology of comparative education has greatly improved is cause for satisfaction. However, the continuing neglect of adult education must be remedied.

Today there is no doubt that in future years the entire educational system will be characterised by a very great expansion within the adult education sector.—Social trends indicate this, the personal and social needs of adults demand it, and knowledge derived from the behavioural sciences and the availability of new media make it possible.

In the present time unprecedented attention is being paid to the respective importance of the several parts of the educational system.

Inspired by the pioneer work performed in the 1960 by international organisations such as Unesco and the Council of Europe, people in many countries are now developing the idea of an *integrated educational policy* reflecting growing acceptance of the validity of the concept of life-long or permanent education.

Within the sector of adult education as such a comprehensive definition has now gained wide acceptance. The definition was formulated at the Exeter conference on comparative adult education (1966) and reads as follows:

“Adult education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organized activities with the conscious intention of

*Excerpts from the Memorandum on International Expert Meeting on Comparative Adult Education held in Denmark from January 16-23, 1972.

bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.”

5. In order to put into effect an integrated educational system which is so differentiated and flexible that it may meet the changing needs both of the individual units supplement each other and combine into a whole—and in which ancillary cultural facilities and the necessary financial and social legislation are available—it is an absolute condition that *adult education is recognised on the same footing* as the other forms of education.

6. An important precondition of fruitful development of adult education as an academic field of study is that *comparative adult education* be cultivated as an independent subject in cooperation with and as a complement of comparative education (all point 3).

7. Only when the balance indicated in 5 and 6 has been achieved will it be possible to put into practice an integrated educational system.

It is also probable that comparative adult education—while being temporarily an independent subject, unbound by traditions and with a field of work which has its own—and frequently very special—characteristics—will be able to contribute to the development of comparative education in general and will thus help to accelerate the passage from a descriptive into an analytical science.

III

8. *The main purposes of comparative adult education*, as a special field of work are (see also 3):

- to obtain better information on educational systems and structures in other countries in general, and on relationships between adult education in its variety of forms and the institutionalized forms of education in particular;
- to obtain better information on the ways in which other people have solved special social problems through education;
- to achieve greater knowledge of the historical roots of adult education activities in various countries, and thus to obtain a better understanding of cultural, social, sociological and financial relationships;
- to become more familiar with the historical and cultural background of specific activities within adult education, in order to have thus a better possibility of appreciating and testing possible results of existing trends of development and of current practice;

On the background of the above indication it would be possible among other things:

- to throw a new light on ones own forms and systems of work and to be able to judge more objectively conditions in one's own country;

- to have a better possibility of appreciating innovations and ideas which may find a use in one's own country;
- to be better able to appreciate new creations and ideas which may have a possible application in one's own country;
- to develop criteria for the judgment of the efficiency of various forms of work and methods;
- to reach a deeper insight in the psychological, social and cultural connection and problems, a task which life-long education must clarify for the individual participant in the education.

9. *The methods* used in comparative adult education are still relatively uncertain; nevertheless something has been achieved by the application of methods from other subjects and of course much has been learned from comparative educationalists.

Adult education is in itself an interdisciplinary subject and has for decades drawn upon the results of research obtained in many different sciences and subjects. Thus, the comparative adult education will be able to draw upon; comparative studies of cultural behaviour (cultural sociology); studies of social psychology; comparative literature; history; planning science; system analysis and function research.

It is to be underlined that comparative studies—both of a descriptive and an analytical character—have both a national aim and an international one, these two sides of the subject supplement each other and may—for instance with regard to objects and methods—complete and supplement each other.

Previous Conferences on Comparative Adult Education

On several occasions the point has been advocated that comparative adult education should be taken up in a global framework. Here reference may just be made to:

- Two world conferences sponsored by Unesco concerning adult education, one in Elsinore, Denmark, in 1949, and one in Montreal, Canada, in 1960.
- The Exeter conference on comparative adult education, arranged by the CSLEA (Centre for Study of Liberal Education for Adults—now transferred to the Syracuse University) in Boston, U.S.A. in 1966.
- Conference arranged by the periodical “Convergence” in Pugwash, New-Foundland, Canada, in 1970.
- It ought to be mentioned that the Ontario Institute of Studies in Education (OISE) Toronto, Canada—the publisher of the multilingual periodical “Convergence”—has held two small international seminars in 1968 and 1970 on comparative adult education.
- Second Conference of the ICUAE (International Congress of University Adult Education), in

(Continued on page 10)

A Growing Force For National Development Say Experts: You Can Teach An Old Dog New Tricks

By Richard Greenough

ADULT education is no longer a second-hand alternative intended only for those cast into outer darkness by their ignorance, for those who embarrassed by the lowness of their standards, are afraid of failure and ridicule. Adult education is no longer just a matter of trying to help older people catch up on the learning they failed to get at school, whether by not being able to make the grade at the end of a set number of years, by dropping out early, or even by not being able to attend school at all.

Such education nowadays is looked upon by educators as an integral part of life-long learning and a tool for fitting people to live in, and cope with, this modern world. It is today regarded as a process whereby persons, who no longer attend school on a regular or full-time basis, can pursue organized studies and activities to develop their knowledge, aptitudes, skills that will equip them to perform roles in society in a more or less creative or critical fashion—to be of use and profit to themselves, their families, and to the community at large.

For example, a mother wants to be able to talk intelligently to her children about what they are learning at school; a worker wishes to learn new skills to put himself in line for promotion or a new job; a citizen wants to play a more useful—and perhaps to him more important and satisfying—job in his community. Being able to do things better; have a wider, deeper knowledge of what makes the wheels go round in the increasingly more scientific and technological life of today; learning leisure skills to make retirement less bleak, more satisfying and even profitable; and finally, the sheer need for bread and butter. All these are among the motive forces behind the present growth in adult education.

In order to take stock on a world scale of the changing character of adult education, Unesco is convening the Third International Conference on Adult Education in Tokyo, from 25 July to 7 August 1972. Specifically, the meeting will: examine the trends in adult education during the past decade; consider the function of adult education in the context of life-long education; and review the strategies of educational development in respect of adult education. The concerns and needs of developing countries will come in for particular examination in this field.

An advance background document for this conference has been prepared by Dr. John Lowe, head of Edinburgh University's department of

educational studies. This paper traces the work of previous conferences and examines the growth and evolution of adult education. It also cites replies from some of the more than 80 Member States who so far have replied to a Unesco questionnaire, in preparation for the meeting, seeking basic information about adult education in each country.

The first of these conferences was sponsored by the Organization in 1949, at Elsinore, Denmark. Attended by 79 delegates representing 25 countries, two-thirds from Europe, it was concerned more with post-war recovery and rehabilitation than with crystal gazing.

The second meeting, in Montreal in 1960, was attended by 112 representatives from 51 countries including, for the first time, delegates from Africa, Asia, Latin America, the USSR and Eastern European countries. Among other things, this conference decided that adult education had come to stay; that by then, it was an essential component of any nation's policy for coping with the pressures of change and generally with improving the quality of life. In the final report on the Montreal meeting, it was stated that people everywhere should accept: "adult education as normal and that governments should treat it as a necessary part of the educational provisions of every country." The Tokyo conference is expected to be attended by representatives from most of Unesco 126 Member States, as well as from scores of international agencies and NGO's.

Commenting that as long ago as 1919, a Ministry of Reconstruction adult education committee in Britain had reported that learning was "both necessary and life-long", Dr. Lowe, in his paper, concludes that the idea of adult education playing a major part in the lives of men and the affairs of nations is not new. "What is new", he says, "is the fact that the vision at last shows signs of becoming reality."

Why is this? Because, the paper suggest: "social, economic, political and ecological changes, accelerated by technological innovations have forced more and more decision makers to conclude that education must be functionally related to life, and that life in the modern world for most people is becoming intolerable, or even impossible, without the appropriate knowledge, skills and attitudes to cope with it."

As the reply from the USA to Unesco's questionnaire puts it, in part: "Increasing awareness that learning throughout life is essential not only for economic success but to a better way of life in a better society has marked the last decade."

Three main reasons are suggested for why more attention has been paid to adult education since the Montreal conference: the public interest; individual needs and problems; harmonising communal and individual interests.

So far as public interest is concerned, the paper finds that both in the developing and the so-called developed countries, adult education is seen as a necessary instrument to promote community action, forge national unity, generally improve the human condition, and also to help deal with the threatening social problems which inevitably accompany material progress. In both types of country, it is now realised that suitable education schemes are needed to produce a large pool of ability, to induce change in adult behaviour and to assist communities to counter the often deleterious effects to change.

Kenya in its reply, reported that at this stage of that country's development: "education is much more an economic than a social service. It is our principal means for relieving the shortage of domestic skilled man-power and equalising economic opportunities among citizens."

In Nigeria, the impact of adult education as reported; "is considerably shown in new farming techniques which have increased productivity in agriculture, and in better marketing of produce through co-operatives."

Adult education's contribution towards nation building is attested in how it is helping: "Singapore's main social objectives (which) lie in nation-building, national identity and social cohesion."

Such education is particularly important in developing countries faced with ethnic, tribal and linguistic divisions, where there is additional need to consolidate natural integration and national unity.

As the overwhelming majority of people in the Third World still live in small often isolated villages, the relevance of adult education to rural development has long been realised, and agencies administering international aid, including Unesco and the World Bank, now treat such rural education as a top priority.

In its report on its adult education activities, the USSR states: "Particular attention is given to the State system of upgrading agricultural workers, people's agricultural universities, and rural schools for adults. Experience shows that a rise in the educational level of the rural population has a positive effect on labour productivity."

On the matter of individual needs and problems, and reconciling them with the community, the background paper comments on the growing movement: "deliberately to construct programmes which will directly correspond with the direct needs of adults at different stages in their lives by giving them the knowledge which will enable them to make rational decisions, and the skills which will enable them to function efficiently in performing their various life roles." On this the Dominican Republic succinctly

states: "Adult education programmes help individuals to solve the problem posed by everyday life."

Adult education, it is found, is increasingly concerned with what knowledge the learner himself wishes to acquire, rather than what the teacher thinks he should teach. To succeed in this, the learner needs to be provided with effective methods of thought, the ability to pick and choose with discrimination, and to be critical. He must know how to make use of the most up-to-date learning tools available to him. Thus a main object of adult education is becoming to assist people to learn by themselves.

Another point raised in this paper is on the durability of the learning capacity of adults; that you surely *can* teach an old dog new tricks. "Although the mental reflexes of adults slow down as they age, their powers of intellectual reasoning increase if regularly exercised," states this background document. "Among psychologists and professional adult educators it has been common knowledge for many years that, subject to a few minor qualifications, adults can learn as effectively as the young."

Life-long learning, which will be the main thread running through the Tokyo conference is not new. It was known to the Chinese and the Indians thousands of years ago, but only to an elite of scholars. What is new is the democratic attempt today to relate this kind of learning to the satisfaction of the individual and the community, and its sudden emergence as a global principle.

Life-long learning is not continuous, organized instruction from the womb to the tomb; its aim, rather, is that individuals should have constant access to learning all their lives. The crucial word is "learning", sharply distinguished from "education" in its traditional usage.

But the other side of the coin of reported, and substantiated, growth of adult education will be seen at Tokyo. Although reports from Member States to the Unesco questionnaire show that the scale of government support and the rate of public participation are satisfactory—e.g. Sweden's 10 per cent of its education spending and a very high participation rate in Poland—there are at least two negative aspects which have shown up in these replies. One is a reluctance of governments to treat adult education as an integral part of the State's provisions for education. The other is the persistently low level of financial support. Dr. J.C. Mathur, according to this background paper, has calculated that only .002 per cent of public resources in the world are today available for adult education.

Adult educators in most countries also face the vexing truth that too few people are currently touched by their work and they are very often those who need it the least. This paper concludes: "The problem of how to educate the masses is without question the current dominant concern of adult educators almost everywhere."

ADULT EDUCATION IN MALAYSIA*

Yusof bin Junid

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Introduction

IN Malaysia, adult education is not the responsibility of one Ministry or Department but of several. The programmes carried out by these Ministries/Departments are generally named according to their aims and activities which, when interpreted in their widest terms, can be classified under the term adult education. This is not to say that adult education programmes are entirely carried out by Government agencies. Some private bodies and voluntary organisations do include adult education as part of their programmes but their efforts in the main are to complement those undertaken by Government.

Malaysia has entered a new development era with the launching of the Second Malaysia Plan (1971-1975). The Plan is designed to facilitate the achievement of the over-riding national objective, which is national unity, and represents a new strategy in which national priorities are re-ordered and efforts intensified to deal with the economic and social problems confronting the country. Education and training programmes are expected to play a vital role in promoting national unity. This paper attempts to deal with the adult education programmes which are currently undertaken by Government agencies.

Further Education

Further education is the responsibility of the Ministry of Education and is intended to cater for school 'drop-outs'; those who have been unable to continue their education in regular schools; those who are in employment and wish to improve their status and raise their standard of general, technical or commercial education; and those who wish to study the National Language. Further Education Centres are established throughout the country and they are normally housed in existing secondary schools. The level of classes and the subjects to be taught are determined by popular demand. The medium of instruction to be used is either the National language or English. Generally the most popular courses are in General Education.

The personnel involved in Further Education are members of the Education Service. They are either teachers in regular schools employed on part-time basis as Instructors or as Supervisors of Further Education Centres. At State level, the State Chief Education Officer is responsible for Further Education in his State; normally the day-to-day adminis-

tration of Further Education is done by one of his Organisers of Schools. The Further Education Officer, at Ministry level, is responsible for Further Education throughout the country.

Community Development Classes

The Community Development Classes and the Taman Latehan Wanita (Training Institute for Women) are two aspects of the community development efforts of the Ministry of National and Rural Development. In this Ministry the Community Development Classes Division is entrusted with the task of encouraging the peoples efforts combined with those of Government to improve the economic and social condition of the rural community. The programmes organised under the Community Development Classes are as follows :—

- (i) Home Economics Classes
- (ii) Child Care Centres
- (iii) Work-Oriented Classes (Vocational Classes)
- (iv) Romanise Literacy Classes
- (v) Religious Classes.

The Home Economics Classes and the Child Care Centres are run by women village workers (Pemaju Kampong) who have been trained at the Taman Latehan Wanita. At the moment there are four such Institutes out of which three provide basic Home Economics training and the fourth provides Advance Home Economics and Child Care Courses.

Work-Oriented Classes mainly cater for those who have completed their three-year course in Romanise Literacy in the National Language. Rural youths are also admitted to these classes. Courses in Agriculture, Crafts, Sewing, Animal Husbandry, Motor Mechanic, Radio and T.V. Mechanic and Hair Dressing have been found to be popular with the students.

The eradication of illiteracy in the National Language is an essential element in the overall development of the nation and towards this end a Romanise Literacy Programme for rural folks, each course covering a period of three years, has been implemented by the Ministry of National and Rural Development in 1961. This Programme is expected to continue till 1975 in West Malaysia and in the case of East Malaysia till 1979.

Besides attending the Romanise Literacy Classes, Work-Oriented Classes or the Home Economics Classes, students are given Islamic Religious Knowledge as a course by itself.

Teachers in the Community Development Classes are drawn from amongst the rural folks. Regular school teachers may also teach in these classes.

*Background paper for the Asian Regional Seminar on "Training of Adult Educators" held in New Delhi from March 5-13, 1972.

These teachers, whether trained Government school teachers or otherwise, are given special training in adult education. Each district has a District Supervisor of Community Development Classes who is responsible for the supervision of classes in his district as well as providing information on Government policies and leadership to the community. At State and Federal level, the personnel in Community Development Classes are drawn from the Managerial and Professional Group of Government servants who are either members of the Home and Foreign Service or teachers seconded from members of the Education Service. They are mainly generalists in adult education for their function is chiefly concerned with administration.

National Solidarity Classes

Principally these are classes for the eradication of illiteracy amongst non-Malays in the National Language. Classes in other language and some ad-hoc vocational-type training are also conducted on the basis of requests. Together with other goodwill activities these classes are intended to foster national unity. National Solidarity Classes of the National Goodwill Department comprise the following :—

- (i) Basic Literacy (Elementary, Intermediate and Advanced Level).
- (ii) Lower Certificate of Education Level.
- (iii) Malaysia Certificate of Education Level.
- (iv) Kuo-yu Language (Basic course).

Teachers with suitable academic qualifications are employed on part-time basis to teach in these classes. District and State Supervisors of National Solidarity Classes are also employed on part-time basis. At the Federal level, the personnel in the National Goodwill Department are mostly those in the Home and Foreign Service.

Agricultural Extension

Agricultural extension programmes, conducted by the Division of Agriculture, Ministry of Agriculture, and Lands, come under three categories namely (a) farm improvement programme, (b) rural youth programme and (c) home improvement programme.

The *Farm Improvement Programme* is designed to increase farm productivity and include such efforts as promotion of double cropping of *padi*, cash cropping, crop diversification and crop rehabilitation and replanting schemes. These programme activities, as far as possible, are carried out in selected "development areas" within the framework of farmers' associations. It is through farmers' association that other agricultural inputs and expertise are channelled to the farmers. More specifically, the programme include training of farmers in farm mechanisation at farm mechanisation training centres to cope with the expanding demand for technological skill and with increasing employment opportunities in the

rural areas. In addition, short formalised courses for adult farmers and youths are conducted at 20 agricultural training centres in practical farming methods.

The *Rural Youth Programme* is aimed at equipping youths with a wide range of requisite agricultural skills to prepare them for farming vocations. It is a positive step to reduce unemployment amongst youths, particularly in rural areas. One important aspects of the youth extension programme is the training of rural youths in farm mechanisation carried out at the farm mechanisation training centres to prepare them for employment as tractor operators and mechanics. Another important programme is the formal training of youths in practical agriculture at the various agricultural training centres so that they could become more efficient farmers when they return to their villages.

The crucial role of farm women in the development of a rural community cannot be over-emphasised. The rural women are not only involved in all aspects of farm operations but also in the decision making process. Such being the case the development of farm women and the home cannot be separated from the over-all development of the farming community. Efforts in the *Home Improvement Programme* include kitchen gardening, cash cropping, nutrition, and home management.

The Agricultural Extension service in Malaysia requires four types of personnel, namely (i) extension administrators (ii) extension specialists, (iii) extension supervisors and (iv) field level operatives or the *bona fide* extension workers. The shortage of extension personnel, particularly the supervisory staff and field operatives has hindered the accelerated implementation of agricultural extension programmes in Malaysia. The output of trained personnel from concerned institutions, such as the College of Agriculture at Serdang and the Agricultural Institutes has been insufficient to keep up with the increased demand for extension personnel.

Vocational Training (by Council of Trust for the Indigenous People (MARA))

The Training Division of MARA is one of 7 Divisions which operates under MARA's objective of promoting, stimulating, facilitating and undertaking the economic advancement of the *Bumiputras*. MARA through its training programmes carried out by this Division aims at the implementation of a comprehensive and realistic training and education for suitably qualified *Bumiputras*. The ultimate objective is to produce trained *Bumiputra* manpower to meet the needs of industrialisation and also to facilitate their active and fruitful participation in commerce and industry.

The objective of the Vocational Training Section of the Training Division is to plan and implement a comprehensive and meaningful vocational training
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Work-Oriented Functional Literacy Project in Ethiopia

Sushila Mehta

ETHIOPIA is among the 12 countries in the World Experimental Functional Literacy Programme. The other 11 countries are Algeria, Ecuador, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, Tanzania and Venezuela. In Ethiopia, the plan of operation was signed in July 1968 at an estimated cost of 8 millions Ethiopian dollars out of which 3 million were to be provided by UNDP and 5 million by the Imperial Ethiopian Government. However, the work could not start immediately due to certain difficulties. The main purpose of the Project is to assist the Government of Ethiopia in organising, implementing and evaluating a work-oriented Functional Literacy Project closely linked with rural development as well as industrial and vocational training. The main sectors of economy covered under this Programme are (1) the Industrial Sector of Addis Ababa and Methara Ribbon in Shea province (2) Agricultural Sector in Wolamo Soddoo, Jimma Agaro and Chilalo province of Ethiopia. The main crops raised in the above provinces are Coffee, Wheat, Cotton, and Maize.

Amharic which is the national language of Ethiopia, has as many as 250 alphabets and a special type of script. Functional Literacy primers on different agricultural crops and home economics were prepared by Material Production Unit at the Project Head Quarter in Addis Ababa (which means new flower). Functionality was given a priority and analytic eclectic methods were used in constructing primers. For the preparation of home economics primer, Project Staff and Home Economics Unit visited the different provinces and studied the problems which needed their urgent attention and listed five centres of interest on which the primers were developed. For the preparation of primers to be used in the Industrial Belt, the Project Staff collected technical words and vocabulary on the basis of which primers were developed.

On the basis of daily activities of the participants in the Project areas, arithmetic primers were also constructed. Like India, Ethiopia also has many dialects and hence a language book for those who do not speak Amharic is also prepared for the Functional Literacy classes.

It is estimated that out of the 25 million total population of Ethiopia about 85 per cent are illiterates. Work for Functional Literacy classes started in selected development areas according to the plan of operation in Wolamo Saddo, Jimma Agaro, Chilalo and Industrial Belt near Addis Ababa. By 1971 about 272 classes were started in the four sub-project areas. By 1972 new plan is to start 1,030 classes. In Agricultural Areas literacy classes are conducted in the afternoon or in evening for the duration of 2 years with 2 sessions of 6 to 10 months each. The teachers are mainly drop-out students who are trained in the use of Functional Literacy Primers at the Project Head Quarter. In the rural areas where the farmers live in scattered huts, it was difficult to locate Functional Literacy Centres at convenient distances. Due to the enthusiasm of the workers, it was interesting to find that some of the community leaders had built special huts for the Functional Literacy Centres. The farmers also provided furniture and other equipment for the classes. Buta Gas Light Lamps were provided by the Ministry of Education. It was also interesting to find that the Government had provided primers, copy books, to the adult learners free of charge.

As we were travelling from one settlement to another, we could notice that regular community centres which the Governor of the Province of Chilalo described as Jaloke Schools (after the name of an enthusiastic worker) were springing up in different places. The Church which is also a powerful agency for educational programmes, has also given its blessings for the Func-

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* Dr Sushila Mehta who is working as Assistant Director in the Directorate of Adult Education, Government of India, was awarded a FAO Fellowship to conduct a comparative and critical study of Work-oriented Functional Literacy Programme in Ethiopia in January/February, 1972.

CHILE AIMS AT FULL ADULT LITERACY BY 1976

By Arthur Gillette

ERADICATE adult illiteracy by the end of 1976—this is a recently announced aim of the Chilean government.

In some ways, the job will be easier in Chile than in many other developing countries. Of the population over 15 years of age, 88.5 per cent can already read and write; also, a single language, Spanish, is universally spoken.

Despite these relative advantages, the final assault on illiteracy, now starting, promises many difficulties. Rural illiterates are sprinkled through the countryside on often hard-to-reach farms. In cities, other, less demanding leisure distractions—not to mention long work hours—vie with education for the time of illiterate workers and housewives.

Eliminating illiteracy will be the more difficult since, in Chile, "Literacy" means more than the traditional three Rs. Adopting the psycho-social approach of Brazilian educator Paulo Freire, the Chilean government has decided literacy shall be nothing less than "a method of participatory involvement in social change." Stress is laid not on teaching the mechanics of reading and writing, but on teaching them so as to help pupils attain a clearer awareness both of their socio-economic problems, and of ways to solve those problems.

In practice, the Chilean method focuses on 22 key words that represent concepts actually or potentially crucial in the daily life of the poor. The words range from "milk" and "home" to "machine," "land" and "guitar".

The way the method works comes as a surprise to anyone used to more traditional kinds of literacy work.

So I found out a few weeks ago when I accompanied two volunteer instructors to the course they teach five afternoons a week at a school in a workers' suburb of Santiago. The class was attended by six women ranging in age from 15 to 60.

I settled in my chair at the back of the room fully expecting a session of painful attempts to break words into syllables and syllables into letters.

Instead, the pupils' copybooks stayed firmly shut while one of the volunteers taped a poster illustrating the day's key words—"pregnancy" ("embarazo")—to a wall at the front of the room. Then a fascinating hour's discussion of the theme began. The volunteer made sure that all the women felt free to speak up. Meanwhile, her companion took notes. Analysed cumulatively, such notes reveal those problems that are particularly widespread and point up failings in government social services. Both can be brought to the authorities' attention.

Among the many issues debated were: birth control (the class was against and the volunteer for, although she made no effort to impose her own

view); and the amount of family allowances paid by the government (a mother of five clucked her tongue gleefully on discovering she was entitled to more than she had claimed). All in all, the discussion seemed more like a conversation than a class.

After a summary of what had been said, the second volunteer took over for a final half hour's presentation and drill in reading and writing.

Such courses—and they are beginning to take place in many parts of Chile—are not problem-free. Attendance tends to be uneven, for example. Four of the ten women who signed up for the class I observed were absent. Also, the choice of key words may require some revision. There is, for example, some question as to whether "telephone" is a household concept in the neighbourhood I visited.

Learners reluctant to admit obstacles

A further drawback may lie in the method's assumption that illiterates will readily recognize the fact that they face severe social and economic obstacles. In some cases, open recognition of such obstacles seems to be resisted as an admission of personal failure, although the campaign's spirit is anything but paternalistic.

Whatever the problems, Chile's effort to eliminate adult illiteracy by 1976 seems to be off to a promising start. This impression is due largely to the high motivation of many of the students.

"I signed up for the class because I wanted to know more about what is going on in Chile", a housewife told me. "In fact, I began buying a daily newspaper even before the course began. Even though I couldn't read it, just the sight of it has made me want to learn. And, would you believe that, looking at an article the other day, I found I could actually piece a few words together!"

She sounded as though she could hardly believe it herself.

(UNESCO FEATURES)

Comparative Adult Education

(Continued from page 4)

Montreal, Canada in 1970. At this conference a special committee to deal with comparative studies was established.

The Unesco Institute of Education in Hamburg has held some seminars on comparative education—the last in the late summer 1971.

Finally it should be mentioned, that a World Council of Comparative Education Societies was established at a World Congress of Comparative Education Societies held in Ottawa 1970. The secretariat of the world council is at the University of Ottawa. (Adult Education was not as such represented at the Ottawa Congress as it has not got organized yet in this important field).

Adult Education in Himachal Pradesh

L.R. Vaidya

FACILITIES for all types of Education in pre-independence days were very meagre in Himachal Pradesh. The percentage of literacy in 1951 was only 7.7 which increased to 21.26 in 1961. Due to untiring efforts of the Government the percentage of literacy increased to 31.32 in 1971.

In an organised manner, the Social Education activities in the State started with the inauguration of Community Development Programme in India in 1952. The Social Education Organisers which formed the team of Extension Workers at the Block level took up comprehensive programme of Social Education which included organisation of Community Centres, Information Centres, Youth Clubs, Mahila Mandals, Balwadies, village leader camps, literacy classes, recreation clubs etc.

It was only in 1961-62, that Education Department of the State was directly involved in the programme. The main problem before the Department was to boost the percentage of literacy in the State. The facilities of the Department were, therefore, harnessed towards this end.

The programme of eradication of Adult illiteracy was made an integral part of the overall programme of Educational Development. The District Education Officers and Block Education Officers were made responsible for the organisation of literacy classes in their area of operation in addition to their own normal duties. The services of elementary school teachers, teacher-trainees of Teacher Training Institutions and students of High and Higher Secondary Classes were mobilized for the organisation of the programme. Thus a three pronged approach was considered necessary in the absence of any administrative pattern of its own for the promotion of Adult Education programme from the State to Village level. In order to provide guidance and other technical assistance to the District, Block and Field workers, a post at the Directorate level was filled up for this purpose. We have to face some big hurdles due to difficult terrain and the low density of population. The instructional part of the programme is not so difficult as that of mobilising the adults to attend the classes regularly. I place great emphasis on the word regularly as the experience has shown that this becomes difficult

task especially when the literacy instructor is only a part time one and there is no adequate machinery to render the personal services. In order to enthuse the elementary school teachers and other literate persons to conduct the class, a remuneration of Rs. 50/- per month for 6 months is paid. Previously we use to pay a sum of Rs. 3/- per adult made literate. The duration of the class was 3 months which has now been increased to 6 months. The adults enrolled are provided pre-instructions and are given reading and writing material free of cost. The adult teachers are given 3 days orientation course at the District level before the start of the classes.

No remuneration is paid to the teacher-trainees. The organisation of the classes is considered to be the part of the training programme. Students of High and Higher Secondary classes are involved to start 'Home Classes for their own illiterate members of the family and neighbours. Instructional and reading and writing material is provided free of cost to the adults involved in the programme. We have not gained much success in these two directions. Efforts are still being made to achieve maximum results. The next page gives a brief detail of the work done from 1961-62 to 1969-70:—

The achievements as stated there do not give the satisfaction that one should have in this important programme of National building. The 'Seventies' have given new dimension to the programme. The Functional Literacy is the ultimate objective. The Farmers' Functional Literacy Programme which we have undertaken in Mandi District is bound to open new horizons. Under this programme we have organised 60 classes in 3 areas of Block Education Officers during 1971-72. The area of operation is being extended during 1972-73 and we propose to organise 60 more Farmers Functional Literacy classes involving 1500 to 1700 adult illiterate farmers.

The furtherance of the programme is a must in our Democratic Socialistic Pattern of Society. The rapid changes in our every day life have a tremendous impact both on the individual and the Society. The individual and the society require adjustment of one kind or the other. Adult Education is the modern social invention designed especially to give this help—the sooner we realise this, the better the impact will be on our developmental programmes. Our effort are, therefore, directed to achieve the desired end.

The author is Assistant Director (Social Education), Government of Himachal Pradesh, Simla.

Year	Adults made literate through the D.E.Os. (Distt. Education Officers)	Adults made literate under Vidya Dan Andolan (Mobilisation of students)	Adults made literate through the teacher-trainees.	Adults made literate through the whole time Social Centres.	Total adults made literate (Total of cols. 2-5).	Remarks
1	2	3	4	5	6	7
1961-62	500	—	—	—	500	Pilot Projects were conducted during 1961-62 & 63-64.
1962-63	475	—	—	—	475	
1963-64	13474	—	—	—	13474	Campaign implemented jointly by the Education Department and Development Department.
1964-65	3319	—	—	—	3319	
1965-66	5271	253	484	—	6008	
1966-67	9002	2120	747	—	11869	
1967-68	6570	1555	589	185	8899	
1968-69	3349	1414	312	178	5253	
1969-70	6894	380	294	190	7758	
Total:	48854	5722	2426	553	57555	

Work-Oriented Functional Literacy Project in Ethiopia

(Continued from page 9)

tional Literacy Centres. It was interesting to note that high ranking officers from the level of Vice Minister to the Governors of the Provinces are taking keen interest in the Functional Literacy Programme.

One of the problems faced by the Project Staff is about proper supervision of the far-flung centres where there are no roads or means of conveyance. Unlike India, the farmers in Ethiopia live in scattered huts on their farms. There are very few compact village communities. It is, therefore, difficult to provide equipment, supervision and proper guidance to the Functional Literacy Centre. However, some of the enthusiastic supervisors

walk miles to supervise and guide the classes. The motivation of the illiterate farmers in the Functional Literacy classes was high. Rough and ready tests to the adult learners, in arithmetic was given which brought out the fact that their achievements were good.

Another problem faced by the Project Staff is about the spoken and written languages. There are many different dialects spoken in different provinces. But many of them do not have a written script. Amharic is a language having its own script and therefore, it is accepted as a national language. However, a large number of illiterate learners do not know Amharic, it is, therefore, necessary for the project workers to teach the language before the farmers could learn

how to read and write Amharic. A special primer for teaching the language has been prepared by the Project Staff. There is also a move to compile a word list which is common to the different languages so that it can be used while teaching Amharic.

Lastly, as in many other projects in Ethiopia also the problem of coordination of different agencies, working for this Project, is being felt at different levels. However, due to the dynamic leadership of the Project Staff a measure of informal coordination of the Government officers, the Project Staff, the Primary School Staff, etc. has been achieved and yet the need for a Working Group, consisting of the representatives of the different agencies working for the Project, is being felt.

Recommendations of the Workshop on University Continuing Education

The recommendations of the workshop on University Continuing Education held at Udaipur on February 14-15 are given below :

It was felt by all the participants of the Workshop that the universities should enter the field of people's education (whatever name and form may be given to it) in a big way so that the community as a whole might benefit from the faculty of the university and its educational equipment as much as possible.

In particular, it was decided to make the following recommendations for necessary action on the part of various authorities concerned:

- (i) Until a full-time salaried Head of the department is sanctioned and recruited, it would be desirable for the University to set up a proper Department of Continuing Education and put it under the direction of a Senior Professor, who is both willing to undertake this responsibility and is competent for carrying out this duty. He may act in an honorary capacity or may be given an honorarium for this additional service.
- (ii) The Department of Continuing Education (or Adult Education as may be the choice of the name) should have the same status and consideration in the university organisation as any other major and well established department of the university.

This department should be represented in an appropriate manner on Academic Council and other university bodies.

- (iii) It is desirable for each university to establish two advisory committees for the guidance of the proposed department and for making its services progressively more beneficial to the community.
 - (a) A community consisting of some selected members of the faculty who are keen and interested in helping the department and its growth.
 - (b) A Committee consisting mainly of some prominent citizen of the community in the town where the university is functioning. They should be able to bring the needs and views of various sections

of the society to the notice of the university. On this second committee there should be two or three senior members of the faculty also.

- (iv) Voluntary organisations or any voluntary agencies which are interested and competent to undertake the education of the out of college people (engaged in their professions) should be encouraged to undertake such Continuing (Adult) Education work for the community at different levels and or different types.
- (v) The universities should actively support the adult literacy programmes preferably not by undertaking direct teaching responsibility but indirectly and yet effectively by training of instructors, conducting research in teaching methods, evaluation of different programmes and even by offering to provide teaching aids or material.
- (vi) For the realisation of these objectives and for related action, the Workshop proposed the establishment of a small committee which should consist of the following members.

- (1) Vice-Chancellor, University of Rajasthan
- (2) Vice-Chancellor, University of Udaipur
- (3) Vice-Chancellor, University of Jodhpur
- (4) Director, Birla Institute of Science and Technology, Pilani.
- (5) Dr. Mohan Sinha Mehta,
- (6) Chairman, Indian University Association for Continuing Education.
- (7) Education Commissioner, Government of Rajasthan.

It was agreed that the Education Commissioner of Rajasthan will act as the Secretary for this Committee.

It was felt that these proposals would bear fruit and get into action if the State Government, through its education wing, took initiative and kept in touch with the Universities to watch their progress and to encourage their action in this behalf.

NEWS & EVENTS

Roby Kidd Visits India

The Chairman of the Department of Adult Education, Ontario Institute for Studies in Education, Toronto, Canada, Dr. J. R. Kidd arrived in New Delhi on February 7 on a three-week tour of this country. During his five-day stay in Delhi he met Dr. D.S. Kothari, Shri J.P. Naik, Shri C.S. Nayar, Dr. Amrik Singh, Dr. S.N. Saraf, Dr. T. A. Koshy and Shri S.C. Dutta. He also visited the headquarters of the Indian Adult Education Association and had discussion on the set up of the World Association for Adult Education.

Dr. Kidd delivered the key note address of the Workshop on University Continuing Education of the three universities of Rajasthan and the Birla Institute of Technology organised by Seva Mandir at Udaipur. This workshop was organised at the initiative of the President of the Indian Adult Education Association, Dr. Mohan Sinha Mehta.

Dr. Kidd also visited Baroda, Bombay and Hyderabad during the last part of his visit to this country.

A WAY OUT

How long are the Centre and the states going to blame each other for the tardy progress of the adult literacy movement? The Union Education Ministry complains that the state governments are not doing enough in the matter. The state governments plead that they do not have enough money to mount a really massive literacy drive and that the Centre is not giving them a sufficient subsidy for this purpose. The truth is that even with the existing resources much more can be done if there is a vigorous drive to tap local initiative. What the Andhra Mahila Sabha has been able to achieve in this field with the limited funds provided by the state government shows that the lack of sufficient money is by no means the most crippling factor. It has made thousands of people in five districts learn the three R's by utilising the services of educated villagers. Before launching its project, the Sabha did extensive preparatory work which included the recruitment of young educated farmers and the holding of "workshops" to enable teachers to prepare primers which were not only written in a simple style but also had a

bearing on the day-to-day life of villagers. This was followed by the formation of literacy committees in each village to supervise the progress of the drive. Incredible as it may sound, the cost of making a person literate under the Sabha's project comes to only about Rs. 30. As Dr. C.D. Deshmukh has pointed out, 150 million farmers can be made literate in about 15 years at an annual cost of no more than Rs. 30 crores. The gram shikshan mohim in Maharashtra has also shown that money is not all that important. Apparently the Education Commission had projects like these in mind when it called for a "massive unorthodox national effort" to promote literacy. The least that the Centre and the states should do is to draw up a plan in the light of the experience of Andhra and Maharashtra without resorting to further alibis.

—Times of India

New Office-Bearers of I.F.W.E.A.

The following office-bearers of International Federation of Workers Educational Associations have been elected at its ninth General Conference held at Zichron-Yaakov, Israel from March 1-3, 1972.

- President: Josef Eksl, Osterreichischer Gewerkschaftsbund
- Vice-President: Hubert Hermans, Centrale voor socialistisch cultuurbeleid, Brussels
- General Secretary: Seven-Arne Stahre, Arbetarnas Bildnings forbund, Stockholm
- Other members of the Executive Committee:
- Bjarne Hedtoft, Arbejdernes Oplysningsforbund, Copenhagen
 - Heinz Eckert, Deutscher Gewerkschaftsbund, Dusseldorf
 - Bezalel Shachar, General Federation of Labour in Eretz-Israel
 - Ivar Leveraas, Arbeidernes Oplysningsforbundi Norge, Oslo.

TO MAKE THE
NATION STRONG
Make the People Literate and
Knowledgeable

BOOK REVIEWS

ADULT EDUCATION IN CONTINENTAL EUROPE: AN ANNOTATED BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS (1945-1969)

By Jindra Kulich, Vancouver, Center for Continuing Education, University of British Columbia, 1971, p. 227: \$ 4.00

PRECEDING few decades have been marked with tremendous increase in peoples' interest in adult education everywhere. This growing interest obviously resulted in corresponding increase in publication of literature, exchange of ideas and information, organisation of specific courses on adult education etc. Few attempts have been made at bringing together at one place the scattered contributions available in the field. By bringing this Bibliography, Mr. Kulich has done an excellent job by arranging the publications available in continental Europe in a systematic manner.

The author of any bibliographical work has to determine for himself certain areas and periods within which he has to restrict his coverage and Mr. Kulich has rightly chosen an adequately wide and significant period (1945-1969), because it was this period which saw the emergence of new trends and few dimensions in adult education and a speedier production of literature.

The author has listed 857 collections under 20 categories and 49 sub-categories. In this comprehensive work the classified information is available separately for 24 countries of the continent, besides general topics covered under Europe and Scandinavia.

The author has drawn upon all possible sources in compiling the bibliography and has mainly consulted bibliographical periodicals, adult education periodicals, library periodicals, humanities and social sciences periodicals and doctoral dissertations.

The relevant material reported in *Indian Journal of Adult Education* and *ASPBAE Journal* has also been made use of. The list of periodicals searched systematically is quite extensive as it exceeds 145 and

is an evidence of the wealth and variety of writing on adult education that is included under this volume. At the end of the bibliography is a list of sources available in Joint Publication Research Service Periodicals (US) (Unannotated-microfilm only) and classified subject and author indexes.

Though the publication is a unique contribution at bringing together literature on the subject and will provide educationists, research scientists and other serious workers with enormous fund of knowledge to keep in touch with advances and strides that adult education has made during the period; a longer annotation would have increased its utility manifold. Nevertheless, the publication as it is, remains a forerunner and shows a direction to be initiated by other countries or continents of the world.

R. S. Mathur

Directorate of Adult Education
New Delhi

Adult Education in Malaysia

(Continued from page 8)

programme in various trades as required by employers and country. In the beginning this programme has been merely carried out in the nature of on-the-job training since MARA has not yet established its vocational schools. This on-the-job training has been based on the "marketable skills" with the view, on completion, the trainees could easily be admitted to industries of the same nature. In 1968 MARA established its first vocational institute at Malacca where automobile and mechanical courses were conducted. The courses cover a 2 years-period. In the following year a Tailoring Institute was set-up in Kuala Trengganu for tailoring courses. In the same year another vocational institute was established at Alor Star providing training in building trades and civil draughtsmanship. And in 1970 another institute was set-up at Petaling Jaya providing courses in electrical subjects and electronics (Radio and T.V.).

Members of the staff in vocational institutes are classified under administrative staff and instructors who are directly involved with training work. The Director of the Training Division heads the entire organisation. Immediately under him is the Chief Vocational Training Officer who is responsible to the Director in training matters. Each vocational institute is managed by a principal.

Conclusion

The personnel involved in the various adult education programmes described above seldom refer themselves as adult educators due to the fact that they have definite designations in the administrative hierarchy. Another point worth noting is that many of the top posts in some of the programmes described above are held by members of the Home and Foreign Service who are liable to be transferred to other Ministries and Departments.

Reports From The Field

SOCIAL EDUCATION DEPARTMENT OF DELHI PUBLIC LIBRARY Report for 1969-70

During the year 65,124 persons attended 560 programmes and functions organised by the Social Education Department of the Delhi Public Library. These included debates, lectures, film shows, T. V. shows and various group activities.

The Department also organised 12 exhibitions. Particular mention may be made of the Gandhi Centenary Exhibition which attracted a good many readers. Besides, the Department started 'Yoga' classes in the Library and also organised a Yoga Teachers' Training Course in collaboration with Bhartiya Lok Parishad. About a hundred persons were trained as Yoga instructors in the latter course.

The Department added 96 gramophone records during the year to their collection which totalled 1862 on 31st March, 1970. The records were lent for home-listening 11,793 times as against 12,337 last year indicating a slight decrease of 4.4 per cent.

The Library Auditorium was let to various organisations for holding their functions on 57 occasions.

PILOT PROJECT ON FUNCTIONAL LITERACY LAUNCHED IN TRIVANDRUM

The Kerala Grandhasala Sangham with financial assistance from the Union Ministry of Education and Social Welfare has launched a pilot project of Functional literacy in Trivandrum.

Under this project 10 adult literacy classes with 40 learners in the age-group 15-40 in each class have been started in Athiyannor Block in Trivandrum. The syllabus in these classes is related with fisheries as most of the learners are fishermen. Ten more adult literacy classes have been started in Malappuram Block in North Kerala where most of the learners are agriculturists. Subjects such as poultry, animal husbandry, health and hygiene and social studies have been included in the syllabus of

both these classes. Text books have been prepared by experts on these subjects in the local language based on the need and interest of the learners.

All the adult literacy centres are attached to libraries which give the learner an environment conducive to achieve the object of learning. The Sangham has a net-work of libraries all over the state. An attempt is being made to bring about a change in the attitude of the adult learners and to train them in their own fields of activities.

Those social workers who have an ability and aptitude for functional literacy have been selected as teachers. Orientation camps were organised at Vellayani and Thavanur in which 80 teachers have been trained.

To motivate the people for this work, literacy *Jathas* were conducted in each of the two Blocks. In the *Jathas* impressive slogans emphasising the need and importance of adult literacy in a democratic set-up were shouted by the teachers and other literacy workers.

The local committees have been set-up to supervise the literacy work. In each class a cup of tea is served to the students for refreshment.

The classes are held on three days a week. The course will be completed in 6 months, covering 150 hours.

The Sangham proposes to publish 100 simple follow-up books on topics of interest to the adults.

The project will be evaluated at different stages of operation.

Seekhna aur Seekhana

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

Price Rs. 7.50

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FORM IV

(See Rule 8)

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5. Recreational and Cultural Activities in Social Education	3.50	1.25
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ADULT EDUCATION



APRIL 1972



Dr. (Mrs.) Durgabai Deshmukh, President, Andhra Mahila Sabha and Winner of 1971 Nehru Literacy Award addressing the delegates of the Asian Regional Seminar on "Training of Adult Educators" held recently in New Delhi.

Editorial Board
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Unesco International Committee Prepares For World Conference on Adult Education

AN adult is only ready for learning if he knows that he will be able to find in what is offered to him an answer to *his* problems in *his* situation.

Instead of merely listening to what a teacher thinks should be taught, an adult should concern himself with what knowledge he wishes to acquire and be encouraged to train himself by various means, the teacher thus becoming an intermediary between student and the learning tools employed.

The rights of workers to education during their working hours, without loss of pay, should be widely recognized and applied.

These were three of the points stressed by Unesco's International Advisory Committee for Out-of-School Education at its third session, 14-18 February at Unesco headquarters.

The committee met primarily to consider preparations for the Third International Conference on Adult Education, to be convened by Unesco in Tokyo, 25 July to 7 August this year, and to examine working papers to be presented to this conference.

Other points stressed by the committee as outlined in their report, included the fact that movements such as trade unions, co-operatives, woman's young people's and rural organizations play an essential role in adult education. This kind of participation in the development of adult education can be effective because it is based on the contri-

bution of leaders and educators drawn from the rank and file and hence aware of the problems and aspirations of their own social environment.

The importance of school educational systems taking part in adult education was stressed, on condition that the formal system does not absorb adult education but rather that the education of young people should be influenced, when appropriate, by contact with adult education, and that schools should not be content to be places where pupils come to be taught, but should themselves move outwards into life around.

Adult education, particularly insofar as it encouraged equality of access to education by women was also stressed as a prerequisite of social, economic and cultural development; during the first three years of life, it was argued, before he can have any formal training, a child receives from his environment, and from his parents, profound influences not only on his character but on his reaction to later education and to working life. Education of the parents, and by the parents, especially the mother, is therefore a vital factor in adult education.

This Advisory Committee, composed of 16 international experts in adult education, was created by Unesco's General Conference in 1966. Dr. Garnet Page, Canada, was elected chairman of this third session; Professor Hideo Fujiwara, Japan, Vice-Chairman; and Mr. Aboubekr Belkaid, Algeria, Rapporteur.

NEWS & EVENTS

Koshy Retires

Dr. T.A. Koshy who was Director, Directorate of Adult Education, Ministry of Education and Social Welfare, retired in the last week of March this year.

Dr. Koshy, who is 60 devoted the last 20 years of his life to the growth and development of adult education in India.

Dr. Koshy is Associate Secretary of Indian Adult Education Association.

SEMINAR ON TRADE UNIONISM

The Indian Institute for Workers Education, Bombay in collaboration with the Western Railway Employees' Union organised a seminar on "Trade Unionism and Working Conditions in Indian Railways" in Bombay from Feb. 18 to 20, 1972. 24 people attended the Seminar.

Inaugurating the seminar, Miss Maniben Kera, President, Western Railway Employees' Union urged the need to put the power of trade union unity to constructive use. She emphasised the necessity of life-long education and said "Knowledge is a thing which you should go on adding so long as you live."

Shri H.C. Gupta, Office-in-charge of the Indian Institute of Workers Education said that workers education is a great instrument of strength to the trade union movement. It is only through education that trade union institution could be built on solid and democratic foundation, he added.

Shri V.B. Karnik, a veteran trade union leader, discussed the role of trade unions in modern economic times. He said that the workers should take a broader view in the general interest of the society rather than going for lock-outs. They should preserve their rights and interests by influencing public opinion and through legislative action.

Dr. Hampton in Delhi

Dr. W.A. Hampton, Senior Lecturer in Extramural Studies, University of Sheffield, England, is arriving in New Delhi on April 12. During his three day stay in Delhi, Dr. Hampton will meet Dr. S. N. Saraf, Director of Pilot Projects, Adult Education and Statistics, Ministry of Education and Social Welfare and Dr. Amrik Singh, Secretary, Inter-University Board and the Indian University Association for Continuing Education.

Dr. Hampton will also have discussion with the General Secretary of the IAEA, Shri S.C. Dutta,

KENYA JOURNAL OF ADULT EDUCATION

The Board of Adult Education in Kenya has started publishing an Adult Education Journal entitled *Kenya Journal of Adult Education* from December 1971. The Journal is a forum for information, research findings, differentiated views etc. on the whole range of the field of adult education.

The Journal will be published three times a year, April, August, and December. The price per issue is Sh. 4/-.

Information: Mr. E.P. Nakitare, Editor, Kenya Journal of Adult Education, Board of Adult Education, P.O. Box 30547, Nairobi, Kenya.

New Life Members

The following persons have joined the Association as Life Members:

1. Shri Balwant Reddy, Hyderabad.
2. Dr. Sushil Chandra Gupta, New Delhi.
3. Dr. D.K. Misra, Director, Extension Education, Udaipur University, Udaipur.
4. Shri Gopinath Rao, D.D.P.I., Hyderabad.

Dr. Hampton will also address a Seminar on "Adult Education for Democracy" at the headquarters of the Association on April 16, 1972.

Some Considerations for Adult Literacy Teachers

P.E. Torrence

THE fact that academic qualifications are important is hardly debatable. However, it is necessary for adult literacy teachers to realize that mere possession of academic qualifications is hardly enough. A successful teacher of adults cannot afford to be content with an academic degree in reading or math. He can ill afford to be satisfied with having developed certain teaching skills in communications or math. In addition to developing an understanding of the adult population he serves, the literacy teacher must possess a sincere desire to help each individual who comes under his guidance for learning to raise his educational standing and broaden his horizon.

A person working with adult literacy education students has to be much more than just a teacher. He must be inspiration, advisor, hope, happiness and companion to each of the individuals who come under his guidance. A teacher of adults needs an abundance of wisdom, tact and patience.

In teaching adults, it is vital to realize that no one group of adults is like any other group; each presents its personalities, abilities, achievement levels and problems in a different manner—there is hardly such a thing as a homogeneous group.

Underlying the educational process is the need for teachers to know their students. This involves understanding the adult as a learner. Teachers need to understand the conditions, home life, problems, hopes, needs and interests of their adult students. Without a knowledge and understanding of this type of background information, teachers will just not be able to provide quality instruction for their students. The type of understanding required of teachers must go deeper than a superficial acquaintance of adult student personal characteristics and concerns—it requires sympathetic attitudes and unyielding patience which most often result from direct, simple, personal contact with the adult students themselves. Teachers can better determine how to teach as well as what to teach when they are knowledgeable of the strengths and weaknesses, fears and apprehensions, attitudes and values as well as the achievement levels of their adult students.

Unlike elementary and secondary students, adults

are voluntary participants in adult literacy education programmes. They are likely to remain only as long as what is offered relates realistically to their needs, desires and capabilities. The teacher of adults must have a sensitivity to the relationship of what he is teaching to its usefulness and meaningfulness to his students. This sensitivity requires that teachers have a general knowledge about their class members—what they want as well as what they expect. For example, adult students will want information that can be used to help improve themselves; they will want new ideas and new discoveries; they will want a congenial classroom atmosphere; they will want a stimulating teacher. These adults will expect to be treated as adults; they will expect to be encouraged to think for themselves, but they will expect to be able to participate freely in the classroom activities.

The United States Department of Health, Education and Welfare has outlined three basic principles for teaching adults that deserve mention here. They are as follows:

1. Teachers should base instruction on problems at the learning level

Take into consideration the needs and concerns of the group members when you plan class activities. Teachers should encourage group participation and serve as discussion leaders rather than lecturers. An informal, yet business-like atmosphere in the classroom will do much to ease the tension and anxieties of the group.

Adapt the subject matter to both the understanding and experience of the group. If you begin with elementary ideas or procedures and the group members are experienced, their interest will fade; if you start on an advanced level with an inexperienced group, its members will be confused. In both cases attendance will drop. It is important for teachers to discover what each learner knows before they start, then base courses on the previous experience of each member of the group.

Teachers should proceed at the rate the learner needs if he is to make the instruction part of his own equipment. It is not how much the learner is exposed to that counts, but how much he actually learns and can put into practice.

Teachers should be careful to speak the learners language, being careful to explain unfamiliar terms

Preston E. Torrence is Associate Project Director, Adult Basic Education, Southern Regional Education Board, Atlanta, Georgia, U.S.A.

and to translate them in relation to local conditions. Avoid talking over their heads or talking down to the adult students because either will be resented. The use of the "we" approach will help to achieve a happy medium.

2. The teacher should blend instruction with job experiences

Course content must have a living relationship to the occupational needs of the group. Teachers should constantly relate the subject matter being taught to the jobs of the group members. In addition to keeping information practical, teachers should be careful to avoid the academic approach, and stress the job use of what is being learned.

3. The teachers should brighten instruction with a variety of methods

The use of many teaching methods can do much to capture the attention of adult students. Teachers should make teaching stimulate participation in mental or physical activity to hold interest.

Class members should be encouraged to think creatively for themselves as well as to learn to think cooperatively.

Sensitive implementation by literacy teachers of the three principles listed above could provide the base for a much more exciting and invigorating programme for adult literacy students.

In addition to the considerations listed above, there are two distinctions relative to adult literacy students that the writer would like to make. These distinctions have to do (A) with characteristics which distinguish the adult as a learner from a child as a learner and (B) characteristics which distinguish undereducated adults from better educated adults as learners.

A. Some characteristics which distinguish the adult as a learner from a child as a learner:—

1. The adult learner is likely to be more rigid in his thinking than a child.
2. Adults usually require a longer time to perform learning tasks.
3. Adults are more impatient in the pursuit of learning objectives.
4. Adults are more reluctant to adopt new ways of doing things.
5. Adults have more compelling responsibilities competing with education for their time.
6. Adults have more experience in living which

usually give them a different perspective of life and its realities.

7. Adults have needs which are more concrete and immediate than those of children.
8. Adults expect to have their talents and experiential information made use of.
9. Adult groups are likely to be more heterogeneous than youth groups.
10. Adults attend classes with mixed motives.

B. Some characteristics which distinguish undereducated adults from better educated adults as learners are:

1. They are difficult to identify.
2. They are difficult to involve.
3. They are more than likely to be living under conditions of severe economic disadvantage.
4. They are more than likely to be culturally disadvantaged.
5. Their social values, attitudes and goals will differ widely from middle and upper class norms.
6. They live for today, not for tomorrow.
7. They are easily discouraged if evidence of progress is not regularly recognized.
8. They are skeptical of the system and those who appear to represent the system.
9. They are doubtful of their ability to learn.
10. They are uncertain of the relationship of their education pursuits to their vocational, social and community adjustment.

The ideas focused on here are by no means all inclusive, but they are projected for consideration by practitioners in Adult Literacy Education and hopefully they will serve to generate additional thoughts by those of you who are involved in adult literacy education that will promote a better understanding of the adult literacy education target population and a more relevant and practical approach to delivering educational services to those adults who need and desire an improved education.

—Adult Leadership

ADULT EDUCATION IN INDONESIA*

Soenarjono Danoewidjajo

Director of Community Education, Indonesia

Adult Education as an integrated approach

ADULT Education in Indonesia is carried out by the Directorate of Community Education, within the working sphere of the Ministry of Education and Culture.

Community Education Inspectorates have been set up in each of the 26 provinces while in every kabupaten (sub-province) and municipality—a total of 280—sub-inspectorates have been established. There are some 3,500 ketjamatans (districts) in the whole country, in most of which a Community Education Supervisor has been posted. The task of the supervisor is to organise and supervise adult education activities at a village level.

*Background Paper for the ASPBAE Seminar.

Pantja Marga

In areas where activities of the village people have already reached an advanced stage of development much support is given to out-of-school education by village level committees. Experiences obtained by Community Education workers have demonstrated the so-called Pantja Marga ("Five Ways") to be the kind of educational system which ensures the successful realization of rural community development.

Within this Pantja Marga system, the educational part of the rural development programme is carried out:

- (i) by providing fundamental education in order to activate the village community through the running of literacy and post-literacy courses, reading and discussion

- groups, and other follow-up activities;
- (ii) by establishing Community Libraries, aimed at the provision of an inexhaustible source of information for the communities where reading-mindedness has already developed;
- (iii) by conducting community leadership training, aimed at the preparation of cadres as driving forces for community development;
- (iv) by establishing educational services for women, especially in the domain of family life education, aimed at the fostering of appropriate attitudes for the pursuit of a happy life in the family;
- (v) by setting up youth working clubs to be used as channel for various activities of village youth, at the preparation of pioneers and workers for rural community development.

These five ways of educational approach constitute an integrated whole serving as socio-educational basis for the development of the model-village.

Literacy work for adults

One of the primary steps taken since the Proclamation of Independence was the setting up of literacy courses for adults. The literacy campaign throughout the country, carried out by Community Education workers, gained the magnificent results that in 1964 illiteracy was wiped out among the sector of the population, both men and women, between the ages of 13 and 45 years (except for a negligible part which is for didactical reasons not susceptible to literacy teaching) to the minimum standard of reading and writing.

The persons who passed the

3-to-6 month literacy courses during 15 years numbered about 37 millions. This was made possible by the voluntary assistance of literacy teachers who conducted 2,275,067 courses during the period.

The literacy campaign had laid a strong foundation and increased the ability of the communities:

- (a) to achieve further progress in their mental and moral development,
- (b) to further improve their organisational and occupational skills so as to enhance their standard of living.

Notwithstanding the results gained during the campaign, literacy work has, however, still to be continued, due to relapse into illiteracy for lack of reading materials in sufficient quantities. Furthermore, as the compulsory education programme could not as yet be fully implemented throughout the country, there is still a problem arising from the recurrent arrival of new generations of illiterates, youngsters of 13 year-and-over who have never attended school, and the early dropouts.

Post-literacy activities

In the very first year of the literacy campaign it was recognized that literacy was not an end in itself, and the achievements of literacy work would have no real significance for the people if the work was not followed by further systematic and orderly care and guidance for the new literates.

Therefore, as soon as a certain area had been declared free from illiteracy, a programme of post-literacy services was undertaken in order to:

- prevent new literates from becoming illiterate again.
- make them apply their reading and writing skill in daily life.
- consolidate the achievements — (psychologically, socially, and culturally) gained as a result of the

literacy campaign. This post-literacy programme includes inter alia:

- (a) creation and maintenance of a "literate atmosphere" in the village community,
- (b) setting up of follow-up courses,
- (c) production and distribution of suitable reading materials for the new literates,
- (d) development of a village library system.

In order to enhance the reading-mindedness of the newly literate adults, Community Education workers, in co-operation with village officials, make efforts to encourage village communities, during or after finishing this literacy campaign:

- to post name-boards for every street and every public in their neighbourhood;
- to hang name-boards for each house indicating the name of the head of households;
- to maintain a bulletin-board in every neighbourhood on which are to be announced everyday news about local events.

Follow-up courses for the aftercare of new literates

The courses, conducted at village level by Community Education workers and intended to serve as a continuation of the literacy classes, provide a combination of: learning for more advanced reading, training for the physical and mental growth of the learners, and opportunities for putting into practice the knowledge the learners have gained in their studies.

The follow-up courses are mainly:

- (i) Introductory Community Development Courses; these are courses for adults and youngsters who have passed the literacy courses, with the objective to stimulate further self-reading of the

learners for self-enlightenment and community development;

- (ii) Socio-economic Adult Courses; these are courses for adults above the age of 18 years who have received the literacy certificate with the objectives to enable the community to understand the nature of modern economic organisation, and to gain practical training in vocational subjects and practice of co-operative work;
- (iii) Courses in Home-making and Family Life; these are courses for women aged 16 years and above who have passed the literacy courses, with the objective to give them practical training in home-making and household management, child care etc.

The teachers for the courses mentioned are drawn from the more educated section of the people in the area who have the willingness and enthusiasm to give adequate time for teaching the classes regularly. In most cases, members of trade unions, youth and women's organisations give their voluntary services as teachers in their spare time.

Voluntary workers for community education are often difficult to recruit, and, as the educational level of those volunteers varies widely, and not every one who is available may be suited to the task as teacher in follow-up courses, much care is taken in their selection.

Reading materials for new literates

The production of reading materials for the newly literate adults is a rather elaborate operation, involving a certain number of qualified and experienced specialists, as:

- content specialists in such subjects as agriculture, cattlebreeding, fisheries, cottage industries, family planning, and nutrition;

- research workers who have to identify community problems and collect words constituting the local vocabulary of prospective readers, to be utilised for text-writing;
- writers able to understand the didactical requirements in textwriting for new literates with their relatively low level of reading skill;
- illustrators who can make ideas clear by pictures in case written words may fail to do so;
- printers with experience in artistic typography suited to educative purposes.

The Department of Community Education has to integrate the services of these professionals in organizing and arranging social surveys, workshops for the production of manuscripts, and printing of the books or booklets needed. These reading materials are then to be distributed to the local offices of Community Education, who in their turn have to distribute them to libraries in their working area.

Up to now in workshops at Bekasi (West Java), Palembang and Makasar about 120 manuscripts have been produced, a certain part of which have already been printed; the booklets thus produced form a welcome supply to the village libraries, which have to be replenished at times.

From 1966 up to 1970 the numbers of Intermediate Village Libraries, books and readers are as given below:

	<i>Libraries</i>	<i>Books</i>	<i>Readers</i>
1966	6,788	791,976	219,831
1967	6,748	300,089	254,470
1968	10,266	791,976	219,831
1969	7,866	626,557	297,578
1970	8,599	287,497	240,980

People's Libraries

In order to revive and develop the desire of the people (1) to read and educate themselves by self-effort, and (2) to broaden and raise the level of their knowledge, understanding and skills, through regular use of reading material, People's Libraries have been set up throughout the country.

The principles governing the conduct of those People's Libraries are contained in the ordinance of the Minister of Education, Instruction and Culture dated March, 5, 1953. Some of these principles are:

- (a) All People's Libraries which are meant for the use of the general public shall be administered by the Department of Community Education.
- (b) The People's Libraries

shall be located in the chief towns of the provinces, sub-provinces and districts.

- (c) The book collections of the People's Libraries shall be acquired by purchase, by gifts or publications of the Department of Community Education and by other means.
- (d) The Communities using the libraries shall ultimately be enabled to meet the expenses of the library.
- (e) The Department of Community Education shall supervise periodically the working of the People's Libraries.

During 5 consecutive years (1966-1970) the numbers of People's Libraries at A, B and C level are as follows:

	1966	1967	1968	1969	1970
People's Library A					
Libraries	868	1,498	1,156	1,350	1,026
Books	164,702	247,702	221,648	207,126	161,263
Readers	130,448	177,765	146,783	112,746	156,180
People's Library B					
Libraries	142	232	213	190	254
Books	222,334	279,394	388,112	240,139	212,533
Readers	114,773	212,644	87,625	65,594	126,778
People's Library C					
Libraries	24	16	18	16	21
Books	48,730	94,966	100,602	92,780	118,303
Readers	39,857	32,326	30,092	22,628	44,911

The management of libraries located in district towns are entrusted to one or more volunteer; they may be a school teacher, a leader of a youth or women's organisation, a village official, or another educated member of the community who has received some training and guidance in simple librarianship. Such a library keeper is responsible for the inventory of books, magazines and equipment,

and has to keep records of borrowings, under supervision of the Community Education office.

For the conduct of libraries in a provincial or sub-provincial town Community Education Officers, specially trained for that purpose, are being employed under direct supervision of the provincial and sub-provincial inspectors.

Community leadership training

Courses for community leadership are conducted by Community Education workers, with the main objective of improving the quality of leadership of the community. These courses are intended to fulfil the need for those adults and youngsters who are called upon to take part in leading roles in the activities of their community, and being unable to continue their studies after leaving school and desire to obtain the necessary knowledge and skill for a good performance of such a task.

The curriculum of the training course includes: ethics and morals (mostly in terms of religious teaching), civics and civic administration, the national language, history of the nation, economic geography, community education (including family life education) practices, health and first aid, cooperatives and organisational techniques. The last three subjects are optional.

Besides, the students are to learn practice of one of the following occupations: agriculture, animal husbandry, home management, tailoring, carpentry and brick-making.

The numbers of Community Leadership Training Courses, their teachers and students are given below:

	1966	1967	1968	1969	1970
Level A: Courses	357	631	861	1,188	775
Teachers	1,334	1,923	4,446	7,778	4,795
Students	8,191	24,876	21,602	37,611	21,134
Level B: Courses	27	56	52	17	56
Teachers	178	160	285	123	324
Students	1,987	1,258	2,514	838	2,549
Level C: Courses	3	5	3	1	2
Teachers	18	29	11	12	11
Students	125	175	75	93	95

Teachers for these courses are drawn from local officers of government departments, school teachers and local leaders who are considered competent, qualified or sufficiently experienced in the subject concerned. Their job as teacher being a temporary one, they are paid a monthly honorarium from the regular budget of the Ministry of Education and Culture.

Vocational Education

Community Education workers are endeavouring to make the masses, especially in villages, productive-minded, and bring the knowledge of new skills to these members of the community who cannot attend regular technical or vocational schools.

For this purpose, short-term vocational courses, in the nature of further education for the community, are conducted under supervision of community officers, with the objectives of upgrading the vocational efficiency of out-of-school youth and adults, and extending the scope of vocational skills in the community.

The vocational courses are intended mainly for villagers who:

- having passed a primary school, find no suitable work in the community or elsewhere, and are eager to learn a new vocation for their living;
- have already taken up a vocation, and desire to improve their skills in such occupation in order to increase their income.

The number of Vocational Training Courses are as follows:

1968	154	(with 2,241 learners)
1969	121	(with 2,993 learners)
1970	270	(with 5,451 learners)

In the conduct of these courses, technical assistance is sought from officials of government agencies involved in community development activities. The Community Education workers can through his co-ordinating function encourage those technical officers to work together to achieve agreed objectives in the field of community education, namely to provide out-of-school education in vocational subjects to village people.

Family Life Education

Family Life Education is being provided within as well as outside the formal school system. The out-of-school programme, as carried out by the Department of Community Education, includes:

- training of family life education cadres, conducted at local Community Education training centres or in incidental courses (there are over 60 training centres spread all over the country);
- setting-up of mother-craft centres, with the aim to impart vocational skills in the nature of womanly handicrafts;
- running of home-making courses;
- running of courses in infant care.

During three consecutive years the numbers of Family Education Courses are as given below:

(Continued on page 19)

Voluntary Organisations and Adult Education in Ceylon*

L.G. Hewage**

BEFORE I outline the adult education activities of the non-governmental voluntary organizations in Ceylon I must make one point clear. All what we call our cultural heritage now is a result of an education system which did not ignore adult education in order to develop primary education. The present system which develops formal school education at the expense of adult education is a recent trend that we inherited from our colonial masters. We are now passing through a transition period in the history of our education, trying to follow a middle path in education too, which will enable us to benefit from ancient system and modern one both. Such middle path approach to education as found in our culture will inevitably lead us to consider education not only as a life-long process extending from womb to tomb, but also as a continuous dynamic process going even beyond our grave till we attain our ultimate goal in *Sansara*. This cultural and philosophical motivation may have perhaps contributed a great deal even to our high literacy rate then and now. This same philosophical foundation may also motivate our educators themselves to keep the torch of learning burning while enabling others to benefit from the light of that burning torch.

Out of the numerous voluntary organisations now handling this service, the Buddhist temples, Hindu Temples, Christian Churches and other religious organizations, still do a great deal in their own traditional way. The Buddhist educational institutions called Pirivenas, spread all over the country, still continue to engage themselves in various forms of adult education services. They now cater more to the secular educational needs rather than to the cultural and spiritual. All Ceylon Buddhist Congress (ACBC) which is the premier Buddhist organization in the country also has certain programmes implemented through its standing Committees

incharge of youth work and education, Y.M.C.A., Y.M.B.A., Y.M.M.A., and such other religion oriented and religion based youth organisations too carry out specific projects in this field. Political parties, trade unions, and workers associations also have their own programmes of adult education oriented to their special objectives.

Out of the womens associations engaged in adult education, *Lanka Mahila Samitya*, (Ceylon Women's Association) is perhaps the most broad based and wide-spread in their activities and organization, respectively. The present prime minister herself was once the president of this organisation. There are also some religion based women's association carrying out adult education projects as part of their main programmes. A few youth organizations too have participated in service that may be referred to in this context. *Lanka Taruna Mandalaya* (Ceylon Assembly of Youths) is one of these and its work is yet limited mainly to the urban areas.

In the field of adult education, there are a few business organizations that offer courses to youths and adults by charging fees, and they may be considered as a separate category because others mentioned earlier do not charge fees as a rule. This implies that the workers engaged by these voluntary organizations are not paid for their services, while others are paid full time workers. Some of these institutions offer correspondence courses too. There are also individuals, who conduct tutorials and academies for out-of-school youths and adults (both men and women) offering courses in vocational subjects, technical skills. Some of them offer language courses and courses for university degrees and public examinations.

Another group of organizations that deal with adult education is the politically oriented and politically based associations, trade unions and

* Excerpts from the paper presented at the ASPBAE Seminar.

** L.G. Hewage is Professor of Education and the Dean of Faculty of Arts (Vidyodaya Campus), University of Ceylon, Colombo.

workers associations. All political parties have their adult education services and the trade unions have their study circles. Workers unions conduct adult education classes mainly in vocational subjects. Cooperative department is a part of the government as it is in Ceylon. Therefore, the educational work undertaken by that department may not be considered here. However, there are at least co-operative societies that conduct their own adult education projects to promote the cooperative movement in its true democratic voluntary spirit.

Lanka Sarvodaya Sramadana Sangamaya which I represent, is an organization mainly based on the Sarvodaya movement in India. It has now evolved as an adaptation of the former to meet the socio-economic needs of Ceylon and falling in line with our cultural heritage. It now trains village leaders and organizes work camps for youths. It undertakes com-

munity development projects with much emphasis on adult education. One hundred village development programme, launched as a part of the Gandhi Centenary Celebrations programme of Ceylon, has now developed to three hundred village development programme. The modus operandus followed by the Sarvodaya movement in Ceylon is quite different from many others of the same type, because it is an education programme for the educators and the educands both. The lectures, discussions and informal talks of the leaders with the rural folk leads to the communication of new knowledge and attitudes to the villagers. Those who participate in the community development project also benefit in their process of personality development. In that sense our work camps are teaching-cum - learning-cum - working projects.

Adult literacy, functional literacy, and community development are all integrated in our

rural development programme. From the initial stage of the socio-economic service to the follow-up work, our programmes are integrated and are multi-disciplinary, taking not one group but the whole village as our target population. The movement which started in 1958 as a work camp movement for school boys, has gradually developed to be a national movement and appears to be now growing an international movement, because some Scandinavian countries and Philippines are now trying to adapt it to their local conditions.

Now let me tell you something about the adult education activities of the Universities in Ceylon. There were four Universities in our country till Feb. 15, 1972 and a new University Act (University of Ceylon Act No. 1 of 1972) has incorporated all these into one single university for the whole island. The four universities and the college

(Continued on page 20)



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FUNCTIONAL LITERACY

N. Bhadriah

ADULT Education is a popular subject throughout the world. In nutshell, adult education means continued education, out-of-school education, life-long education. Millions of adults throughout the world are involved in learning activities, in adult education, for various purposes.

In developing countries, where illiteracy is the main bottleneck that hinders learning and progress, the literacy programme is one of the most important facets of adult education. In this age of science and technology and tremendous communication facilities, the world is becoming smaller and smaller in the human concept. In this situation, progress in all fields must be equal in all parts of the world. As long as hindering inequalities exist, establishing world peace and happiness will remain an illusion and an impossibility. To achieve equal development in social, cultural and economic spheres, everyone should have the opportunity of receiving proper education. The right to education is one of the rights of man. Therefore, adult education is not only for the sake of developing countries but also for the sake of developed countries. The powerful medium for gaining the education needed in this modern world is literacy.

In the present condition of the modern world, cultural and economic progress and spiritual and material development must go together. But we cannot think of this when 800 million people, two-fifths of the population of the world, are still illite-

rate. And this figure is growing every year, as the population explodes.

With a great hope of eradicating illiteracy, the countries which attained independence from colonialism started adult literacy campaigns as they were aware of the fact that there is an undeniably strong relationship between poverty and illiteracy. It has been proved that rapidly developing economies have been achieved not so much because of the availability of capital, manpower, and natural resources but because of technical progress and the individual capabilities of that manpower, in which education was one of the most important factors. The success of the Industrial Revolution in Britain, for example, was due to that country having, at that time, a population which was 70 per cent literate. Literacy can release productivity and a productive capacity which cannot be so released from illiterate adults.

But inspite of all the enthusiasm the developing countries had in starting their literacy campaigns, in most countries the campaign ended in failure. This was because the literacy course was run on traditional lines, using traditional methods, merely teaching the rudiments of the 3 R's without any relevance to the lives of the learners. It could not create promising motivation. The adult participants of literacy classes did not feel that literacy brought them much benefit in their daily life, and they lost interest in learning. Even when the literacy course was given free of cost, the adults did not feel that it was worth the investment of time and energy. Gradually the phrases used in the literacy campaigns became mere slogans. The interest of the adults dwindled further, and the number of drop-outs was enormous because there was no adequate motivation.

After taking stock of the situation, UNESCO felt that there must be a change of method, technique and strategy in the literacy movement. It was realised that there can be no reasonable hope of making adults literate until they see that it is in their interest and that they need the medium of literacy to improve their socio-economic condition, and that literacy will help them to raise their standard of living.

In 1965, UNESCO organised a world conference on literacy in Teheran, Iran, in which the Education Ministers of member states took part. The conference reviewed the progress of the literacy movement in various parts of the world and drew up a programme that:

“Adult literacy, an essential element in overall development must be closely linked with economic and social priorities and to the present and future manpower needs. All efforts should, therefore, tend towards functional literacy.

Shri N. Bhadriah is Unesco Adviser on Adult Education to the Government of Kenya.

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 or reading and writing.....”

The concept of functional literacy is that the adult must acquire an ability to read and write which is truly functional. Being able merely to write one's name and read a few words and sentences is by no means functional literacy. **A person can be considered functionally literate only if he has acquired and can use the ability to read and write in his everyday life and can derive benefit from it.**

The concept of functional literacy means that the literacy programme must be linked with technical, agricultural, industrial, health, and home-making training, so that all dimensions of life—economic, scientific, health, vocational, social, etc.—are developed in them. These elements are not isolated from one another but are developed and co-ordinated. Seen in this light, reading and arithmetic are no longer an aim or an end in themselves but a means and a medium in the dynamics of training for a better and fuller life. For this purpose, the functional literacy programme is based on a selective basis rather than being drawn up haphazardly, and it is intensive rather than extensive.

Really, it is a big task. But it is interesting work. The approach to fulfil the task must be on the basis of reality. The development programmes with which literacy is to be integrated have to be selected according to priority. Then the materials for instruction and for training have to be prepared, integrating literacy in such a way that the materials are simple, suitable, useful, attractive and interesting. Then training must be given to the instructors regarding the method to be used in instruction, the techniques to be followed and the approach to be applied.

Evaluation has to be done at various stages to assess the extent to which the programme promotes economic and social development, and the educational progress of the adult learners. According to the findings of the evaluation adjustments will be made, if necessary, in one or all the processes of the programme.

In functional literacy programmes, due importance must be given to follow-up programmes and reading materials for new literates, for without this, and if new literates have no reading materials with which to maintain and improve their reading ability, they will relapse into illiteracy, making all their efforts and the efforts and expense of the government a waste.

To help in the provision of reading materials, it is necessary to conduct literacy workshop to train writers to produce materials. The production of reading materials for new literates is an art and a science. The materials must be simple yet not childish, written in style which appeals to adults, interesting, attractive and with subject matter which is useful in their profession, their daily life, and for enjoyment and information. In preparing such materials, it is necessary also to co-ordinate the efforts of the various agencies which are producing reading materials of an informational or instructional nature, such as the department of agriculture, health, community development, etc. These departments can send their own writers for training in literacy workshops organized for that purpose.

To make proper use of the materials prepared for continued education for literates, the facilities of mass media, like the library service, information centres, reading and discussion groups, and radio and television programmes, etc. should be utilised to the fullest extent.

To summarize, functional literacy aims at educating adults, through the medium of literacy, concerning the technical changes which should be made in every sphere of production, consumption and daily living, and giving the adults a background of scientific, technical, economic and social understanding for carrying out these operations while, at the same time, imparting to them the ability to read, write and calculate, which is sufficient to be truly useful.

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CORRESPONDENCE EDUCATION IN INDIA

N.K. Pant¹

IN March 1961, the Ministry of Education, Government of India, appointed an Expert Committee under the Chairmanship of Dr. D. S. Kothari, Chairman, University Grants Commission, India, "to work out the pattern and relevant details of the Scheme of Correspondence Courses (prepared as an item under the Third Five Year Plan)."²

The Directorate of Correspondence Courses was established in July 1962 in the University of Delhi to enrol students, from all over the country, for the first degree course in arts, commerce and social sciences. The main objectives of the correspondence instruction were defined as follows:—

1. to provide an efficient and less expensive education at a higher level in the context of the national development of India;
2. to provide higher educational facilities to all qualified and willing persons who were unable to join regular university courses due to personal and economic reasons or because of their inability to get admission to a regular college; and
3. to provide opportunities of academic pursuits to educated citizens wishing to improve their standard of knowledge and learning through continuing education while in employment.

The Directorate of Correspondence Courses has since been renamed the School of Correspondence Courses and Continuing Education.

pendence Courses and Continuing Education. In 1969 the School introduced B. Sc. (Pass) Course, and in 1970 B. Com. (Pass) Course was added.

Widening access to education

A rapid increase in the number of schools during the last decade in India has put great pressure on Indian universities and colleges to accept a larger enrolment every year. To a certain extent the expansion in opportunities for higher education has been met by expanding institutional capacity. The process of opening new colleges is, however, a slow one and calls for large financial and other resources. In times of rapid expansion, paucity of suitable teachers is another obstacle. For the rapid expansion of educational facilities we have to look for an alternative method other than the conventional institutional approach. The scheme of correspondence instruction was designed to serve as a suitable alternative path to wider opportunities in higher education. It has been observed that while an increase of students in a college may in certain circumstances bring down the quality of teaching, the efficiency in education increases with the growth in the number of students in correspondence courses.

Some lessons of experience

There are certain essential prerequisites for the success of correspondence courses. First, there should be an adequate number of people who are keen and motivated. Second is the availability of highly qualified teachers to prepare instructional materials and to provide proper instructional service to the students. The third is a dependable postal service. The experience of the correspondence courses of the University of Delhi has shown that all these prerequisites

are available in a fairly large measure in India. The success of correspondence courses in the University of Delhi has led to the establishment of correspondence courses in Rajasthan University in Rajasthan, Panjab University in Patiala, Mysore University in Mysore State, Meerut University in U.P., Madurai University in Tamil Nadu, Punjab University in Chandigarh, Punjab. A number of other universities in India are also preparing to start correspondence courses because experience has shown that these courses meet a genuine social need.

A feature of the scheme which seems to have made it so popular in India is the fact that correspondence instruction extends educational opportunities to all persons regardless of age, income and employment status.

In correspondence courses, financial resources can be used more effectively without compromising with the standards of education. The School of Correspondence Courses, University of Delhi, is a self-financing education institution. Students who lack the motivation to work hard drop out in the first few months of the course, and do not have to carry the course to the end as happens in regular schools. Another important kind of economy that results from correspondence study is the avoidance of loss of earnings by those students who are employed during the period of study. Illustrative is the case of a housewife with four children who joined the correspondence course for B.A. and passed with high distinction. She informed us that she was studying in her spare time when her husband went to office and their children to school. She was studying even while cooking. But for the flexibility of the scheme she could never have become a graduate with high honours. This advantage

1. The author is Head of the Economics Department, School of Correspondence Courses and Continuing Education, University of Delhi and Associate Secretary of the Indian Adult Education Association.

2. India Expert Committee on Correspondence Courses, Report.

has important socio-economic implications. It makes for the recovery of talent which otherwise would be wasted.

An obvious disadvantage of correspondence instruction is the loss of 'campus life' and 'personal contact'. It also lacks group motivation and is a 'hard' method which makes certain heavy demands on the students.

In order to minimize this disadvantage, the Expert Committee on Correspondence Courses recommended that there should be personal contact between teacher and student as an integral part of the instruction. It further recommended that where the teachers of the Institute of Correspondence Courses are not themselves able to run such 'contact' classes, it should be possible to make alternative arrangements with a university or local educational institutions, near the residence of the students concerned. The School of Correspondence Courses organises such contact classes through its Personal Contact Programme (PCP) in Delhi, Madras, Trivandrum, Jaipur and Chandigarh every year. The students are encouraged to express their ideas freely and pose their difficulties frankly to their teachers. The PCP also includes regular classroom lectures and discussions; besides, correspondence students have an opportunity to meet their fellow students and thus to benefit from group motivation.

The use of radio and television as aids to lessons and textbooks has been found very beneficial in reducing the 'hardness' of the correspondence courses. The Expert Committee on Correspondence Courses recommended "the use of radio and television to assist the bridging of the gap between teacher and students." It helps to improve the standards in spoken language and makes studies more lively. Radio talks could not be arranged in early years but through the co-operation of All India Radio, it has now become

possible to have a regular programme.

Achievements and Results

The following tables shows

enrolments in first year B.A., B. Com and B.Sc. in the School of Correspondence Courses, University of Delhi, for each year since 1962.

Year	No. of Students enrolled			Total
	B.A.	B.Sc.	B.Com.	
1962	1 111	—	—	1 111
1963	1 321	—	—	1 321
1964	1 729	—	—	1 729
1965	2 257	—	—	2 257
1966	2 301	—	—	2 301
1967	3 091	—	—	3 091
1968	6 039	—	—	6 039
1969	8 700	250	—	8 950
1970	3 400	226	1 700	5 326

The number of students admitted increased steadily from 1962 to 1967. In 1968 and 1969 there was a sharp rise, but in 1970 there was an equally sharp decline, in spite of the fact that new courses had been introduced. The reason was that in 1970, the University of Delhi decided to restrict admission to the correspondence courses by prescribing a certain level of achievement in a qualifying test.

A substantial number of secondary school leavers who otherwise would have sought admission to the colleges elected the correspondence courses path to higher education. The main supply of students to the University of Delhi comes from students who pass the higher secondary examination of the Central Board of Secondary Education, Delhi.

The percentage of students in the correspondence courses who passed the final B.A. examination has varied between 42 and 50. This is somewhat lower than the

pass percentage of all students of the University of Delhi. Over 12 per cent of the successful correspondence students obtained first or second division every year. Of all the students securing second division in B.A. examination, nearly 60 per cent are from the correspondence courses. Thus, while quantitatively the performance of students of correspondence courses is poorer, it is much better qualitatively. A sample study of examination results conducted by the Planning Unit of the University of Delhi revealed that students in the age group 21-30 showed better performance in B.A. examination, while those below 20 or above 30 fared poorly.

The proportion of women candidates has been increasing, from 4 per cent in 1962 to 14 per cent in 1968. A number of housewives are joining the correspondence courses now and many girls who got married while

(Continued on page 16)

Adults in the Classroom

ground not only for personal enrichment but also in its employment for systematic professional advancement. However, particularly in this direction recently lie the wishes of the participants. The necessary "lifelong learning" is beginning to filter through to the people, above all, the younger ones.

In particular this realization was forced on those Institutes of Further Education with the longest tradition of German adult education and the highest number of participants. 6.3 million people, for example, took part in their programmes in 1969, of them, however, 4.3 million merely in their isolated events and 2.0 million in courses.

The Institutes of Education (about one half communal institutions and the other half borne by associations and foundations), who used to be proud of being able to offer "everybody, everything", are, because of the growing demand, converting more and more to the arranging of courses and partly awarding certificates for them which are of professional use to the participants. Courses of foreign languages are by far the most popular, shorthand, typewriting and similar courses are being asked for more and more. Sport and artistic amateur creation, assistance for the filling of leisure time, are, it is true, still part of the popular repertoire of the Institute of Further Education. Many of these institutes are, in the meantime working in cooperation with institutions of the alternative educational system (evening secondary modern schools, evening grammar schools). Their course certificates are, however, not yet officially recognized diplomas. Two-thirds of their activities are financed by subsidies from the Federal State budgets and one-third from their own receipts. The course fees are low for the individual student: about DM 10 for 10 evenings.

Just how marked the trend is towards rationalization of adult education was revealed in a

survey which was conducted in 1966 among Institute of Further Education students. Most (60%) gave the most important object of the Institute of Further Education as professional further training, then "the systematic study of individual subjects", further, information on scientific and research results. Everything else, art, philosophy and ethnology appeared under "available in addition".

Professional further training, hitherto the sole sector of adult education for which the Federal Government possessed responsibility, is likely to come more and more to the forefront in the coming years. Two Federal Laws passed in 1969 (Training Promotion Act and Professional Training Act) allow a considerable financial sponsoring of courses for the brushing-up and extension of professional skills or for professional re-training, for which the Federal Labour Institute is responsible. Federal Government Professional Promotion Programmes have been available since 1959. The number of participants has, so far, not been overwhelming (1969: circa 60,000) but may rise thanks to the new acts.

An institute belonging to the Federal Government is the Professional Promotion Service of the Bundeswehr, by means of which the adoption of a civilian profession is made possible for soldiers with long service.

Further professional training is, naturally, of vital interest to the private economy. Most large concerns operate systematic further training of their employees. But the Chambers of Commerce and Craft and the unions also offer a variety of training courses. They maintain their own boarding schools. Hundreds and thousands of employees annually take advantage of these opportunities. The numbers are likely to rise still more when the "Educational Leave of Absence", demanded by the unions for years, is generally introduced.

Long-distance instruction—

ADULT education in the Federal Republic of Germany has something important in common with pre-school education, however, paradoxical it may sound: it is, in contrast to the school system of all stages, not a state institution. Those responsible are mainly a number of private institutions and in addition, local authorities. They receive considerable state subsidies, but are free to shape their work as they wish.

The contribution of the Federal States, under whose jurisdiction adult education mainly falls, have risen sharply in recent years. They amounted in 1961 to DM 15 million, 1966 DM 31 million, 1970 DM 53 million (Budget estimate). In this field there are legislative measures, however, in only 4 of the 11 Federal States. 3 further Federal States are preparing adult education laws.

Encouraging though the wide variety of courses offered and the personal initiative of the many people responsible may be, coordination has hitherto been very poor and opportunities within adult education thin on the

with circa 20,000 members—professional training and further training, the subsequent attainment of school leaving certificates, but also serving general education and artistic training, has been hitherto almost exclusively in the hands of commercial concerns. It is likely to gain in importance. The Federal States are in the process of creating a central institute for long-distance instruction which will control the practices of the concerns and the quality of the courses.

Radio and television have also realized the needs of the moment and offer more frequently series of programmes which enable adults the subsequent attainment of school leaving certificates (e.g. secondary modern school leaving certificate via Television College) or the attainment of professionally useful certificates e.g. data processing, mathematics). They work in close cooperation with the Ministries of Education in this connection.

The political parties and the churches are, last but not least, likewise very considerably engaged in adult education, the one in a politically educational and the other with a religious bent. In addition to the local educational organisations of the most varying kinds, the 30 Catholic and Protestant academies should be specially mentioned whose courses and meetings for senior staff are by no means confessionally bound, but rather communicate considerable spiritual impulses to the discussion of burning questions of our time.

The Federal Government's ideas published in the "Federal Government Report on Educational Policy" which appeared in 1970, are aimed at extending adult education to a "Main area of the educational system" closing the regional educational gaps between town and country, associating the institutes of higher education more with adult education, creating a "unit building system" from differently combined final examinations, whereby

the individual subjects could be taken over by various responsible bodies, anchoring in law a paid educational holiday and finally introducing an Educational Pass as a uniform means of identity for the qualifications gained by further education. The multiplicity of incentives and opportunities in adult education are to remain intact but cooperations and coordination of all those involved is to be increased and also the means for this hitherto least clear-cut area of the educational system.

CORRESPONDENCE EDUCATION IN INDIA

(Continued from page 14)

studying in colleges have been seeking migration to correspondence courses, in recent years, in order to continue their studies.

In the early years the majority of students enrolled in the correspondence courses were from outside Delhi. In 1962, 30 per cent were from Delhi, 22.5 per cent from U.P., 9.45 from Punjab (which included Punjab and

Haryana) 9.36 from Tamil Nadu. In 1968 the share of Delhi had risen to 62 per cent while that of other States had dropped. The number of students below 20 years of age has been rising: in 1962 they accounted for 7 per cent and to 37 per cent in 1968, while those in age group 21-35 years decreased from 81 per cent in 1962 to 61 per cent in 1968; the fall was sharpest in the case of those above 36 years of age: from 12 per cent in 1962 to less than 2 per cent in 1968. In spite of the reduction in the proportion of students in the age group 21-35 years, the absolute number in this group is still nearly twice as large as that in the younger age group. Almost all those above 20 years of age were either employed or seeking employment and were not in a position to join regular day colleges.

The experience with correspondence courses of the University of Delhi over the last eight years indicates that instruction through correspondence has indeed served to extend educational opportunities in a significant way.

Recently Published

Manual for Adult Literacy Teachers

by N.R. Gupta

Rs. 10.00, Abroad \$ 2.75
(Rs. 5.00 for IAEA members)

Available from

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

Gandhian Concept of Adult Education

Dr. T.A. Koshy

TO me Gandhiji was the greatest modern educator which this country has produced. At the time he came into prominence as the leader of the Indian National Congress which spearheaded the freedom movement, adult education was a sector of education which was almost unknown. It was regarded more as a social welfare service rather than educational programme. It was Gandhiji who realized that unless we educate the masses we could not forge and sustain effectively a mass political movement. The adult education that he wanted was not merely political education, but also economic and social education. It aimed at the improvement of the economic condition of the masses as well as their social uplift by the removal of the existing social inequalities.

The concept of adult education was radically different from adult education as conceived by workers in the field at that time. It was also an all-inclusive concept. It began with an awareness of the existing social reality and ended with the establishment, through non-violence, of a world order based on equality, justice and peace.

This broad concept of adult education advanced by Gandhiji is now accepted widely. Today adult education is recognized as an investment in changing human attitudes and improving human potential and productivity. No greater proof of the relevance of Gandhiji's ideas on adult education is needed than this common acceptance of his ideas.

Gandhiji did not have any use for ideas which were not practical. That was the reason why he

advocated spinning, an activity which anyone could undertake. But spinning also had an educative value for him and therefore, also a place not only in the education of the child, as is widely known, but also in the education of the adult. It taught the adult the need for self-sufficiency.

I would also like to raise the question of motivation in adult education here. This is one of the perennial problems in adult education. It is claimed—and there is a great deal of truth in this—that adult education in this country has failed to deliver the goods because adult educators failed to motivate the masses for adult education. I have not come across any reference by Gandhiji to this problem. But Gandhiji knew his masses and could motivate them. I remember a small anecdote relating to Gandhiji which may be relevant here. Gandhiji had arrived at Allahabad and there had collected at the railway station a large crowd, "Have you come to hear me?" "Yes", shouted the crowd back. "Do you think you will learn something from me?", Gandhiji. "Yes", came the reply. "Then you must be completely quiet. Then only you can hear me" said Gandhiji. The noise subsided somewhat but there could be heard some whispering here and there. "How can you expect one to talk to you when you are talking among yourselves?" demanded Gandhiji. There was another spell of whisper and then complete silence. After this Gandhiji held the willing crowd for more than an hour. If adult education forget the details of this incident and take a cue from the principle underlying it, the problem of motivation in adult education will be solved for ever.

Association's Latest Publications

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17-B, Indraprastha Marg, New Delhi-1.

Reports From The Field

COMMUNITY DEVELOPMENT AND SOCIAL WELFARE DEPARTMENT OF TISCO

THE Community Development and Social Welfare Department of the Tata Iron and Steel Co. Ltd., has completed twelve years of its useful existence in Jamshedpur.

Adult Literacy Classes for Women

The Department has a comprehensive programme of literacy education for women. The adult literacy classes for women are organised at various places in each area—in houses voluntarily offered by the residents, at the sub-centres and at the main centres. To ensure personal attention, not more than 20 students are taken in a class. They are given instruction two hours a day for six days in a week for three months. Besides the three R's emphasis is also laid on the civic and health education.

Follow-up classes are also conducted once in a month to stabilise the reading and writing knowledge of the participants.

During 1970-71, 143 adult literacy classes for women were organised. The average daily attendance in these classes was 1590. 1769 women were awarded the certificates after the completion of the training.

Sewing and Knitting Classes

The sewing and knitting classes are also organised for women. This training helps women not only to cut down their expenditure on clothing but also to supplement their family income. The clothes they make are often displayed in exhibitions and Mohila Vikas Melas for sale.

In 1970-71, 34 sewing and knitting classes were organised. The average daily attendance was 844. 491 certificates were awarded after the completion of the course.

Libraries and Reading Rooms

The Department also spreads knowledge through libraries and reading rooms. They are centres of self-education. Starting on a small scale with dailies and periodicals, most of the libraries now have a good collection of books in many languages to cater to the growing needs of the people. The company

National Council of Adult Education of New Zealand

Report for 1970-71

The National Council of Adult Education of New Zealand is cooperating with the N.Z. Broadcasting Corporation for supporting material and services for valuable television series since 1967.

In the year 1970-71, the second series *Issue for Parents* was nationally screened. In the making of this series the National Council's services were integrated with planning of the broadcasts from the start.

The council also collaborated in another series entitled *Children Thinking*.

The library and documentation centre of the council prepares a checklist of volumes added to the library. This enables the readers at a distance to make use of the books.

The WEA-Trade Union Postal Education Service which was started in 1968 was transferred to the care of the N.Z. Workers' Educational Association, one of the Council's original partner in it along with the Federation of Labour.

The Council continued to publish the periodical *Continuing Education in New Zealand*.

provides a matching grant to local resident's contribution for financing the libraries.

Family Planning

The Department is also devoting its attention in educating and motivating persons to take family planning methods. Every year, at least two vasectomy camps are organised under the programme. During 1970-71, three camps were organised in September, February and March when 313 persons were vasectomised. In all, 682 persons all motivated by the Department were vasectomised during the year.

Community and Social Welfare Centres

The Department has 12 Community and Social Welfare Centres in various parts of Jamshedpur. Four centres were added in the current year.

ADULT EDUCATION IN INDONESIA

(Continued from page 8)

	1968	1969	1970
Family Life Cadre Courses:			
Courses	25	426	534
Teachers	66	5,643	2,526
Students	732	22,939	24,205
Mother Craft Centres:			
Centres	4,701	2,212	1,154
Leaders	12,763	12,759	6,611
Participants	73,908	96,626	100,421
Mother Craft Courses:			
Courses	60	153	171
Teachers	175	444	516
Students	1,607	4,570	6,145
Infant Care Courses:			
Courses	168	4	147
Teachers	267	15	266
Students	7,231	174	6,018

These are female officers attached to provincial and sub-provincial Community Education inspectorates who are in charge of the implementation of family life education programmes in close co-operation with women's organisations. Those officers are responsible for seeing that the appropriate curriculum is maintained in the conduct of women's courses.

Local women's clubs mostly proved to be very instrumental in carrying out those programmes, especially as regards the recruitment of women teachers, and the enrollment of learners for the courses.

Education a prerequisite for rural development

The Directorate of Community Education with its provincial, sub-provincial and district offices has part in educational work among villagers in that it concerns itself with efforts in:

- (a) making them understand the significance of rural development for

- individual, community and the country's welfare;
- (b) arousing the awareness about possibilities of improved working methods and innovations in rural development for the betterment of their living conditions;
- (c) giving basic knowledge and imparting basic skills in agricultural, animal husbandry, fishery etc. practices;
- (d) training community leaders so as to prepare them for further training in those special fields as agriculture, live-stock, co-operatives etc.

For these purposes, most of the courses conducted by Community Education workers are development-oriented; thus specific subjects in agriculture and related fields of activity constitute a substantial part of the content of literacy primers and textbooks for the use in such courses.

The community leadership

training courses run by Community Education Officers usually serve as a foundation course, and training courses with a more technical programme conducted by other departments and ministries often draw their students from those having followed the community leadership courses mentioned. As a matter of fact, in the existing educational backwardness of the rural areas the number of men and women capable of being directly trained in vocational and technical subjects are few, and therefore, the training for leadership in specialised technical fields has to be based on an appropriate foundation, namely in terms of a broad fundamental education programme.

Seen in this light, pre-vocational education falls within the task of the Community Education Department. The workers of this department have to try to make farmers and fishermen recognise the necessity of giving up their traditional and unproductive working methods, and make them understand that farming and fishery must be developed along modern and scientific lines if their output is to be increased, and the living conditions of the people concerned are to be improved.

The Community Education programme may also include the introductory stage of vocational education, in which adult learners are given elucidation of the principles of the vocation, and practical training in the basic vocational skill for the respective subjects (as poultry raising, and fish-farming in ponds or irrigated rice-fields). In the conduct of these training courses co-ordination and technical assistance is sought from officials of the technical agencies concerned.

As co-operative education is to precede the starting of co-operatives, here again the Directorate of Community Education share the efforts in making people aware of the advantages of participation in the co-operative movements. For this purpose, basic concepts on co-operatives,

and practical knowledge of cooperative management are included in the curriculum of Community Education courses.

The Directorate of Community Education, aiming at the development of positive mental attitudes which will effect the behaviour of the individual and the community favourable to the improvement of social conditions (including health), is seeking ways to make also health and nutrition education a constituent part of its training programmes.

Basic knowledge of the health and nutrition practices is included in the curricula of post-literacy and leadership training courses, and local sanitation programmes form topics for neighbourhood discussion groups. Village libraries are provided with books and booklets dealing with personal and community health, protection against diseases, nutrition, child care, first aid, mental health, etc. Flannel boards for the purpose of teaching subject matters as nutrition, have been sent to the areas for further dissemination.

A staff member of the Department of Community Education is now a member of the Applied Nutrition Programme Committee, an interagency body which is engaged in devising programmes for the improvement of nutrition standards in the areas.

In the field of Family Planning the Directorate of Community Education has taken the following initial steps:

- (a) acquainting staff members of the concepts on population and family planning education,
- (b) preparing literacy primers for functional literacy courses, dealing with family life planning,
- (c) preparing a teacher's manual for programmed lessons in the same

subject, to be used in functional literacy classes,

- (d) issuing reading-books for new literates containing motivational topics for family planning,
- (e) developing prototypes of audio-visual learning aids film-strips, puppet-play, etc.) for population and family planning education purposes.

Role of Community Education

It may be seen that the role of Community Education, as part of the whole educational system, is not to duplicate, or to substitute itself to the various kinds of extension work.

Yet, its function is mainly:

- (a) to induce people to adopt new attitudes and values,
- (b) to equip them with the required knowledge and basic skills, so as to prepare them to be more receptive and responsive to, and to benefit fully from the information provided by the extension worker (agriculture, health).

Community Education workers may also help to co-ordinate and integrate educational programmes directed to adult people, and undertaken by different agencies in the same communities. Viewed in this light, Community Education as a pre-extension activity in whatever field, is to be regarded not only as a productive investment but also as a necessary pre-condition to community development.

How well organised educational programmes sponsored by governmental agencies (representing health, social welfare, agriculture, man-power development and other specialised interests) may be, these efforts, individually, tend to take scattered forms

of action and may sometimes throw community undertakings at village level out of gear. But their combined impact may be very significant to individual, community and national development needs.

In view of this, at the very outset interagency co-operation and co-ordination in the field of non-formal education was already felt as a need in educational circles, and at that time efforts have been made to come to an organisational structure which will make such co-ordination possible.

VOLUNTARY ORGANISATIONS...

(Continued from page 10)

of Technology have been given the status of campuses of this new single university. All these four universities had some form of community education service developing their own methods and techniques. Most of them were community development activities. Two of them had adult education programmes to the rural areas while one had a workers education programme.

A pilot project of community education-cum community development was started in all the four universities in 1966 with financial assistance from UNESCO. The aim of the project was to evolve a system suitable for universities to participate in country education. The project has emphasised the necessity of adult education in all institutions of higher learning.

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

	रु. पैसे
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ADULT EDUCATION



May 1972

*Adult Education and
Developing Countries
in Asia*



*Adult Education
and
Democracy*



*Board Programme
for the Liquidation
of Illiteracy*



Participants at the Adult Women Samelan organised by the Ahmedabad City Social Education Committee on April 21, 1972. Among others, Sarvshri Gordhanda Chokhawala, Minister of Education and Social Welfare, Government of Gujarat and Krishnavadanbhai Joshi, Mayor of Ahmedabad, are sitting in the front row.

(Report on page 2)

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SPEEDY ERADICATION OF ILLITERACY STRESSED

INAUGURATING a two-day Education Secretaries Conference in New Delhi on May 4, 1972, the Union Minister for Education, Shri Nurul Hasan stressed the need for speedy eradication of illiteracy from the country.

Spelling out his proposals, the Minister wanted the education authorities to realise that India even now had more than 30 crore illiterates representing about half the population of illiterates in the entire world. The rate of progress of literacy is slow—about one per cent a year and one can make about 10 lakhs adults literate every year. At the existing rate of growth, it would be impossible to achieve free and compulsory primary education by 1981, a task which should have been completed by 1960 according to the Directive Principles of the Constitution (Article 45).

Explaining how stupendous was the task of expansion of education in the country, he said that by 1981 about 20 crores of youths and adults would have to be made functionally literate and given general education.

He said that present position was that of every 100 children of the school going age only 80 joined class I. The drop-off by the time they were 11 was 40, while only 25 remained in schools when they were 14.

Shri Hasan asked the Education Secretaries to consider the possibility of introducing model community school in each development block and one model comprehensive higher secondary school in each district to become demonstration centre and set the pattern for the remaining schools.

He said that the proposed community school would provide for multiple entries at several points and also part time education as well as private

study. It would strive to cover the entire community and vocational as well as general education using all teaching resources available in the community and intimately relating its educational programmes to those of economic growth in particular and national development in general.

The Minister said that part time education for children in the 11-14 age group unable to attend on a whole time basis due to economic factors, would have to be devised. Similarly the local scheme could be made the centre for imparting "part time informal education" to the 14-25 age group and people above 25 years of age.

Shri Hasan emphasised that the involvement of youth and the induction of teachers through unorthodox channels would necessitate a total reorientation of training institutions and programmes to meet the new situation.

The Conference studied the problem in various states to evolve a common strategy for fighting illiteracy from the lowest level upwards.

The Conference accepted in principle the proposal to establish one community model school in each development block.

Among the various programmes of youth welfare, the Nehru Yuvak Kendras will be established at the rate of one youth centre and two block centres in each district.

The Conference accepted the Union Government's proposal to establish a National Volunteer Service.

NEWS & EVENTS

Two Seminars Organised by I.A.E.A.

The Indian Adult Education Association organised two short seminars at its headquarters in New Delhi during April this year.

In the first seminar on "Adult Education and Democracy," Dr. W.A. Hampton, Senior Lecturer of Extra-mural Studies, University of Sheffield, England, delivered the key-note address. Dr. Hampton outlined the various definitions of democracy and linked them with adult education. He also emphasised the importance of giving students an opportunity to practice what they learn in adult education classes with civic affairs. He also mentioned some of the civic education programmes carried out at the University of Sheffield. (Some excerpts from his key-note address have been published on page 5). Shri J.C. Mathur, Vice-President of the Indian Adult Education Association, presided over the Seminar.

In another seminar organised on April 23 on "Time Bound Programme for the Liquidation of Illiteracy in India," the key-note address was delivered by Shri S.N. Mitra, ICS (Retd.). Shri M.V. Mathur, Director, Asian Institute of Educational Planning and Administration, New Delhi, presided.

The Seminar studied the following issues:—

(1) Whether a Time bound Programme is at all necessary for the complete eradication of illiteracy?

(2) What should be the period of the Programme whether to be completed by 1980, 1990, 2000 or any other?

(3) Whether a special legislation is necessary for enabling the Central Government to deal with the general problem of Adult Education?

(4) What would be the most suitable method for achieving Functional Literacy?

It was agreed that legislation for adult education should be enacted by various State Governments.

Adult Women Samelan in Ahmedabad

The Ahmedabad City Social Education Committee which is conducting social education classes for adult illiterate women residing in the slum and backward areas of the city of Ahmedabad, organised a samelan of such women at Gomtipur on April 21, 1972. The Samelan was inaugurated by the Gujarat Minister for Education and Social Welfare, Shri Gordhandas Chokhawala.

The Minister said that the problem of illiteracy should be solved with the combined efforts of the Government and of the voluntary agencies.

He appreciated the work carried out by the Ahmedabad City Social Education Committee for the eradication of illiteracy and the education of the masses.

In his presidential address, the Mayor of Ahmedabad, Shri Krishnavadanbhai Joshi, appealed to the people to donate liberally to the voluntary organisations so that the work of adult education could be carried out effectively in this country.

The Social Education Officer of the Committee, Shri B.C. Kasa, proposed a vote of thanks.

The participating adult women presented some cultural programmes.

The Central Government can bring a Model Bill with the help of all those interested in adult education. But the legislation will not be enough and efforts will have to be made in securing developing funds for this purpose and it was suggested that each production programme should have a built-in provision for adult education.

It was also suggested that model legislation should provide for the setting up of State Boards of Adult Education.

The key-note address of Shri Mitra has been published on page 7.

30 delegates from Delhi, West Bengal, Rajasthan and Punjab attended the Seminar.

Shri J.L. Sachdeva of the Indian Adult Education Association, proposed a vote of thanks.

Adult Education and Developing Countries in Asia

S. C. Dutta

The author is Chairman, Asian-South Pacific Bureau of Adult Education and Hony. General Secretary, Indian Adult Education Association, New Delhi.

IN the developing countries of Asia, there is an "explosion of expectations". Most of the countries—former colonial countries desire today rapidly to improve their standard of living. They want to bring about rapid change in the economic life. This desire for change, is very clearly established. What is not very clearly established, is the direction of the change and the ability of the people to control this change. In our willingness to bring about changes and adjust ourselves to the rapid and profound changes brought about the rapid advance to science and technology, are we acting as a robot unable to control the avalanche or are we able to withstand the inroads that these scientific and technological advancements are trying to make into our most valued and cherished social institutions and ethical values? These are some of the questions which arise in our minds and on positive answer to them lies the case for adult education.

In any case this question of control of these changes needs to be gone into in detail. For, I believe, that if the people want to control and give direction to these changes, and it is a legitimate aspiration, then they must know the how and why of it? They must have thorough understanding of the developments of science and technology. And to be able to know and understand these, we must have Adult Education. Large-scale and rapid changes brought about by the rapid advancement of science and technology has made it imperative that a massive programme of education of the people should be undertaken.

The desire for social and economic development if not properly channelised, can take us to the totalitarian chimera and in the bargain will take away our freedom which most of us got after a hard struggle only recently. Therefore, the need for training to imbibe democratic values and citizenship, makes a strong case for Adult Education.

II

The second point, which I wish to make is that human progress lies in significantly better inter-relationship between man and his environment. The resources of people—natural, human and capital will have to be developed in a balanced way. It would be wrong to say that natural resources are more important than human or capital. It may still be wrong to say that capital is more important than human or natural resources. To my mind, human resources are as important as natural resources, if not more, and the quality of human material can make all the difference between the 'heaven on earth' and the haven where you seek refuge when your ship is leaking. This question of improvement of human material takes us to adult education. And it seems to me that for the development of human resources, adult education is the only way out. It may not be the panacea for all

the ills of the world, but I do feel that for our immediate need for social and economic development in the developing countries, adult education is the only way out.

In recent years, the economists have begun to develop an awareness of the importance of adult education in the process of economic growth. They increasingly recognise the key role that adult education can play in the development of human resources, so very necessary for economic growth. It is also being realised that human capital takes longer time to grow which means that there is need for more careful planning of human investment than of physical assets. Moreover human capital does waste and requires replenishment. Obsolete human capital cannot simply be scrapped when it is no longer productive. It has to be retrained and this requires special educational attention.

Introduction of new methods of productivity and improvement in the quality of the labour force are just as important as the quantity of capital available. These changes can't be made if larger numbers of adults are uneducated. The potential economic contribution of a large section of the population is lost inasmuch as uneducated workers are unable to reach their production potential without skills, knowledge and adaptability. Efforts to develop economically and socially will be delayed if a large proportion of the workers are not trained to enter modern productive employment. Without improvement in the quality of the human factor adoption of new and complex techniques is impossible.

Keynote of education is not only the transmission of a body of knowledge but also the inculcation of a spirit of enquiry, a capacity for analysis of new problems and a willingness to set out into the unknown.

In agriculture, the problem is not today to train the cultivator in the use of what is now considered the best practice, but rather to instill in him a new attitude towards continual change and a capacity to shift his methods from year to year in response to new knowledge.

Similarly in industries, special measures are needed to raise the educational level of the existing labour force, to enable it to equip itself to adjust to the advances in technology.

III

Another question which we must consider is whether adult education should merely be programme-oriented or should be ideology-oriented. To my mind in the developing countries of Asia, adult education must be both ideology-oriented as well as programme-oriented. To prepare a mental climate for acceptance of a programme,

which makes a change from previous practices, should be the primary task of adult education.

Role of innovation in the development process has a special significance for adult education. In countries like India, innovation will play significant role in development and adult education should be explicitly designed to promote this. This need for innovation in the development process has a positive implication for adult education. It suggests that one of the central goals of adult education should be a rapid expansion in the capacities of people at all levels for problem-solving and for taking a rationally inventive approach to the issues confronting them. Old models cannot serve our purpose. We have to take into account the diversity of the situations and targets—the needs and requirements of different adult groups in their respective human, social and economic context, with a view to finding the new skills, new knowledge and new attitudes required to solve the needs of the present day society. And having found these, organise adult education programmes to fulfil these needs.

Lastly I wish to say that social changes are coming, they are bound to lead to economic changes and it is the job of the adult educators to give direction to these changes. Adult education must rise to the occasion and perform the task which history has allotted to it, by changing their methods of work and attitudes of mind and discover new paths to serve the needs of the present day adult groups.

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ADULT EDUCATION AND DEMOCRACY*

by

Dr. William Hampton

University of Sheffield, England

Democracy

Many academic discussions have been conducted on the meaning of democracy. The Greek philosopher Aristotle long ago defined the concept as intellectually, a belief that because men are equal in some things they should, therefore, be equal in all things; constitutionally, the rule of the majority; and sociologically, as the rule of the poor. Aristotle, of course, did not favour democracy on these terms and some political theorists of the present day are also critical of the imprecise nature of the concept. Professor Bernard Crick in his book *'In Defence of Politics'* is particularly concerned to restore the concept of politics as a description of the system of government accepted in such countries as Britain or India.

I do not wish to enter a philosophical debate, but I do wish to distinguish between two approaches to the ideal of involving the people in their own self-government, and then go on to indicate the role of adult education in the development of this process.

The classical approach is known as *representative* democracy. Under such a system the public elect some of their number to rule on their behalf. There is always a further controversy between those who believe the representatives should keep close to the view of those who elect them and those who believe, following Burke, the great British parliamentarian of the eighteenth century, that a representative owes his constituents his judgment as well as his vote. This latter view was elevated by Joseph Schumpeter, in his well-known book *'Capitalism, Socialism and Democracy (1942)'* into an accepted conventional wisdom. In his opinion of representation, the public are *restricted* to voting periodically to elect a government; once the government takes office then direct intervention by the general public in policy making becomes at best inefficient, and at worst undemocratic. Schumpeter believed his analysis of democracy to be an accurate reflection of reality in the modern industrial state, but he went further to argue that it was also the way in which democracy ought to work. "Democracy," he wrote, "is the rule of the politician". His views had a remarkable influence; accounted for, no doubt, by the predilec-

tion of elites to believe their ascendancy to be both beneficial and inevitable.

The second approach to public investment in government may be termed *participatory* democracy. During the nineteen-sixties, in Britain and elsewhere, the elitist view of democracy as outlined by Schumpeter, Dahl and others, began to be challenged. The disciplined decades of the nineteen-thirties and nineteen-forties when organisation seemed necessary to defeat the twin enemies of political fascism and economic stagnation with its accompanying mass unemployment, gave way first to the 'end of ideology' apathy of the nineteen-fifties, when material affluence was hailed as the solution to all social problems; and then later to the revival of interest in citizen participation and even in some forms of anarchism. The books of G.D.H. Cole and R.H. Tawney, both pioneers of adult education in Britain, are again being read with respect. The general public are demanding more opportunities to contribute to policy-making, particularly at the level of local government. Pressure groups of all kinds have grown in significance; a more open system of democracy is being demanded.

Adult Education

Let me now turn to adult education in this context. In Britain adult education has three functions. The first of these is to provide **recreational courses**. Adults go to evening classes to gain and practice the skills and crafts which are lost, and missed by some people, in a highly industrialised society; woodwork, dressmaking, and car maintenance are regular favourites with many adults. Others wish to **learn a foreign language** to facilitate their travels abroad. And a small number wish to make a more academic use of their leisure and pursue **extension courses in literature or history**. Except for these last mentioned the bulk of the courses of a recreational character are provided by local government.

The second function of adult education is to provide *post-experience education and training*. This function is of growing importance. Managers and professional people cannot be trained for a lifetime when techniques change so quickly; there is a need for refresher courses, in-service training, and conversion courses. There are also several newer professions, such as social work, which recruit from adults with previous experience in other occupations. Many University extra-mural departments in Britain

*Excerpts from the Key-note address delivered by Dr. Hampton at a Seminar on "Adult Education for Democracy" organised by the Indian Adult Education Association in New Delhi on April 16, 1972.

devote resources to courses of the type described in this paragraph. There are those, of whom I am not one, who believe that only this type of work is of a standard which justifies university involvement in adult education. Though I believe such high level work to be an important sphere of adult education, I still maintain that universities should have an interest in the broader function, the third function of adult education, *education for democracy*.

As long as 1921, Professor R.H. Tawney wrote in *The Acquisitive Society*:

"It is foolish above all to cripple education..... for the sake of industry; for one of the uses of industry is to provide the wealth which may make possible better education."

The education of adults in the processes of citizenship has, therefore, a long history in British adult education. The lectures and tutorial classes provided by University Extension and the Workers Educational Association (a voluntary body supported by government funds) have always been conducted with an understanding of the social implications of work. An attempt, not always successful, has been made to carry higher education to all classes in society. One of the most successful ways of doing this has been found to be an approach at the workshop through the Trade Unions. In many industries active trade unionists can attend courses on industrial relations, and in some cases economics and politics as well during working hours. Such courses may extend for twelve full working days or more, with one exceptional programme—with which I am concerned—containing 120 full days of tuition. Such courses are educating people for representative democracy; enabling them to use their vote, or industrial institutions, with discrimination; the newer developments I wish to turn to now are concerned with participatory democracy.

With the demand for more opportunities to participate in public affairs has come a demand for adult education to provide courses to enable the participants to participate on the basis of better information and, therefore, to participate more effectively. I have provided courses for local people who wished to contest local elections, or who were concerned with pressure groups which had frequent contact with the local council. Courses are in preparation for school governors (local citizens appointed with rather ill-defined powers to bring local views to bear on local schools). These courses will discuss both the structure of the educational system and the various educational policies which might be pursued. Other courses have been concerned with housing policy, planning procedures and policy, and the rights of the citizen to receive various welfare benefits. In every case the intention of the courses has been to enable the student to play a more active part in social and political affairs.

The logical extension of adult education as a service to participants in local democracy is the growing interest in Britain in adult education as a *stimulus* to involvement. Some local government authorities, and some Workers' Educational Association branches are appointing "development officers," unattached to any fixed programme. Their job is to go among the people and create an environment within which an adult education programme may prosper. They work by thoroughly immersing themselves in the life of local community, and may not teach any formal classes at all.

Conclusion

The general conclusions I would draw from my experience are well-known and should cause no surprise. People become interested in adult education, as in other matters, when they are directly affected, or when they are given an early opportunity to use their knowledge. They will be more easily interested if these opportunities occur in a context local enough to make sense to the ordinary citizen. Adult Education for democracy, therefore, will not often be successful if it deals with the legal and constitutional framework of central government. We may have more success if we deal with matters such as trade unionism or local government which are closer to the people. But again, successful adult education will not be possible unless the democratic institutions are ready to welcome the newly interested participants. The attitude of existing public representatives is crucial; but perhaps I should finish at this point, and end with another quotation from R.H. Tawney:

"The purpose of an adult education worthy of the name is not merely to impart reliable information important though that is. It is still more to foster the intellectual vitality to master and use it, so that knowledge becomes, not a burden to be borne or a possession to be prized, but a stimulus to constructive thought and an inspiration to action."

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Time Bound Programme for the Liquidation of Illiteracy in India*

by

S. N. Mitra, ICS (Retd.)

MAHATMA Gandhi held that "Illiteracy is India's sin and shame and should be wiped out."

Efforts in this direction began in 1937 with the advent of Congress Ministries in the provinces. The Movement, however, died down in 1942 after Congress left the Ministries.

After Independence, Adult Education again came to the fore. A Central Advisory Board was set up. In the meeting held in January 1948, it was held that the organisation of Adult Education had become imperative and that all Provincial Governments should provide funds for the purpose.

In 1949 Adult Education became Social Education. The Centre gave grants to State Governments and some voluntary organisations. Development activities in one form or other were started in Bihar, West Bengal, Mysore, Delhi, Bombay, Madras, Madhya Pradesh and Etawah Distt in Uttar Pradesh.

During the First Plan, Social Education was started in Community Development Blocks and Extension Services. During the First, Second and Third Plans the total outlay on Social Education was of the order of 2, 10 and 19 crores of rupees respectively. Adult Literacy made little progress under Social Education. A Conference was held in 1961 on Community Development. It recommended that Adult Literacy (First Phase) be taken up by Panchayats which were required to spend a substantial portion of the funds provided for Social Education on Adult Literacy, that Block Education Officer and Social Education Officer were to promote Adult Literacy Programmes. In 1962 after Chinese aggression, the funds for Social Education were diverted to Economic Development Programmes. Education Department was required to initiate Pilot Projects on Adult Literacy. The massive programme of Adult Education was postponed to the Fourth Plan. Adult Education had a low Priority in Educational Plans. It spent Rupees Eighty Six lakhs in 1950-51 on Adult Education against a total of 144 crores, rising to Rs. 1.2 crores during 1965-66 against a total expenditure of 600 crores of rupees.

Literacy in India during the first 60 years of this century has had a retarded growth. The percentage of literacy has grown from 6.2 in 1901 to 24 in 1961

being 29.35 in 1971. In this year literacy among males was 39.49 and females 18.47. In 1961 literacy in urban areas was 41 and in rural areas 19.

In the age group 15-44 the number of illiterates was 131 millions in 1961. The number increased to 150 millions in 1968-69. Though literacy increased due to expansion of facilities under Primary and Secondary Education, the total number of illiterates increased due to rapid rise (2.5 per cent) of population. Illiteracy was highest among women in the rural area. Roughly, 2 out of 3 men and 6 out of 7 women were illiterate. Literacy will cross 50% mark after 1976, but the number of illiterates will not decrease till 1981. For 100 per cent literacy we may have to wait for another 20 years. A vigorous programme of Adult Education is, therefore, necessary if the age group 15-44 years is to become alert and active and participate in the development of the country.

Factors contributing to the higher incidence of illiteracy in India are:—

- (i) Lack of clear cut national policy regarding Adult Education and Adult Literacy.
- (ii) Inadequate financial support given to Adult Literacy in Five Year Plans.
- (iii) Lack of co-ordination between different Departments and Agencies.
- (iv) Lack of adequate support to voluntary organisations.
- (v) Inadequate provision for compulsory education. Children are frequently forced to augment family's starvation wages. In India 33% of labour force are children.
- (vi) Incidence of wastage and stagnation and a high rate of drop-outs.
- (vii) Lack of motivation among adults to become literate. Functional aspect of literacy programme is ignored.
- (viii) Lack of suitable teaching and reading material for neo-literates and a high rate of relapse of illiteracy.
- (ix) Inadequate provision of suitable training and orientation to workers at different levels.

Special factors responsible for higher rate of illiteracy among women are:—

- (i) Feudal social outlook aimed at perpetuating their inferior status in society (ii) *Purdah* and the use of veil (iii) Girls have to help mothers in

*Key-note address of the Seminar organised by the I.A.E.A. in New Delhi on April 23, 1972.

domestic chores (iv) use of women as cheap labour and reserve labour force (v) lack of trained women teachers in villages.

In organising literacy campaign the problem of drop-outs is not tackled properly. Drop outs slow down the progress. Most of the loss takes place after Grade I, while literacy requires a minimum of 3 to 4 years schooling to become effective. More girls drop out than boys. Complete child schooling should be ensured so that the children do not swell the rank of adult illiterates.

Literacy campaign will succeed only if it helps women to find employment. In the democratic People's Republic of Korea the watch word was study while working and work while studying. Illiteracy there was eliminated within 3 to 4 years after Liberation.

Functional Literacy for women should include:—

- (i) teaching to read and write and simple arithmetic
- (ii) elementary civics
- (iii) elementary hygiene and dietetics
- (iv) Method of bringing up children and elementary pre-natal and post-natal care and maternity
- (v) First Aid, elementary ailments and their care
- (vi) handicrafts for those employed in factories or field, to entitle them to promotion and better yields
- (vii) Education about Family Planning, National Integration, Casteism and Untouchability
- (viii) Widening their mental horizon.

What is the price of illiteracy:—

Here we may profitably quote from Education Commission Report under the Chairmanship of Dr. D.S. Kothari. The price has been enumerated as follows:—

- (i) condemnation of the illiterate to live an inferior existence
- (ii) illiterate individual's low income
- (iii) illiterate's isolation from sophisticated social processes
- (iv) blocking of economic and social progress
- (v) reduced economic productivity
- (iv) less efficient population control
- (vii) imperfect understanding of National Integration and security
- (viii) Retarded improvement in health and sanitation. In short "The uneducated is not in reality a free citizen."

The Commission observed that the strategy adopted so far was a programme of free and compulsory education for all children till they reached the age of 14 years. This has failed. The current

system of primary education continues to be largely ineffective and wasteful. Many children, who receive this, education, either do not attain functional literacy or lapse into illiteracy. The Commission concluded that while our effort to develop a programme of free and compulsory education should continue with redoubled vigour, a massive and direct attack on mass illiteracy is necessary. Experience based on evaluation shows that unless adult education students have attended at least 4 years of school there would be a high loss of literacy.

The Commission also pointed out that the prevalence of illiteracy is humiliating; that it is against Article 26 of the Declaration of Human Rights, which states that every one has a right to education.

The Commission recommended a nation-wide adherent and sustained campaign for liquidation of illiteracy involving Central government, State governments, voluntary agencies, private organisations, industries, all educational institutions ranging from primary school to universities and above all, all educated men and women of the country.

The Commission further observed that literacy, if it is to be worthwhile, must be functional—which will enable the literate not only to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge which will enable the literate to pursue his own interests and ends.

The Commission finally recommended three essential ingredients of literacy as follows:

- (i) help increase efficiency
- (ii) generate interest in vital national problems
- (iii) impart skills in reading and writing that would help continuing education.

The cost of Functional Literacy is commonly held to be prohibitive. In this connection Dr. C.D. Deshmukh pertinently observed! The cost of making an adult properly literate ranges between Rs. 20 to Rs. 30 whereas for a child of 6 to 11 years of age the cost has been worked out Rs. 35/- per year for a minimum of 4 to 5 years; that the Adult undergoes literacy education in his spare time following his vocation.

The rough and ready calculation of cost is as follows:

150 million of illiterates in the age-group 15 to 44 years are required to be educated. The over-all maximum cost has been Rs 30/- per head. The total cost is not likely to exceed Rs. 450/- crores. If the programme of mass literacy is spread over 9 years (1972-1980) the average cost per year would be Rs. 50/- crores—not a prohibitive figure after all—considering the high stakes.

The cost could be substantially reduced. In this connection Maharashtra has shown the way. Maharashtra Government sanctioned Rs. 93 lakhs for making 95.5 lakhs person literate upto 1970-71 (or roughly Re. 1/- per head) in the first stage (under

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ARE YOU A GOOD, MEDIOCRE, OR POOR TEACHER?

HOW would you rate yourself as a teacher? How do you think the head of your adult education school or center would rate you? Most important of all, how do you think your students would rate you?

This is an era of intense and widespread teacher evaluation. At all levels of education students are watching teacher performance with critical eyes, and when they find it wanting many of them take action. In adult education classes, dissatisfied students usually just silently steal away. Their teacher evaluation appears in the form of empty seats. Their teacher probably has no idea that his poor teaching methods drove them away. Some dissatisfied students stay grimly till the end of the course—especially if they have paid a fee. But they may never darken the door of an adult education class again...and may “bad mouth” you and your school all over town.

The end of the year is a fine time to look long and critically at the teaching methods you've been using, and to evaluate them and yourself. The questions you ask yourself should be designed to search out and analyze your successes as well as your failures of the school term just ending.

You might ask your self:

- * What approaches or activities seemed to work particularly well this year? After writing down the successes, try to figure out why they worked and how you could contrive to use those and similar methods next year.
- * Did you take full advantage of the equipment and facilities available in your adult education center or in the day school in which you conduct classes? If you did not, try and discover why you did not: Was there too much red tape involved in checking them out and back in? Was the equipment in poor condition? Did it take too much of your time to track down suitable filmstrips or to make your own materials? If it was any of these reasons, discuss the problem with your AE administrator; may be something can be done about it. If it was mere laziness on your part, admit as much and consider whether laziness is a serious impediment to your success as a teacher.
- * Have you been using unsatisfactory instructional materials unsuited to the ages and interests of your students? Have you taken any steps to get better materials?
- * Did you talk too much in class sessions? Surveys show that most teachers do, although many studies have revealed that the lecture method is not the best teaching method.

- * Did you think of ways to involve each class member in some activity during each class session?
- * Did you think of ways to give even your slowest students the feeling that they had performed a task or answered a question successfully? (Even small accomplishments are better than none; they keep students motivated.)
- * Did you always preview slides, films, and other audio-visuals aids before using them with your students?
- * Did you provide a change of pace, use a variety of teaching approaches and supplementary materials—guest speakers, field trips, student projects, programmed textbooks, paperback books, newspapers?
- * Were you careful to avoid a critical or judgmental attitude toward student errors? Adults are just as sensitive to public criticism as are youngsters.
- * Did you sometimes ask questions that started students to think, to form opinions, and to express them? Questions which merely require factual, or “yes” or “no” answers have their uses but are not “mind expanding.”
- * Did you try at least one completely new teaching technique during this course...or did you teach the same way you've always taught?

If You Teach Trade or Technical Subjects

- * Did you work out devices for making sure each student had an equal amount of your time? (Sign-up sheets, taking a number, and rotating by a set pattern are some possible ways.)
- * Did you enlist the help of advanced students in working with other class members? Student tutoring, both in and out of class, is becoming an accepted and highly successful activity. Studies show that both the tutor and the tutee learn more with this process.
- * Did you maintain a progress record for each student? This is especially helpful in a class containing many levels of knowledge and skill.
- * In order to meet individual needs, did you plan a series of student projects varying in difficulty and keyed to your students' varying levels of background and ability?

If You Teach Business Subjects

- * Did you make definite efforts to help your students transfer their typing or shorthand skills into actual business situations, problems they would actually meet in an office job?

- * Did you try to use positive rather than negative criticism, saying for example: "Keep your fingers close to the keyboard" rather than "Your hands are bobbing around too much?"
- * Did you outline a specific goal for each activity? Practice activity is much more acceptable to students when they have a specific goal to attain rather than a vague goal such as "improving your typing speed."

If You Teach Adult Basic (Literacy) Education

- * Did you set standards that were neither too demanding nor too easy for your students? Standards of achievement are more realistic if the students work with the teacher in setting them up.
- * When you saw signs of poor nutrition, poor eyesight, or poor hearing in individual students, did you refer them to social agencies which might give free help?
- * In addition to teaching the basic skills, did you try to introduce your students to nearby sources of pleasure and learning: libraries, museums, parks, nature centres?
- * Did you keep in mind that student hostility, aggressiveness, apathy, or procrastination are clues to underlying problems? Undereducated adults may fear they'll fail, may be embarrassed about their poor reading skills...and may need constant reassurances. They should be given talks in which they are sure to succeed before moving on to more demanding activities.
- * As a teacher, is this your creed: Students don't learn as the result of what teachers do but as a result of what teachers have the students do?
- * Were you extremely careful to make all testing situation—from the initial tests for grade placement or reading level to all progress tests—as comfortable and as relaxing as possible? Educationally deficient adults are often fearful of tests and the structured test situations which they faced in their early school years.

Do I Really Sound That Bossy?

Have you heard about the *New Miracle Teacher Self-Evaluation Machines*? Well they aren't really called that...they're called audio and video tape recorders and they're the best self-evaluating devices ever developed to help a teacher see and hear himself as others see and hear him. Audio tape recorders and tape cassettes are becoming more prevalent every day. Few schools are without them. Video tape recorders, too, are found in more and more schools. If you have access to either one, use it. Nothing else can give you such a clear, undeni-

able concept of what you're like in the classroom... of how you "come on" to your students.

One teacher, listening to a tape of class reading-session, heard herself talking to another group in the background. She was shocked. "Oh, no. Do I really sound that bossy and 'know-it-all'?"

Tape recorders are so inexpensive and so easy to use that there is no excuse for not finding out exactly how you sound to your students. Make tape recordings of several complete class sessions. Better still, confide in one of your students, and ask him to turn on the tape recorder when you're not aware of it. Not knowing it's turned on, you'll be your natural self and it will be a fair evaluation. If you're brave, you'll listen to the tape with your class and let them "shoot holes" in your teaching techniques. You may find some of your preconceived notions about yourself broken to smithereens.

If you're really stalwart and secure and can take criticism without withering, give your students a Teacher Evaluation Questionnaire to fill out. See a sample questionnaire below:

Will you help me become a better teacher? You can do this by filling out this form as candidly as possible. Don't sign your name, and if you think I might recognize your handwriting print or type your answers or ask a friend or relative to fill them in.

1. Did I move along so fast that you had difficulty keeping up?
2. Did I move along so slowly that you got bored?
3. Did you find this course exciting.....fairly interesting.....dull?
4. Which of the things we did this year did you find the most interesting?
Will you explain why?.....
5. Which of the things we did were least interesting to you?
Will you explain why?.....
6. Do you think the books and other study materials we use were:
 - * Hard to read
 - * Interesting and informative
 - * Dull
 - * Outdated
 - * Too juvenile
7. Were you ever tempted to drop out of this course? Yes..... No. If so, will you explain why?

—Techniques (USA)

UNICEF's ASSISTANCE TO EDUCATION

Shri S.C. Dutta, Honorary General Secretary of the Indian Adult Education Association has recently received a scheme entitled "UNICEF's Assistance to Education" from Mr. P.H. Bertelsen of the Adult Education Division of UNESCO, Paris. It is being published here in the hope that some organisations would like to take advantage of the scheme and would prepare projects for which some UNICEF assistance could be secured.—Ed.

Introduction

THE policy for UNICEF-UNESCO cooperation in educational assistance has been modified¹ in order to respond more effectively to the changing needs of developing nations and to render it more consistent with UNICEF's general assistance policy. The latter is focused upon collaboration with developing countries in their efforts to plan and implement effectively national welfare and development programme for children and adolescents. Within this context, the resources of UNICEF are being directed increasingly to assist countries in the provision of services to all types of deprived children particularly those in rural areas, urban slums and shanty towns, and in the least developed countries.

This focus is to be applied progressively to UNICEF's aid for education. In this connection, other external aid agencies such as the UNDP and the IBRD are devoting increasing resources to the educational systems of developing countries. However, these efforts tend to concentrate largely on programmes most likely to have rapid impact upon national socio-economic development. Thus, UNICEF's orientation to the deprived child and its overall view of children's development complements the assistance provided by other external agencies. In this regard, the education of girls and women, as key contributors to family life and

as under-utilized resources to fill occupational roles necessary to accelerate national development, is of particular importance.

Even though UNICEF's aid to education will be concentrated upon a more restricted type of target population than ever before, the number of educationally deprived children, (i.e. those not receiving a basic minimum of education), is estimated at 500 million. Given this number and the limited resources of UNICEF, further criteria are needed in order to identify and select the educational services and activities within the formal and out-of-school systems to be supported by the agency. Important considerations in this respects include the involvement of innovation, a focus upon qualitative improvement, and the local readiness for a given project. Further, an emphasis will be given to field-level experimental or pilot activities followed by support to the widespread diffusion of those activities which prove particularly successful.

The revised policy for assistance to education and its implications are presented in more detail below. This modified orientation does not imply that viable on-going activities outside the scope of this policy will be abandoned, but resources applied to them will be progressively redeployed. UNICEF support will continue in many such cases until the activity is taken over by internal or other external sources.

It is to be noted, UNICEF and UNESCO will collaborate to determine the respective contributions of each agency in the light of this policy re-orientation and will cooperate as well in the

preparation of field instruction based upon this document.

I. Objectives

UNICEF's concern with education derives from its comprehensive approach to child needs. The impact of education interlocks with that of health, nutrition and welfare in promoting child development. Recognizing that education enables the child to maximize his potential as a healthy, self-reliant individual and as an effective contributor to the advancement of society, UNICEF's intervention, in collaboration with UNESCO and other concerned agencies, will concentrate upon assistance in the attainment of the minimum standards for educationally deprived children.

More specifically, UNICEF's assistance for education will focus more upon the deprived children in rural areas, urban slums and shanty towns with highest priority upon this target population in the least developed countries. The age group most concerned is that of primary school level and below. However, assistance will be given to projects for adolescents up to the age of about 15 if they are limited to practical or pre-vocational training.

Examples of the educational deprivations suffered by children with which UNICEF is concerned in terms of supporting relevant educational services and activities include the following: (i) failure of the educational system to meet children's needs both as an individual and as an effective participant in society. These educational deficiencies might range from a primary school programme ill-adapted in

1. As a replacement to: *Assessment of Education Projects Assisted by UNESCO and UNICEF (E/ICEF/MISC. 142)*, August 1968. A manual of field instructions will supplement this new document.

the preparation of the child for the real world outside of the school to the absence of special services for the handicapped child; (ii) lack of educational opportunity resulting in illiteracy; (iii) language discrimination in education where the mother tongue is not used as a bridge to the language needed for full participation in the development of the country; (iv) educational discrimination against socio-economic, ethnic or sex groups; (v) the absence of educational programmes in such fields as home economics, health, nutrition, and child rearing which can be overcome through parent education.

II. Relevant Educational Services, Activities and Project Types

The indications provided below and in the following section (Guidelines for UNICEF In-puts) should be interpreted broadly, particularly in relation to the least developed countries, in order to preserve flexibility in meeting urgent educational needs of children and governments.

I. Relevant Educational Services and Activities

After the substantial increases of primary school enrolments during the early sixties, the pace of enrolment in most countries has slackened. Further, wastage rates in terms of dropouts and excessive repetition are at such a high level in many countries as to jeopardize the attainment of the objectives of universal primary education. The deficiencies in the educational system can be due to socio-economic conditions, curricula irrelevant to needs of the pupils as individuals and participants in society, the inadequate quality of instruction, and the failure to provide adequate structures of education suited to the environment, as well as to the low cost-efficiency in the educational services offered. The opinion of governments and educators is turning therefore ever more to educational renovation and regeneration.

In most of the developing countries, about four-fifths of the children have been enrolled in primary education and only half, and often fewer than half complete the fourth year. This means that about three-fifths of the future adult population of developing countries may grow up without, or may not retain, basic literacy and minimum educational standards required for their personal development and contribution to society.

The above considerations have been taken into account in the presentation of priority areas of joint UNICEF-UNESCO action which, for the sake of clarity, constitutes an artificial separation of interrelated elements.

(i) Educational Planning

UNICEF's assistance in this field will stress the training of planning specialists and support activities dealing with qualitative and quantitative aspects of formal and out-of-school education pertinent to the objectives and target population specified above.

(ii) Structural-Organizational Innovations

Governments and external aid agencies such as UNESCO are emphasizing increasingly the need to evaluate existing structures of education and to consider alternative organizations since the traditional formal systems tend to be too expensive and relatively inefficient to be generalized rapidly in developing countries. In the majority of these countries, over 50 per cent of the population are under 25 years of age. Given this fact and the limited reach of the existing system, new approaches are essential to provide the mass of educationally deprived children and youth with basic and continuing educational opportunities. UNICEF, in collaboration with UNESCO, should place a priority in this field which involves significantly out-of-school education and the use of new media.

UNICEF's operational role in

this endeavour should be oriented primarily to the target population through experiments at the field level and to the diffusion of successful pilot projects. UNICEF, in collaboration with UNESCO, should support also studies and specialist training oriented to the finding of innovative solutions to the problems of the target population.

(iii) The Reform of Existing Educational Programmes

The foregoing implies a progressive shift of emphasis from secondary to primary and out-of-school education, as other resources are found to carry on existing viable projects, notably in the field of secondary level science education or as they can be phased out conveniently. In this regard, UNICEF will support efforts to develop a more integrated primary school programme such as the relating of science courses to such relevant fields as nutrition, health, and practical subjects. Further, UNICEF endorses and supports UNESCO's initiative to promote international understanding through education.

Thus, the reform of primary education constitutes a major concern of UNICEF/UNESCO cooperation. Encouragement should be provided to curriculum development activities which will improve the child's performance in his present and possible future environment rather than to those which place a more exclusive emphasis on academic achievement in preparation for further education. In this regard, it must be emphasized that only a small minority of primary students continue to secondary education, particularly in the least developed countries. This holds true particularly to rural areas. While certain common standards must be maintained throughout a country, rural education should contain a special practical component to prepare the child to develop the rural environment rather than to swell the numbers of the unemployed in the towns.

Further, endeavours to reduce the high wastage rate in terms of dropouts and excessive repetition should be assisted at the primary level. This includes the identification of the pedagogical and non-pedagogical causes for the widespread phenomenon and the development and application of appropriate remedial actions.

(iv) The Training of Educational Personnel

This critical activity involves the pre-and in-service training of not only teachers and supervisors, but a variety of specialists in such fields as guidance, child psychology, audio-visual media and curriculum development. Similar types of instructional and support personnel are required for out-of-school training systems. Given the limited resources of UNICEF, assistance must be selective and follow a priority order based upon the multiplier effect within the framework of primary and out-of-school education. Normally, the order will be as follows: (i) teacher educators; (ii) educational specialists including supervisors; and (iii) primary school and out-of-school teachers. Further, within these categories, emphasis should be placed upon the training of personnel to work with the target population, the deprived children. And again due to the limitations of UNICEF's resources, preference should be placed normally upon in-service rather than pre-service training, taking the form of assisting primarily the least developed countries to introduce in-service training programmes as innovative projects. Indeed, all projects in this area should involve the improvement of quality and the application of the best teaching techniques to accelerate their utilization with the primary school children and out-of-school adolescents. In this connection, the knowledge and utilization of educational technology for both short and long term development is essential for the preparation of future innovation.

It should be noted that the above focus serves UNICEF's policy of complimenting the assistance policies of other agencies. For example, the UNDP tends to place priority upon secondary teacher training while the IBRD supports largely pre-service training at both levels through its capital assistance programme.

(v) Out-of-School Education

The deficiencies, and costs of formal education have led Governments to develop increasingly new, more flexible forms of education and training, particularly to reach uneducated youth and adults. UNICEF should encourage these developments in general and offer support to experimental projects designed to provide pre-vocational instruction to adolescents as well as to courses for parents, particularly mothers who serve as the first educators to children. This latter type of effort serves indirectly but very usefully the young children below school age.

This leads to the importance of education of girls and women not only as the key figures in family life but as wasted human resources which could fill many occupational roles needed to accelerate national development.

2. Illustrative Types of Projects

The types of projects UNICEF, in collaboration with UNESCO, will support normally are illustrated below. In general, projects should provide, as far as possible, a multiplier effect and contribute to catalytic and innovative ends as well as be self-generating for the future.

(i) Changes of Educational Structures and Patterns

Items covered could be (i) out-of-school forms of education; (ii) organizational changes facilitating student transfers between out-of-school and formal education; (iii) schemes to enlarge the school's role as a social service to the community.

(ii) Curriculum Reform

This may include (i) non-grade/multi-grade programmes; (ii) subject matter integration; (iii) integration of new media.

(iii) Training of Educational Personnel

The subjects of training might include (i) micro-teaching; (ii) initiation of in-service training and its extension through new means such as radio, TV and correspondence courses; (iii) the training of teacher educators, including those being prepared to teach instructors for innovative out-of-school programmes.

(iv) School Environment

Under this heading assistance could be given to (i) new schemes to inventory and evaluate school plant deficiencies; (ii) innovative approaches to improve community-school relations; (iii) community schemes to expand the enrolments of girls and women in primary and out-of-school programmes.

(v) Educational Finance

This might involve (i) studies and activities to broaden national, regional and local financial support for education; (ii) surveys of the comparative costs of various alternative types of education and training; (iii) studies concerning the financial feasibility of producing locally educational equipment and supplies.

(vi) Educational Services

This could include assistance in terms of the: (i) introduction of educational technology; (ii) preparation and production of instruction materials pertinent to the target population; (iii) innovative efforts to integrate educational and health-oriented programmes.

III. Guidelines for UNICEF Inputs

In addition to the criteria presented above concerning objectives and the target popula-

tion, the factors below should be considered in the identification of possible UNICEF interventions.

1. Complementarity with Other Agency Inputs

The innovative attempts to regenerate education are often of such magnitude that no one agency alone can assist in their implementation. Therefore, a close complementarity with the work of other educational aid agencies is essential.

2. Tactical Interventions

UNICEF aid should be as possible in terms of the items of aid, delivery procedure and utilization, in order to ensure its effectiveness and timeliness in removing bottlenecks and obstacles which hinder particularly the provision of more relevant and effective educational services to a greater number of children and in mobilizing national resources. These bottlenecks are often the lack of qualified personnel and the lack of facilities, transportation, communication, equipment and funds.

3. Continuity and Consistency of UNICEF Aid Strategies

As UNICEF aid is often closely geared to, or integrated into, the national educational development efforts, changes in UNICEF's policy in educational assistance and the strict application thereof might result in a sudden disruption in the educational development processes of many countries. This should be avoided as much as possible. A re-orientation to projects consistent with the modified objectives should take place gradually. Problems of redeployment will be presented in the new field instructions established in cooperation between the two agencies.

4. Evaluation

The introduction of more innovative concepts and techniques in educational development will require careful assessment and evaluation if they are later

to be widely diffused and, therefore, improvement in evaluation, carefully planned at every process of the project, should be assisted by UNICEF.

5. Local Training

UNICEF should continue to encourage the training of educational personnel by assisting in the improvement of training facilities and by providing trainees and instructors with local fellowships and stipends. Educational personnel should also be encouraged, with UNICEF's help, to visit innovative projects both inside and outside the countries.

6. Equipment

Equipment remains a major component of UNICEF's aid and the increased cooperation of UNESCO should be sought for improving the standard equipment lists by incorporating more up-to-date and relevant items relating especially to educational innovation, such as video-cassettes and closed circuit television, and also for the selection of appropriate equipment for projects.

Equipment provided by UNICEF proved to be extremely valuable in the development of education in many countries but improvement in the proper use of such equipment will require further UNICEF/UNESCO cooperative efforts through training in equipment utilization.

Equipment, mainly from developed countries, is provided by UNICEF. This proved to be most useful in teacher training and curriculum reform projects, but equipment of this type cannot continue to be provided to all schools in the countries and the local production of equipment of a more general nature should continue to be encouraged.

7. Supplies and Recurrent Expenditure

While UNICEF aid should continue for local training grants and to support key emergency

needs in terms of supplies, contributions to innovative experiments should be given emphasis.

8. Project Personnel

Where there is a scarcity of qualified personnel to plan and execute the project, UNICEF should continue to contribute to the financing of the project coordinators and personnel. These project coordinators and personnel should normally be nationals of the countries assisted.

As an exceptional measure, UNICEF may also finance international consultants and experts for project preparation and evaluation as well as for implementation, and fellowships abroad, if both UNESCO and UNICEF consider that they are in the best interest of the project.

IV. Modalities of Cooperation

The revision of UNICEF policy in educational aid provides the opportunity for re-affirming the basis of cooperation between UNICEF and UNESCO. UNESCO operates as the technical agency for education in the UN System and this principle remains unchanged. The choice of projects to implement the new policy will be based upon the position of the Governments concerned and on UNESCO's educational advice together with UNICEF's experience concerning the needs of children and the policies adopted by the UNICEF Executive Board.

The review of the implementation of the joint UNICEF/UNESCO guidelines has shown that valuable experience has been acquired by the two agencies in cooperation with each other in project identification, preparation, and evaluation. Nevertheless, in view of the more sophisticated approaches to project selection now general among the providers of educational aid, as well as to the novelty of the revised policy, steps should be taken to give further strength and staff time to this cooperation. In particular, the emphasis on innovation and

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A Newspaper to Keep People Literate

Hifzi Topuz

UNLESS regularly given something to read that interests them, people who have only recently become literate will forget how to read. To prevent this from happening a new, monthly newspaper has just appeared in the West African Republic of Mali where a work-oriented literacy project is combating an illiteracy rate of 80 per cent in a population of about 5,000,000.

The paper is published in the Bambara language. Its name, *Kibaru*, means "News". The new publication grew out of Unesco studies in Mali into the possibilities of creating rural newspapers in local languages and regional courses in the publication of such papers first held in 1970 and again this year at the Centre for the Study of Information Science and Techniques (CESTI) in Dakar, Senegal.

The policy of such papers is to hold the interest of newly literate readers by providing information that can help improve their farming methods, health and general living conditions. And the paper serves to keep the people in the villages and countryside aware of the efforts being made by the government, thus promoting fuller participation in the country's economic and social development.

Five thousand copies of the first, March issue

of *Kibaru* were printed. Among its contents were a message about increasing production from Colonel Keita Musa, the chief of state, an illustrated article on different kinds of plows, an account of a fair in Bamako, the Mali capital, and a report on the international cup final in Yaounde, Cameroon.

Just publishing such a paper is one thing; making sure it is known and read is something else. To develop the habit of using newspapers and not merely reading them passively, a programme, under Unesco auspices, is underway to train teachers, farm cooperative directors, agronomists and other leading figures in the rural areas in how to get the ordinary people to express themselves through the press and to make newspaper reading habitual. The "communicators" taking this course can help relay the reactions of the *Kibaru* readers, thus starting up a dialogue between the public and the editorial staff.

Kibaru is published by the Ministry of Information with staff from ANIM, the national press service, and the Bamako daily *L'Essor*. Plans for similar Unesco-assisted rural newspaper are under study in Togo and the People's Republic of Congo.

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BOOK REVIEWS

FROM ILLITERACY TO LITERACY

By Ora Grebelsky, Keter Publishing House, Jerusalem, Israel, 1970, Pp. 120, Price not mentioned.

AS a part of Israel's contribution to the International Education Year 1970, this book has been supported by the Hebrew Language and Adult Education Department of Israel's Ministry of Education and Culture and brought in collaboration with the National Commission for UNESCO.

The book is a pioneering study in the field of adult education in Israel and answers some of the most vital questions relating to teaching of illiterates and literates. Some fundamental issues with which the study involves itself include; what is the object of teaching illiterates? What motivates the illiterates to attend a course of studies? What are the skills, concepts, attitudes, expectations and contents to be imparted to the neo-literate so that he might not lose his skill, and level he must attain in order not to slide back to illiteracy?

It must be said to the credit of Ora Grebelsky that she answers all the questions successfully and to the satisfaction of this reviewer. The work has been dealt with a passion, written with an inside knowledge and depth study of the subject. It can be unhesitatingly stated that the work has an immense relevance for the adult educators in this country.

It is a fact that the world is gradually winning its battle against illiteracy steadily although there is no doubt that the problem will spill over in the next century. The fact that "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," according to a recent UNESCO report, the percentage of illiterates in Asia is 46.8 of the adult population. In India, literacy figure is around 30 percent. We have thus to go very far to make a distinct and concrete dent on this problem. In such an effort, points and guidelines provided by this publication should go a long way.

Although rather slim in size, the book covers five important problems relating to adult education. Its chapters include definition of literacy, description of the various literacy programmes being run in Israel, motivations and expectations of the adult illiterates, problems of curriculum design, teachers

and teacher training and research in the fields of adult education. The summaries of the various chapters have also been provided in French, Spanish and Russian languages for the benefit of the readers in the respective languages. A rich bibliography will surely induce a reader to pursue the subject and have an access to some of the publications on adult education as some of these should be readily available in the libraries and training centres. A few photographs and charts have added to the value of the book and enhanced its readability.

With the explosion of knowledge and rapid expansion of science and technology, education is being expected to be an instrument of change and social transformation. That is why more and more people are resorting to education.

This has been expected to be achieved by the adult education programmes in progress in Israel, which include three basic doctrines of adult education: basic knowledge, community development and vocational training, and elementary education. While comprehensively dilating on these basic doctrines, the author has side by side ably discussed the peculiar cases of armymen, women, general labour, besides ordinary run of workers. In addition, a thought is spared for curriculum, methods of teaching, problems of adult students, programmes of adult women and others, pp. 22 to 46, being specially absorbing. The adult educator should find enough material for his guidance in his work although he may have to make some adjustments in imagining himself in the Indian conditions.

It is the basic fact which hardly needs any elucidation that adult education should have plenty of motivation and that an adult educator has a prodigious role to play in this. "Adults who become full-time students or part-time students... do so in order to satisfy certain needs that ought to be considered." Indeed, this is all inculcated and stimulated by an adult educator. If an adult educator is able to cultivate such a desire and urge, he has vastly succeeded in his mission, and then he should consolidate his effort, for "not everyone who decides to learn is able to keep up his resolution". (P. 51)

Motivations and expectations of the adult learners all over the world are almost the same because the lack of education is due to generally "economic, social or historical reasons rather than to their own intellectual retardation." (P. 58) Besides, job promotion and continuation of studies, social motives, thirst for knowledge, helping one's own children, leisure time activities and integration in the life of the country are also important contributory factors for pursuing a course of adult education and going beyond this. The adult education courses should, therefore, take into consideration these points invariably.

The greatest problem anywhere faced in the
(Continued on Cover III)

Time Bound Programme...

(Continued from page 8)

Gram Shiksha Mohim). The Government, however, relied on self-effort of the literates for attaining Functional Literacy, with the help of books from the Library. The Government has already published 175 booklets (plus 20 under print) for the use of neo-literates. The dependance on self-reliance for attaining Functional Literacy does not work in practice. The programme of literacy in the second stage (Functional Literacy) should be strengthened by supervised reading of neo-literates. The first stage of literacy is done with the help of voluntary agency. For the second stage a Teacher is required. He may be given an honorarium of Rs. 15/- per month for 10 months in the year, for dealing with a class of 25 neo-literates or Rs. 6/- per head. If Rs. 12/- per adult is kept for books, audio-visual aid and administrative charge, the total cost of training an adult for a period of 2½ years would amount to Rs. 25/-. Hence the total cost of training 150 million people would be Rs. 42/- crores per year.

In this connection it may be mentioned that a large number of books have been written for the use of neo-literates. These may be translated into different languages and printed on a mass scale in the form of small sized booklets, thus reducing the cost and enabling neo-literates to carry them about easily. Audio-visual aids and radio may also be provided by way of motivation.

Progress in Family Planning, Panchayat Raj, Co-operative Movement—to name only a few Departments—has clearly been inhibited by wide-spread illiteracy. A high rate of Functional Literacy would have improved the picture radically. Thus, Family Planning would have been more acceptable if presented as a part of a wider programme of family and community uplift, by an agency which was continuously in touch with the community. Various programmes of health, social welfare, agriculture, education, and cottage industries could all be brought in an integrated programme of the individual, the family and the community. Adult Education has to be placed at the heart of all those programmes.

Central Government has set up a National Board of Adult Education. It has also established an Institute of Mass Communication, Radio, Television and Film Division of the Central Government are helping in the cause of literacy. The Government has also been giving assistance to the States and Voluntary organisations for some specific projects. The Government has allotted 2 crores of rupees for the programme of Farmer's Training and Functional Literacy in 100 districts with High Yielding Varieties Programme of Agricultural Production, covering one million farmers. Government has been hoping

that the States would tackle the problem of adult education by initiating Pilot Projects in special areas. But the result on the whole, has been disappointing. Most of the States have taken inadequate steps in Adult Education. The standard of Adult Education has not improved even after 25 years of Independence! Vast investments of 3,500, 7000, 11000, 21 to 23 thousand crores of rupees had been planned under I, II, III and IV plans. The Development would have much greater but for the fact that an illiterate person was unable to respond to the facilities that had been created for him. Adult Education is a sine qua non for all human progress.

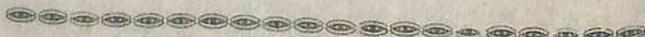
Under the constitution "Education" is a reserved subject of the State Legislature. Central Government has, by special enactment, set up Universities Grants Commission to deal with University Education. A special legislation may also be necessary for dealing with the general problem of Adult Education, which concerns Adults, beginning with Functional Literacy (equivalent to Grade III) and going through continuing education to beyond University Stage.

The Central Government should provide technical know-how. It should also provide suitable grants to the States and direct them to complete Functional Literacy of persons in the age-group 15-44 years (numbering 150 to 160 millions) before the end of 1980, laying special stress on the problems of women, tribal areas, backward communities and occupational groups.

The Central Government may also authorise the States to supplement their resources by levying a special cess and voluntary contribution for dealing with the problem. This measure is not likely to be unpopular in view of the "Green Revolution" which has increased the prosperity of the people in the rural area.



**TO MAKE THE
NATION STRONG
Make the People Literate and
Knowledgeable**



UNICEF's Assistance to Education

(Continued from page 14)

new patterns of education implies that a more complete analysis into the feasibility of the projects for assistance is required.

Specific areas in which UNICEF/UNESCO cooperation needs strengthening are the: (i) diagnosis of the educational needs of the target groups and the necessary development strategies; (ii) identification of promising innovations and assistance in

planning and managing the cycle of innovation from experimentation to diffusion; (iii) exchange of ideas and experience in educational innovation; (iv) introduction and improvement of built-in evaluation schemes.

The improvement in project identification and preparation would require that UNICEF procedures allow a somewhat longer period for this process and that additional staff be provided to permit deeper analysis of new projects. It would be desirable

also to use increasingly the surveys and studies made by the countries themselves, other agencies in the UN family and the country programming procedures.

Such questions, particularly the respective contributions of UNICEF and UNESCO in light of this policy re-orientation, are being taken up by the two agencies with the purpose of strengthening the close collaboration of the past and to serve better the children and governments of the developing world.

Book Reviews

(Continued from page 19)

spread of the adult education is of the lack of properly trained teachers. This is present in Israel too although more attention is now being given to it with the efforts of the Adult Education Department of the Ministry of Education and Culture and the Ministry of Agriculture and the Jewish Agency. Teachers have to be trained for every type of adult learners—good, bad and indifferent. Besides, teachers

are required to suit the environments of the learners which further makes the task more tedious and complicated.

All in all, although the book is quite good and educative for an "initiated" worker in adult education, it does not take full and detailed account of the various adult education aids being increasingly put to use in the west and therefore not known in India or elsewhere.

—M. R. Dua

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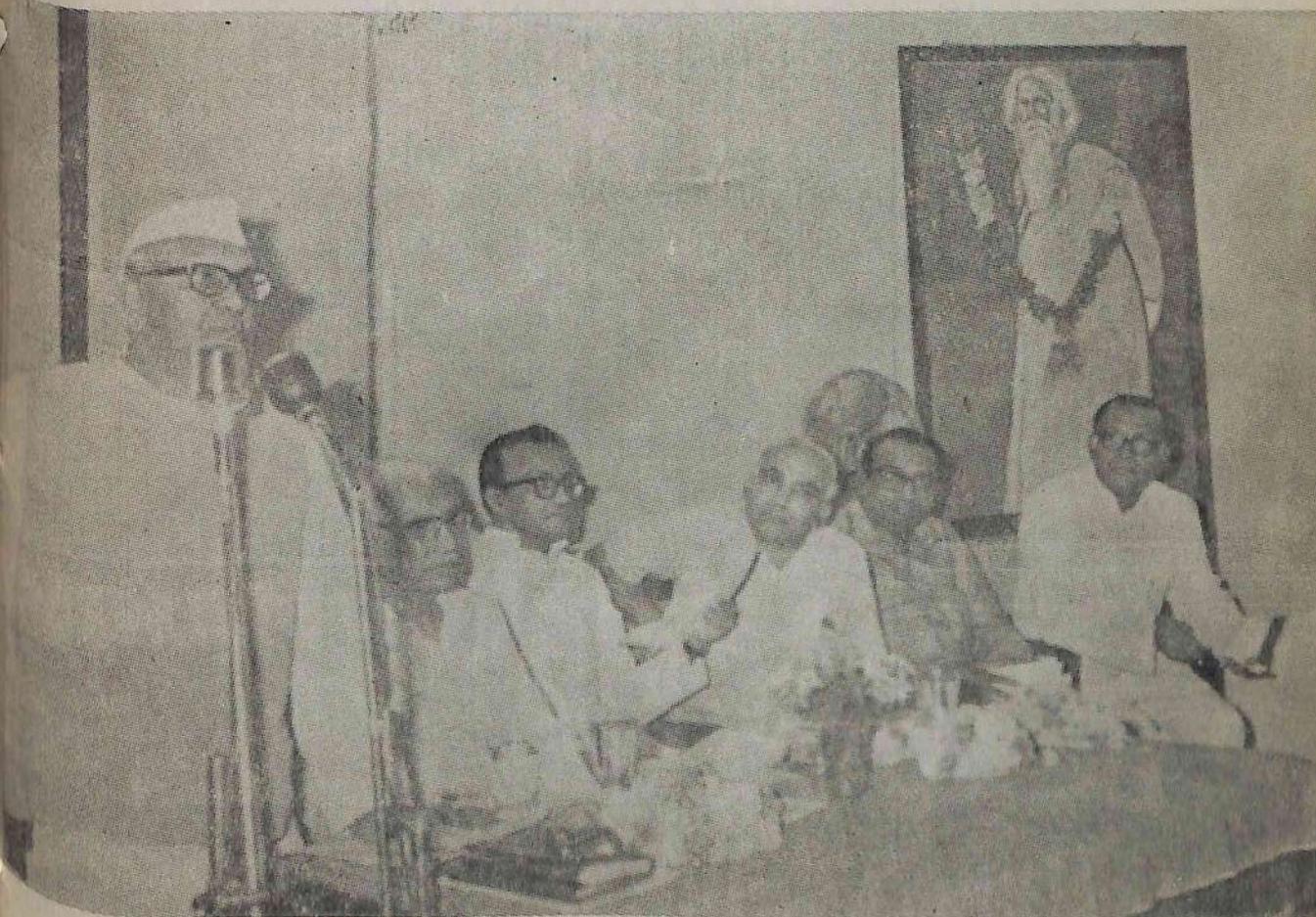
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Shri Radha Raman, Chief Executive Councillor of the Delhi Metropolitan Council, inaugurating the Conference of the Delhi Adult Education Association in New Delhi on June 10. (Report on Page 1)

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Closer Cooperation Among Adult Education Agencies Required

RADHA RAMAN'S CALL TO ADULT EDUCATORS

THE Chief Executive Councillor of the Delhi Metropolitan Council, Shri Radha Raman said in New Delhi on June 10, 1972 that there should be a close cooperation between the official and non-official agencies so that the work of adult education could be carried out more effectively in the Union Territory.

Shri Radha Raman was inaugurating the conference of the Delhi Adult Education Association at the headquarters of the Indian Adult Education Association.

He urged the adult educators to work towards the functional education of the illiterates. The literacy education which is imparted to the illiterate adult should be related to his daily life and should help him in increasing his professional and technical knowledge.

He said that in all parts of the world, in the developed countries and in the developing countries, the need for adult education for social and economic development of the country is very urgent. But in developing countries like India the need for adult education is even greater and even more acute because they have a huge backlog of illiteracy which is a stumbling block in the rapid development of the country.

Shri Raman laid more emphasis on the education of the rural people. The services of youths should be utilised for this work, he added.

Earlier, Shri Hans Raj Gupta, former Mayor of Delhi and the President of the Delhi Adult Education Association in his welcome address outlined the various activities of the Delhi Adult Education Association.

Shri C.L. Goel, Deputy Mayor of the Delhi Municipal Corporation urged the authorities to give more financial assistance to voluntary organisations in the field of adult education.

Key-note Address

Shri J.C. Mathur, Vice-President of the Indian Adult Education Association in his key-note address said that adult education had come to stay because the situation had demanded it and now had become the base on which the edifice could be built.

Shri Mathur outlined the history of adult literacy and said that in old times it was the monopoly of the priests and the merchants etc. But due to industrial revolution the need to educate the masses was felt.

He said that adult literacy campaign was started in 1936 but still there were over 160 million illiterates in the age-group 15-44 effecting greatly the social and economic development of the country.

(Continued on page 20)

NEWS & EVENTS

Kheti Me Sudhar

A New Fortnightly of IAEA

The Indian Adult Education Association with financial assistance from the Freedom from Hunger Campaign Society will publish shortly a fortnightly magazine *Kheti Me Sudhar*.

The magazine will disseminate knowledge and information to neo-literate farmers about the various crops, animal husbandry, dairy farming etc. It will also develop among the farmers the skills of reading and writing with a view to enable them to pursue further education through self-study.

The journal will be sent to about 2000 farmers who have completed the functional literacy course for farmers in the States of U.P., M.P., H.P., Bihar, Rajasthan, Haryana and Delhi.

Instructional Science

A New Magazine from Netherland

A new quarterly journal INSTRUCTIONAL SCIENCE has been published from Netherland. The journal aims to promote a deeper understanding of the nature of the theory and practice of the instructional process and the learning to which it gives rise.

The price of this international magazine for institutional subscribers is U.S. \$ 27.30. Prepaid personal subscriptions cost U.S. \$ 14.20.

Free sample copies and subscriptions, are available from Elsevier Publishing Company, Journal Division, P.O. Box 211, Amsterdam, The Netherland.

Mehta for Tanzania

Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association left Bombay by boat for Dar-es-Salaam, Tanzania on May 23.

He will return on July 8, after visiting Kenya and Uganda.

Visitors

Dr. M.B. Brown, Senior Lecturer of Extra-Mural Studies, University of Sheffield, England, visited the headquarters of the Indian Adult Education Association on May 23, 1972. He had discussions with the staff of the Association on the role of voluntary agencies in the promotion of adult education. He also discussed the workers education programmes.

Mr. T.A. Reza, Training Officer in the Central Cooperative Organisation of Iran visited the office of the Association on May 24 & 25, 1972. The various activities and programmes of the Association were explained to him. The role of cooperatives in adult education were also discussed with the visitor.

Dr. Albert Adams, Supervisor of Adult Education, Maryland State Department of Education, Baltimore, U.S.A., also visited the Association and discussed the various programmes of the Association. He also discussed the administrative problems faced by the Association.

Recommendations for Nehru Literacy Award

The Indian Adult Education Association has sent a circular to all Institutional/Life Members of the Association, and the Directors of Education and Development Commissioners of various States and Union Territories of India inviting recommendations for 1972 Nehru Literacy Award.

The Nehru Literacy Award is awarded to an individual or an institution for outstanding contribution towards the promotion and development of literacy among adult men and women of India.

Last date for receipt of recommendations is August 10, 1972.

FILM ON MASS MEDIA AND ADULT EDUCATION

"Mass Media and Adult Education", a 25 minute colour film now being produced under Unesco auspices, will show how the mass media are being used in different countries for adult education. After the World Conference on Adult Education in Tokyo, the film will be available from Unesco for purchase, or loan in English, French, Russian and Spanish.

UNIVERSITIES AND ADULT EDUCATION: THE INDIAN CASE

Amrik Singh

A question which universities in India, as in most other non-Western countries, have to consider is if there is any relationship between the strength of the university system in that country and the extent of literacy to be found in it. To seek to establish any relationship between these two facts may appear far-fetched to some people. But that is not so. The connection between them is close and intimate and in the nature of cause and effect. It is only in those countries which have almost cent per cent literacy that universities have emerged as institutions central to their civilisation. In countries where literacy is low and the state of economy is what is generally described as under-developed the universities are never at the centre of things. They are important in a way but this importance is marginal. What they do and the impact that they have on the society around them is neither crucial in character nor far ranging.

Perhaps this contention needs to be elaborated a little. Universities as we know them today, like so much else, arose in the West comparatively recently. Their spread to the non-Western parts of the world is even more recent. When universities came to be established in medieval Europe, they were closely related to the Church and had something of the cloistered quality about them. It was only gradually that they outgrew this mark of their origin and their area of work as well as influence widened. Through a series of stages which are traced in several scholarly books on the subject they arrived at their present position of pre-eminence some time in the nineteenth century.

While there are a number of explanations that can be and have been advanced for the emergence and extraordinary growth of the concept of a university in the modern period, one particular factor to which enough attention has not been paid is the underpinning of the university system by the fact of almost universal literacy. This is particularly so in Western countries where universal literacy has been almost taken for granted. It was some time in the nineteenth century that the universities first came to attain their leading position both as institutions of learning and as social institutions. That was also the century when in most countries of Europe as well as in North America literacy was spreading fast. By the end of the century illiteracy had been almost wiped out though there were vestiges of it which continued to exist for several more decades.

The author is Secretary, Inter-University Board of India and Ceylon and Indian University Association for Continuing Education.

Throughout this period the universities were gradually gaining in importance and in stature. While it cannot be said that the universities were always in the forefront of scientific advance and industrial expansion, their role was not unimportant either. If they did not actively participate in the process of original research and discovery in several respects, their role in disseminating the results of such discoveries was unmistakable. It also be said that whatever was lacking in the role of the university in Europe, particularly in the nineteenth century, was more than made good by the American university towards the end of the last century and at the beginning of the present century. To cut a long story short, by the time the Second World War ended the American university had emerged as a key institution in the kind of civilization that that country had built for itself. If this description did not entirely apply to the European university in this period, that was because Europe had been laid waste by two devastating wars and the sequence of developments to that extent had got disrupted.

Whether it was Europe or North America the fact that almost every citizen had gone to school was taken as a fact of daily life about which no questions need be asked. In the nineteenth century before literacy became so widely accepted there was some argument about it. That was a period when in quite a few countries of Western Europe franchise was being extended to sections of population that did not enjoy this privilege earlier. So there was a natural kind of anxiety on this score. Those who had the right wanted to be sure that those who were being given the right to vote had at least been educated up to the school level so that they could exercise the right carefully and with due deliberation. But once this issue had been got out of the way, not many people stopped to investigate in any detail what other side-effects the fact of almost universal literacy was having or was likely to have.

At any rate, the universities were one of the more important beneficiaries of this educational revolution. In order to prosper and achieve strength, a university system must have congenial, if not also positive, social and intellectual support from the society in the midst of which it functions. Unless this support is forthcoming in the requisite measure the university functions, as it were, in an unsympathetic, if not also hostile, environment. To put it more precisely, there must exist a measure of unanimity on the role and functioning of the university system both amongst those who enter it and those who are outside it. This unanimity obviously has

to be based on a common approach to certain critical concepts like the need for trained intelligence to administer a complex society like that of today, the primacy of enquiry and research, sometimes without an immediate pay-off, and the obligation of the university to participate in the life of the society as well as to sit in judgment on it. None of these concepts can be understood except by those who have had some education whether formal or informal. In a sense, formal education prepares a citizen for informal education which is to follow. That quite often this informal education is not all that positive and that sometimes it takes the form of exposure to sensational journalism and the tyranny of the mass media does not invalidate the essential truth that a citizen who has been to school subscribes, in his training and outlook, to that combination of beliefs which regards the university as an important constituent of the modern society.

Clearly, an important difference between a developed country and an under-developed country lies, amongst other things, in the fact that the former has almost hundred per cent literacy while in the case of the latter it is not even 50%. Why a country is under-developed and continues to be so is a difficult question to answer in a precise way. But whatever be the explanation, this is definite that, whether as the cause or the effect of that under-development, the rate of literacy is seldom high in such a country. Literacy thus has a good deal to do with the state of development of a country and, in terms of the argument under discussion, the strength of its university system. The more developed a country the stronger seems to be its university system. Or, to put it the other way, the less developed a country the weaker is its university system. It is difficult to think of a deviation from this pattern. To have a strong university system, or even a few outstanding universities, in a country which is economically backward and socially stagnant would be extraordinary. In plain words, the strength of a university system is more or less in proportion to the strength of that country's economy as well as its polity.

As argued above, literacy and all that it stands for is the environment which a university must have if the system is to function effectively. To assume that universities are like islands of excellence in a sea of ignorance and that these can exist wherever appropriate conditions for their nurture and survival are created is not warranted by experience. The social and economic context in which universities are located is important, indeed of over-riding importance. If this simple truth is understood so much about the universities of India and other non-Western countries can be easily understood. To think of exceptions, as for instance of African universities, is not to deny this statement. To be able to do that, a further assumption will have to be made that the social situation has already got stabilised in those African countries,

That this cannot be said will be readily conceded. What is more, it remains to be seen how long the African universities can continue to exist in their present form and strength whereas the bulk of population in those countries is steeped in ignorance and superstition. There would be nothing surprising if incompatibility between the two cultures, that within the universities and that outside the universities, becomes noticeable, even obstrusive, in course of time. Should that come to pass, some of the disruptive trends now lying dormant in that situation may come to the surface and cause problems that cannot be foreseen today.

II

Half a century ago, A.N. Whitehead wrote that a nation which does not value trained intelligence is doomed to be left behind in the race for development in the modern world. He was writing in a country and at a time when the value of trained intelligence had been demonstrated without question. Operating in a new country and in a new environment, the American people had been able to create a civilisation which at the time Whitehead was writing was already in several respects ahead of its European counterparts. In the creation of this civilisation, trained intelligence had been used on a vast and purposeful scale.

One particular fact about the sequence of developments at this stage may be noted. Till about the middle of the nineteenth century the American universities and colleges were functioning at approximately half their strength. There was not enough demand for places and there did not seem to be enough use for people trained at these institutions. Soon after the end of the Civil War, the situation changed almost dramatically. This was the period when began that industrial upsurge in that country which by the turn of the century made the USA one of the leading industrial countries of the world and in course of time made her the most powerful nation in history. This was also the period when considerable expansion as well as strengthening of the American university system took place. The Land Grant universities too were established in this period. These developments continued without any interruption into the twentieth century. By the time the First World War ended America had emerged as a world power. Along with it the American university, too, had arrived. In expressing his opinion quoted above, Whitehead was, so to speak, summing up the experience of the growth of a new and powerful nation. In particular, he was drawing attention to the crucial role played by the American universities in nurturing the pool of trained intelligence.

If the foregoing experience has any relevance to the experience of other countries, it is to underline the vital importance of developing and utilising the talent of the people. It would not be too

much to say that one of the chief resources of a country is the extent and quality of talent to be found in it. The universities play a notable role both in discovering and nurturing talent, and the better that they can perform this role the more successful they are in their mission. It must be acknowledged however that talent is primarily disruptive and secondarily innovative. In a stagnant society, a talented man is usually regarded as a threat to the existing order. He refuses to conform to the traditional ways and hence is distrusted. This distrust sometimes assumes pathological proportions and the experience of several of those people who come back to their native country after having spent several years in a developed country bears testimony to this statement.

Along with several other countries, India too has suffered from the problem of the brain-drain for more than a decade now. Occasionally those who have settled down in other advanced countries have a twinge of conscience or sometimes there is a family pressure and people decide to go back to the country of their birth. A large proportion of such people is highly talented. Quite a proportion of them have had considerable professional training and in their outlook and norms of conduct they have imbibed unmistakably professional values. When they seek to return to their country of birth, what baffles and irritates most of them is the widespread lack of appreciation of their talent. On their part they feel that in making their services available to the country they are providing it with one of the relatively scarce resources. The employers in the country however do not share this self-image of theirs. They are usually prepared to accept talent and even make use of it provided, and this is an important qualification, those coming from abroad are prepared to lower their sights and to adjust to the local arrangements. If this cannot be done they would much rather make do with a person of inferior ability, who would at least conform. It is the same story once again, an under-developed country is under-developed precisely because it has not learnt to value talent or trained intelligence.

From trained intelligence to manpower planning is only a short step; the former is a concept while the latter is a technique of planning. In a period and in a country where planning is regarded as the solvent of most problems it is but natural that man-power planning should have received some attention in India. To talk of it is however one thing and to get definite results from the application of this technique is another thing. The results have been more or less as could have been predicted. No country outside the Soviet Union and other socialist countries has been successfully able to adjust its potential manpower to its future requirements. There are so many variables in the situation of a country like India that even with the best of precautions mistakes are likely to occur. India's

experience in this regard has been no exception. The technique of manpower planning is useful in so far as the broad trends can be foreseen and indicated. Anything more detailed or systematic than that is, to put it provocatively, foredoomed to failure.

There is another aspect of the situation too. Manpower planning in India has essentially failed as a technique partly because it was regarded only as a technique. In actual fact it is more than a technique; it is also a strategy of development. It not only implies that men are trained for certain jobs which either exist today or are likely to be created tomorrow. It also implies that there is a certain minimum competence which must be imparted to those who are intended for the job. In emphasis this approach is not basically different from the approach that set so much store by the value of trained intelligence. That is to say, it is assumed that there is nothing which cannot be done better and there is no one who cannot be helped to improve his skills and increase his productivity. More than a mere principle of education, it is the principle around which productive relations are organised. In its ultimate analysis therefore manpower planning is very much a part of the strategy of development that a country chooses to adopt for itself and universities are important instruments in implementing this strategy.

III

India's strategy of development adopted during the last two decades has been basically to build an industrial superstructure on an economy that continues to be traditional. To start with, the superstructure was given more importance than the base. A series of setbacks and disasters however brought the country face to face with the faulty decisions that had been taken. Beginning with the mid-sixties agriculture began to receive considerable attention and its performance too since then has been gratifying. A number of adventitious factors have given unprecedented fillip to Indian agriculture. But to overlook its essentially stagnant character would be to over-simplify and to draw wrong inferences. One odd feature of the dramatic growth in agriculture has been, and this has been commented upon by many an observer, that the changes have come about not in those parts of the country where the rate of literacy is high. This however should not be taken to mean that literacy is unimportant in the scheme of things; only it underlines the importance of what has been called functional literacy.

Making peasants functionally literate has been attempted with a significant degree of success by more than dozen agricultural universities that have been established during the last decade or so. Their work has been successful in proportion to their capacity to reach the peasant and to motivate him with the desire to do better for himself. This element of motivation is of crucial significance. Amongst

other things, what has held back the spread of literacy in the Indian countryside has been the inability to create the right motivation in the peasant's mind. Without putting it into so many words, the village peasant asks himself what he is going to get out of going to school, to put it metaphorically. The mere ability to read and write is not going to help him bear the rigours of life any better. That is why even when efforts, voluntary or governmental, have been made to reach him, he has on the whole remained unapproachable, or to put it another way, unconvinced of the wisdom that was being offered to him. What the recent developments have accomplished is to help overcome the proverbial passivity of the Indian peasant. The results, wherever these are visible, are an incitement to further effort.

Too much should not be made however of these developments. That is because in terms of impact only the surface of the problem has been scratched. Considering the size and population of the country and the grip of a benumbing state of resignation and passivity nothing more than a beginning has been made. For all said and done, the fact remains that the per capita productivity in agriculture remains more or less the same as in the preceding decade. This is a daunting thought which underlines once again the immensity of the task to be attempted.

The agricultural universities are an innovation on the Indian scene. The oldest of them was established in 1959. Patterned on the Land Grant universities of the USA and working in close collaboration with some of them, they have broken new ground and provided a new model of institutional development. This has not happened everywhere nor in the case of each university. But wherever it has happened traditional values have been abandoned and new values have been or are in the process of being imbibed. Foremost amongst those values is a belief in the importance of innovations and the skill and capability to introduce them. This has been a strangely uplifting experience and though it has produced tensions and problems of a certain kind it seems reasonable to think that to have broken with the stagnant past was a step which holds promise for the future.

As stated above, the principal contribution of agricultural universities has been to modernise Indian agriculture in certain parts of the country. While doing so these universities have to some extent capitalized on the useful work done in earlier years in the field of community development. This was a movement which was initiated by the Government some two decades ago. In its approach and emphasis it represented a coordinated programme of development in the various aspects of agriculture. The amount of success that these efforts achieved, was uneven and varied from district to district and region to region. One consequence of these various activities was what may be loosely described as the spread of functional literacy in

parts of the country. That is to say, whether the peasants learnt to read or write or not, they did come to understand in terms entirely familiar to them what could aid further production and what stood in the way of doing so. It goes without saying that in their task of increasing production the agricultural universities were helped by a combination of fortuitous circumstances, (the availability of high-yielding varieties of seed being probably the most important), yet the fact remains that but for the preparatory work done in earlier years the rate of progress might not have been so striking.

In a manner of speaking, the country is at the cross-roads now. By following a certain strategy of development, things moved in a certain direction but by the mid-sixties it was apparent that following the old strategy of development was not going to bring quick results. Instead, drastic modification became unavoidable because there was not enough food in the country and it had to be imported from outside. So, beginning with the mid-sixties, the emphasis was definitely changed. The results of that change of emphasis have now become visible and it appears that corrective action was taken before it had become too late. As part of that corrective action, it has also become apparent that a pre-condition of further development is spreading functional literacy as widely and as thoroughly as is practicable in the given circumstances. What remains to be discussed therefore is how functional literacy is to be spread, what proportion of resources can be invested on this programme and what are the best institutional devices for undertaking this programme? A related question which also might be referred to is the role of traditional arts and science universities in the situation that is now unfolding itself.

IV

To take the second question first, the traditional universities have been functioning in what may be called the traditional way for more than a century now in India. To start with, and till after the British left, they primarily imparted 'academic' education. In the decade of the fifties however there was a marked shift in emphasis. Professional education which had on the whole remained neglected began to receive enormous impetus. Some of the expansion took place within the university structure. Some of it however took place in institutions specifically established for the purpose. Towards the late fifties and early sixties, for instance, five Indian Institutes of Technology were established. A little later came more than dozen Regional Engineering colleges, once again sponsored by the Union Government. More or less parallel to expansion on the technical side, other modes of professional education, such as medicine, agriculture, architecture, etc also received considerable fillip. In quantitative terms, while the

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FUNCTIONAL LITERACY FOR PROFESSIONAL PEOPLE IN A MULTILINGUAL SOCIETY —A HISTORICAL PERSPECTIVE

J.C. Mathur

AN important feature of the history of the development of literacy in the world has been that literacy and the teaching and learning of languages have been treated in different societies over the centuries as a measure necessary for the performance of certain functions. These functions in the past have often been regarded as the monopoly and special responsibility of certain sections of society.

2. One can discern throughout history three such functions which are also the motivations for the preservation and monopoly of literacy and learning of languages. The first is religion. Right from the Vedic times of India and the ancient Semetic religions as well as the medieval religions like Islam and later Buddhism the practice had been for the priestly classes to retain the monopoly of literacy. In so doing, they not only confined the learning of language in its more technical sense to their own descendants, the families also saw to it that a certain kind of magical effect was associated with the writing part of it. It is thus that in Tibetan Buddhism, various mantras of the later years of the 9th-10th centuries were written and used by laymen as magical amulets or mantras to be repeated for producing certain effects. It was the same in Kerala where a certain class of Brahmins retained the monopoly on literacy. In North African Muslim and Arab countries also the same practice was there. Of course, the Brahminical tradition

of confining the teaching of Vedas only to the upper classes is well known. Religion in this situation meant not so much a creed, as the duty and therefore these classes used language as a function for the performance of the duties, their duty being, of course, the priestly ones and in some cases spiritual. Hence they (a) tended to confine the learning of literacy to the priestly classes, and (b) their methods and vocabulary of the literacy they learnt and taught were based upon and often confined to the priestly profession and their religious functions.

3. The second factor responsible for this functional use of literacy or traditional use of literacy has been commercial. As the commercial classes right from the times of the traders and merchants of Harappa, Vaisali and Vidisha in India had been literate, they were one of the earliest users of the seals and in those seals they used their names as a kind of guarantee of their viability. Also, they used an informal system of the issue of cheques and keeping of accounts. As merchants they also had to retain their monopoly and to confine their operations to their families and descendants. Therefore, the tendency was to pass on the learning and this specialised use of language or literacy to their own people and to their own communities. A very interesting example of how in the simple minds of the tribal people, literacy got associated with commerce was recently discovered when it was found that during the late 18th and early 19th centuries when the first missionaries went to the Polynesian

Islands near New Zealand, they used to write to England for obtaining various commodities for their use. When the commodities arrived, the consignment was called a "cargo". Therefore, the tribal people saw that whenever a missionary wanted to have a cargo he wrote something. In his simple mind writing got associated with cargo and cargo therefore was almost a synonym for literacy and learning.

4. The third factor is administration,—administration in the wider sense, that is to say, keeping of revenue records, accounts etc., just as the clerks of the rulers and the then administrators in Jaipur as well as in Egypt kept records of the kings, officers and royalties. This is what may be called Management Administration. The Scythians of the Middle East countries were professional writers under the administration and since quite often the monarchs themselves used to be illiterate, the Scythians became a specialised class of writers and accountants for administration. The famous historian, late Dr. Beni Prasad held the view that the same Scythians accompanied Greek and Saka invaders into western India and later on got absorbed in Indian society as "Kayasthas" who are even today regarded as a writers class in the service of the administration.

5. The use of language for administration in historical times in the past was mainly for keeping revenue accounts, sometimes for judicial purposes and later on for codifying the authority and orders of the rulers and very rarely for attempting to codify the duties of the rulers towards

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the people. An example of both the duties of the authorities by the monarch in writing are the inscriptions of the famous ancient Iranian Emperor Cyrus in whose memory ostentatious celebrations were recently held by the Shah of Iran. The Indian Emperor Asoka used script and language for declaring his ideals of non-violence and his duties as the monarch, as a protector of the people and particularly of the poor people.

In his inscriptions the duties of the Governors and officers were also specified. All these are the use of language for management and administrative purposes which is how literacy got associated with the profession of administrative management in the course of history.

6. But in recent years another aspect of administration has become important, namely, development. Development administration needs a language of a different kind. Its needs are satisfied neither by the language developed for commerce nor for religion nor for administrative management. Just as for Asoka the "duty" of the administration (for which he used the word "Dharma") where the ones enjoined upon the Mahamatras (his district and divisional officers and specialised officers) so also to these administrators of today who are concerned with various kinds of developmental functions, the language has to be a tool with varying specifications. The "Dharma" of today's development administrator is quite different from the "Dharma" of the administrator of Asoka's time. Off and on ancient and medieval monarchs did try to order development works, such as a great local ruler of Gujarat who in the early Middle Ages built huge water reservoirs. But modern development administration covers several vocations of life such as transport, railways, mining, biological surveys, agricultural research and extension, industrial development, atomic and space administration, the

making of films, radio and T.V., running of steel mills, port trusts and defence services etc. The list could be multiplied. But the point for emphasis is that these are the developmental *functions* of government and language is to be used now for the adequate performance of these functions. In other words, language is a skill for the adult learner for the various performances of the duties of his profession. I am using the words "adult learner" because I am writing here of the poor and developing countries some of which have a special problem of the multiplicity of languages.

7. It is not confined to governmental administration, entire range of management by companies, corporations, private firms, entrepreneurs, farmers groups, marketing and exporting groups etc., are equally concerned with the functional use of language for their respective purposes.

8. Developmental administration and management is undoubtedly a new phenomenon. There have also been other new factors to which I would presently refer. But before doing that, I would like to point out that history is full of examples whenever the monopolists using language for religion or commerce or administration, combined their monopolies, the situation became worse for the common people. For example, the English King Henry the VIII broke from the Pope of Rome and himself became the leader of a "rebellious" Church of his own and declared himself as the Defender of the Faith. One would have thought that having rebelled from Rome he would encourage the reading of the Bible by common people. On the contrary, when it was brought to his notice that English translations of the Bible were being read aloud on the cross-roads in London, an order was issued in about 1508, banning such public reading of the Bible and laying down that the Bible shall be read out only

inside the Churches. A similar mix-up of monopolies did take place in tribal areas of India during the British period between the Christian missionaries and the British administration joined hands, even though the British administration did try to pretend that it did not wish to give any encouragement to the Christian missionaries. It is the "converted" tribals who were made literate and educated. The others were practically left out.

9. This kind of reinforcement through the mixing of monopolies was possible in old times when society tended to be more generalistic and composite rather than specific and specialised. Today, society is more and more specialised and therefore the multiplicity of professions, have resulted in the functional growth of terms and words peculiar to those professions. The process began during the British period in India's history. Though most of the terminology for the professions in India that grew in the 19th century was English, I have recently come across a guide-book in Hindi published at the instance of a British railwayman of the B.B. & C.I.R. (Bombay & Baroda Central Indian Railway Company) which is in Hindi and contains several terms that are highly professional. However, it must be admitted that the whole administration in the 19th and beginning of 20th century when it began to be technologically modern and developmental truly and speedily, expressed itself mainly in English. The business firms in Calcutta, Bombay, Madras and Karachi, all began to use English terms and English language particularly at the executive and management level. It is true, they employed large personnel who did not know English and therefore used some sort of Hindustani or Hindi mixed with English words pronounced in a distorted way. In certain regions the local languages were also used in this mixed form. But largely all over the country in the

big cities the business executives, the entrepreneurs and the administrator both of the management and of the developmental type were responsible for the use among them for correspondence, orders etc., of the English language. It is true that their number considering the large population of India was small. As the Prime Minister of India stated the other day in one of her statements before the National Broadcasting Company of U.S.A., the English knowing people today in India constitute less than 2% of the population of the country.

However, we have to consider something that occurred immediately after Independence in 1947. There was a sudden mass departure of the British personnel holding positions of responsible kind in industry, development administration, armed forces etc. There was practically a 50% depletion of strength in 1947, at these higher and middle levels though some of the British firms stuck to a higher percentage of European personnel for some years. This sudden depletion of strength had to be made up equally. In other words, these places of executives, entrepreneurs, administrators, managers etc., had to be filled up within a period of five years if not earlier by Indians. In so doing, the Indians had hardly any time to arrange a quick switch-over to an Indian language. Therefore, ironically enough, immediately after Independence there was a bigger demand for English knowing and even "Convent-educated" Indian quickly to man the positions that were left vacant by the British. This was a peculiar historical phenomenon which was not perhaps suspected by the policy makers at that time. But it was quickly spotted by an average parent or guardian. It was for this reason that in those States where the basic education system of Gandhiji that emphasised the correlation of handicrafts with the learning process and also the medium of Hindi was opposed by a number of

guardians themselves on the ground that in this way the chances of their children for filling up highly-paid posts in big companies and in the higher echelons of the administration, would be reduced. Most of the Public Service Commission members interviewed candidates in the English language and put questions almost in the same manner as they were doing before Independence. Most of the big bosses of companies did the same. The defence services had continued the discipline as well carried on the mass traditions of the British army days.

11. There was one distinct advantage in this upsurge, however temporary, in the popularity of the English language. It meant that during the period immediately following the transfer of power from the British to the Indians, the administration, the management, the professions, and business entrepreneurs smoothly got over the transitional period.

Even though communal riots marred the coming of Independence to India, it must be recognised that there are few examples in world history of such smooth transition and transfer of power. This was made possible by the continuance of these classes of management, administrative and armed forces people and the continued use of English by them.

12. There has been an additional factor responsible for the continued attachment of this small category of people to the English language. The decades following the Independence of India have also been the decades of a sudden, unprecedented and almost miraculous progress of science and technology affecting every walk of life and every country. I should think that this rapid progress affects a developing and newly free country more in certain disciplines such as agriculture, than even Western countries. This progress in technology took place during the same period when the

mass media and fast communication technology also developed fast. Mass media (i.e. radio, films, mass circulation magazines and lately T.V.) scattered all over the world among both developed and undeveloped societies, and among both literate and illiterate people, international terms of science and technology. These became known among users of Hindi and regional languages of India sometimes much faster than the administration realised. A kind of a world experience of technology has thus emerged all over, in which the English language has been playing a role and therefore continuing to be in a dominating position sometimes and contributory position at others.

13. Japan is the example of a society in which English has been not in a dominating but in a contributory position. Today in technology and science, Japan is equal to some of the most advanced English-speaking societies of the world. Yet some of the highest executives of Japanese firms and administrations are unable to utter one correct sentence of English. Most of them feel embarrassed even though they can understand English. It is through the medium of Japanese—their national language—that they have developed their science and technology. In so doing, of course, they have absorbed and Japanised a large number of international terms, and functional English terms. However, they have been careful not to impose a uniform kind of technical terminology on all the disciplines. Instead they studied the functions separately and according to those functions they compiled not one but several terminologies, part Japanese, part international. Thus, here is an example of a scientifically and technologically advanced country using its own language, but continuing also English as an aid, as an associate, rather than as a dominating element in their life.

14. Let us consider another very important implication of Independence. India is now not only an Independent but also democratic nation. It is for the service masses of people living in villages that the less than 2% English educated class consisting of executives and administrators, exists and performs its duties. The masses, sooner or later, will need a link language if India is to be economically developed in a sustained way. Economic development can no longer be achieved and sustained by a limited group of people through manipulations of investments and management in the country like India. Here, economic development will depend as has recently been demonstrated, upon the active participation of the farmer and other productive rural people in the development process. In this active participation of the farmer not only the mass media have to play a part but also functional literacy. It is reasonable to expect that the functional use of a link language like Hindi can also help the professional masses in this process and enable them to contribute effectively to the rising of the per capita income. An additional advantage may be that it might, hopefully, facilitate the enlargement of the knowledge of the younger farmers and rural people about other parts of India, something comparable to the effect of the pilgrimages to the four corners (or "dhams") by the older people.

15. But this is only an incidental advantage. The main point is that if the new technologies have to be communicated then there will have to be the functional shades of the link language. Every function or profession or vocation has its specialised terminology which may sometimes vary even though marginally from region to region.

16. This kind of growth of the link language like Hindi will be a multi-coloured-dome. It will not lead to monotonous uniformity. Every profession's needs will need to be studied and every regional variation will be closely scrutinised and for different professions Hindi reading material will have to be made available to the adult learners.

17. Undoubtedly, the mass media will perhaps do this quicker. But the mass media also use the language and therefore whatever has here been said about functional language equally applies to the use of language by the mass media.

18. Since as hinted earlier, technology concerning the various professions is developing from year to year, the language that grows to sustain the technology will also have to be kept upto date. It may not be possible necessary to exclude all international or English words nor to absorb all of them *in situ*. The Japanese example will need perhaps to be used as a direction.

19. It is in this context that the spread of Hindi is to be thought of as part of what has recently been called by the famous Indian Agricultural Scientist, Dr. M.S. Swaminathan, as "techniracy." Technical literacy according to him was likely to surpass formal literacy. The hunger, according to him, in the rural communities is not only for new knowledge related to agriculture but also for new skills, particularly technical skills connected with farming. In this context, Hindi as one of the two official languages of India has to develop in three directions: (i) the development of the list of words and vocabularies answering the needs of different professions and functions, (ii) the development of link syntax and phrases which connect these technical terms and

Sukhadia Distributes Certificates

Shri Mohan Lal Sukhadia, Governor of Mysore said in Mandya, Mysore on June 2, 1972 that the education of the adult women should receive a high priority because literacy among women was still very low in this country while they constitute 50 per cent of the population. He suggested that a separate wing should be established for this purpose.

Shri Sukhadia was delivering the convocation address to the adult graduates at Mandya district headquarters. He also distributed the certificates to the adults made literate by the Mysore State Adult Education Council and Mandya Taluk Development Board.

Shri K.V. Shankara Gowda, former Education Minister of Mysore in his presidential address suggested that the efforts to start the activities in the new districts of the State should be geared up.

The Mysore State Adult Education Council and the Taluk Development Board, Mandya initiated the participation programme for the promotion of adult literacy in Mandya Taluk for the year 1970-71 and 1971-72 and organised 103 literacy classes. 1634 adults were declared literate in this project.

that will be common, because the syntax of most of the regional language is often related, and (iii), Hindi will have to remain dynamic and responsive to new words and adjustments according to the needs of professions and regions.

Indian Adult Education Association

GENERAL SECRETARY'S REPORT FOR 1970-71

DURING the year under report the Association continued its effort to consolidate its work, and undertook a few fresh activities.

Institutional Members

The following institutions joined the Association during the year:—

1. Janta College, Dabok.
2. Ranchi Centre Relief Committee, Ranchi.
3. Community & Social Welfare Department of TISCO, Jamshedpur.
4. Adrash Inter College, P.O. Mirpur Khas, Distt. Aligarh, U.P.
5. Delhi Adult Education Association, Delhi.
6. Kerala Social Education Association, Trivandrum.
7. Budh Degree College, Kashinagar, Distt. Deoria, U.P.
8. Regional Council of Adult Education, Varanasi.
9. Literacy House (Southern Region), Hyderabad.
10. Ban-Kyn Sheul Jing Tip Adults High School, P.O. Lyngryrden, Khasi Hil's, Meghalaya.
11. Servants of the People Society, Chandigarh.

Life Members

22 persons became life members. They are:—

1. Shri B. Patnaik, M.P., Bhubaneswar.
2. Dr. M.S. Adishesiah, Madras.
3. Shri J.M. Gadekar, Bombay.
4. Shrimati Girija Sinha, Patna.
5. Shri S.N. Pandey, Etawah.
5. Shri B. Chatterjee, New Delhi.

7. Shrimati Florence Jacob, Indore.
8. Shri J.C. Saxena, New Delhi.
9. Shri R.S. Mathur, New Delhi.
10. Shri S.V. Gupta, New Delhi.
11. Shri Shrikant Shukul, Udaipur.
12. Shri J.K.P. Sinha, Patna.
13. Shri R.K. Jeetah, Mauritius.
14. Shri R.B. Yadav, Delhi.
15. Com. P.N. Prashar, Delhi.
16. Miss Pushpita John, Trivandrum.
17. Shri P.K. Dhamdhare, Bombay.
18. Dr. K.N. Rao, Delhi.
19. Shri S. Gokhale, Bombay.
20. Shri P. Ganguli, Thana, Maharashtra.
21. Shri P.N. Javarappa Gowda, Mysore.
22. Miss Leena Joseph, Udaipur.

53 other friends joined the Association as individual members during the year.

24th All India Adult Education Conference

The 24th All India Adult Education Conference of the Indian Adult Education Association was held in Bhubaneswar, Orissa from October 15-19, 1970. The Conference was presided over by Shri B. Patnaik, the then Education Minister of Orissa and inaugurated by Dr. S.S. Ansari, the then Governor of Orissa.

Dr. Ansari in his inaugural address urged adult educators to strive to spread adult education fast among the illiterates so that the latter could adjust themselves

emotionally and mentally to the rapid changes in the social, economic and political life of the country and make effective contribution in these spheres.

In his presidential address, Shri Patnaik emphasised the need for functional literacy. He asked the adult educators to include health education in their programmes. He also laid emphasis on producing books on all aspects of life based on reference from old religious books.

Shri Patnaik said that political parties must adopt adult education as one of their programmes in order to strengthen the foundation of Indian democracy.

The highlight of the Conference was the organisation of two symposia on "Adult Education and Urban Development" and "Adult Education and Green Revolution".

The first symposium on Adult Education and Urban Development was presided over by Shri H.K. Mahatab, former Chief Minister of Orissa. He said that adult education must communicate information for the general enrichment of the masses and for making them politically and socially conscious.

The discussion on second symposium was initiated by Shri J.C. Mathur. He said that functional literacy for farmers should serve as an aid in maintaining accounts, writing and sending applications for loans and for preparing farm plan.

The Conference passed a number of resolutions including a comprehensive resolution on "Adult Education for Social Responsibility in the Seventies". The valedictory address of the Conference was delivered by Shri

R.N. Singh Deo, the then Chief Minister of Orissa.

Publications

During the year the following publications were brought out:—

1. Adult Education in the Seventies.

2. Manual for Adult Literacy Teachers (English)—N.R. Gupta.

3. Proudh Saksharta Shikshak Nideshika—N.R. Gupta.

4. Adhyapak aur Proudhs Shiksha.

5. Dr. Zakir Husain's Humanism by Dr. K.G. Saiyidain.

6. Manav Ruchiyon Ka Eak Adhyan—Dr. Dharm Vir.

Adult Literacy Training Courses

The Association organised four Adult Literacy Training Courses for the Instructors of the Indo-Tibetan Border Police Force of the Ministry of Home Affairs in New Delhi during Feb.-March, 1971. 120 trainees received training. The discussion on various aspects of the subject was supplemented with field visits.

Clearing House Activities

The Association continued to play its useful role in Clearing House of ideas and information through the English and Hindi monthlies "Indian Journal of Adult Education" and "Proudhs Shiksha". In addition it continued to send out abstracts of important books and articles giving significant experiments, ideas and methods useful for the field workers and busy administrators. The reference service bulletins issued by the Association contained list of books and classified list of articles on adult education, community development, cooperatives, workers education and allied fields.

Information Service

The information service rendered by the Association is

increasingly being used by adult educators. A number of queries from India and abroad were received and the Association reference section supplied such information. It was thus able to render help to many organisations in planning and organising their programmes of education, research and evaluation.

Nehru Literacy Award

The 1970 Nehru Literacy Award for outstanding contribution in the field of adult literacy and adult education was presented to Mysore State Adult Education Council by the Vice-President of India, Shri G.S. Pathak on April 10, 1971.

The 1971 Award was announced on September 8, 1971, the International Literacy Day and was awarded to Dr. (Smt.) Durgabai Deshmukh, President of the Andhra Mahila Sabha, Hyderabad.

Zakir Husain Memorial Lecture

The first Zakir Husain Memorial Lecture to commemorate the distinguished services of Dr. Zakir Husain to the cause of education and enlightenment and his close relationship with the Association was delivered by Dr. K.G. Saiyidain, former Education Secretary, Government of India on December 29, 1970 in Madras. The lecture has been published. It is entitled "Dr. Zakir Husain's Humanism".

The Second Zakir Husain Memorial lecture will be delivered by Prof. M. Mujeeb, Vice-Chancellor of Jamia Millia Islamia, New Delhi.

International Contacts

Visitors from U.S.A., Canada, New Zealand, Australia, England, Iran, Afghanistan, Fiji were received at the headquarters of the Association. They had discussion on different aspects of adult education in our

country and in their respective countries.

Cooperation with other Agencies

The Association in collaboration with the Central Institute of Research and Training in Public Cooperation organised a Seminar on "Promoting Adult Education Programmes through Peoples Participation" in New Delhi from January 4 to 8, 1971.

The Seminar was inaugurated by Prof. V.K.R.V. Rao, the then Education Minister of India. He emphasised the importance of libraries for follow-up work. He said that mobile libraries should serve the people at their door.

Dr. M.S. Mehta, President of the Association delivered the key-note address of the Seminar.

The Seminar made several recommendations. It stressed the closed partnership between the governmental and non-governmental agencies in conducting adult education activity.

Correspondence Education For Farmers

The Association has again taken in hand the project of Correspondence Education for Farmers involved in the Farmers Education and Functional Literacy Project in the State of U.P., Bihar, M.P., Haryana, H.P., Rajasthan and Delhi.

The project will involve about 2000 farmers who have completed the functional literacy course for farmers. Fortnightly letters will be issued which will disseminate knowledge and information to neo-literate farmers about the various crops, animal husbandry, dairy farming etc. This will also develop among the farmers the skills of reading and writing with a view to enable them to pursue further education through self-study.

The Association has already successfully tried this project for

six months in the Rohtak District of Haryana in 1970.

Translation of Functional Literacy Books into Hindi.

The Association with financial assistance from the Ministry of Education and Social Welfare will translate and publish during 1972-73 seven books on functional literacy into Hindi.

These books are:—

1. Planning Functional Literacy in Asia (Handbook of Suggestions.)

2. Seminar on Planning Adult Literacy in Asia.

3. Literacy and Development—H.M. Phillips.

4. Functional Literacy—Why and How.

5. Literacy in Traditional Societies—Jack Goody

6. Literacy and Adult Education.

7. Literacy as a Factor in Development.

University Adult Education

The Association has been trying to involve universities in the work of adult education.

These efforts culminated in the convening of a conference of Vice-Chancellors of Universities of South-East Asia and Pacific Countries in Madras from December 26-30, 1970.

The Conference was inaugurated by Dr. M.S. Adiseshiah, the then Deputy Director-General of UNESCO and presided over by Shri Ujjal Singh, the then Governor of Tamil Nadu.

The Conference recommended that a department of Continuing Education be established within each university at an early date.

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INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi.

Women's Primers and Supplementary Books

S.N. Maitra

THE census of 1971 revealed that in the whole of India less than 30% is literate. Among women, the rate of literacy comes to approximately 18%. In West Bengal, the rate of literacy of men and women combined comes to a little over 33%, while the rate of literacy for women is only 22%. Among this 22%, it is doubtful whether 8 to 10 per cent can really be called functionally literate.

Our society is undergoing many changes. If our people cannot understand these fundamental and qualitative changes or accept them easily, not only the present social order would break down but it would also be difficult to bring about a new social order, because there cannot be any external change if there is no internal change. Even if an external change takes place, it becomes weak and temporary and does more harm than good.

To understand, know, accept and recognise these social changes, education is necessary. But this education cannot be limited to literacy only. It has to be comprehensive adult education which will equip an adult to improve his economic and social status and also develop the qualities of leadership in him. The need for such education among women is probably greater than that of men, because a child learns mostly from its mother and its future outlook and attitude are, to a great extent, influenced by her.

Bengal Social Service League has been thinking for sometime to write a Primer and follow-up books for adult women. The League has at last succeeded in bringing out five books specifically designed for women. These include a Primer in two parts and three books which deal with subjects like house-keeping, home beautification and handicrafts. This is just a beginning and the League hopes to bring out more such books in future.

In mentioning these books, three things are to be pointed out:—

- (i) That their publication has been made possible by the generous financial help which the League has received from the Ministry of Education, Government of India.
- (ii) That considerable research work including pretesting had preceded the writing of these books.
- (iii) The cooperation of an eminent litterateur, Sri Lalit Mohan Mukherjee—known as "Bigyan Vikshu"—who has done outstanding work in this field, was enlisted. His contribution, particularly in the form of elaborate guidelines to the lady teachers which appear at the end of each lesson as well as numerous village tales and village

rhymes popular among women, has helped to make the books popular and attractive.

The principles on which the Primers have been written are:—

- (1) Writing has been emphasized as much as reading from the beginning.
- (2) The books have mainly been based on the eclectic method. At first, certain well-known words have been introduced and these have been broken up into letters which are taught separately. These letters have again been used to form different combinations of words.
- (3) The words which have been introduced in the Primer are such which are commonly used by women.
- (4) In each lesson, words are again combined to make meaningful sentences.
- (5) There is a pre-literacy stage in the Primer. In this stage the natural artistic abilities and aptitudes of the women particularly for decorative designs, are made use of in drawing of lines, curves, angles, circles, semi-circles, etc. Drawing has, therefore, been introduced as an aid to letter formation. In addition, pictures familiar to village women such as a house, flower designs, alpanas, etc. are meant to evoke and retain their interest.
- (6) In the Primer, addition, subtraction, multiplication and division are taught with the help of examples which women can easily understand and which they can apply in their homes, such as, daily expenditure on various articles, stitching and tailoring, planting vegetables, etc.
- (7) The Primer consists of two parts. Part I acquaints the learner with all the letters and the use of matras. There is a short concluding chapter on Bengal and Bengalees. Part II teaches the conjoint letters, nursery or village rhymes which all women know and now they are able to read. Stories which emphasize the importance of education for women etc. are given.
- (8) There is a lot of 'drilling'. In most of the Primers drilling is neglected with the result that the learners' foundation remains weak. If only rudimentary literacy is aimed at, then this can be overlooked, but not if a strong and durable literacy becomes the objective.

An important part of the books is the instructions given to the teacher at the end of each lesson.

In this the teacher is advised and given useful direction as to how to translate what she is teaching into practice. Outlines of stories, illustrative examples, etc. are given to enable the teacher to live up to instruction. These stories or examples are rooted in the folk lores of Bengal. In fact, the lessons in the Primer are so designed as to enable the students not only to read and write, but also to develop practical skills. This knowledge is followed up in the later books.

The Follow-up Books

There are three follow-up books, or more correctly, one supplementary and two follow-up books. The first book is called "GHARANI" which literally means Housewives. It describes the story of a girl called Mamata who learns how to be a good housewife. She becomes literate and learns about nutritious food. She also learns from her sister-in-law how to keep the food in decorated pots hanging from the ceiling, which prevents their being contaminated by insects. She learns about First-Aid and treats her brother. She also learns something about Child-Care and Family Planning. The story ends with Mamata's marriage. She is a highly sought-after bride because people realise that a girl like that would be an asset to any family. The book is illustrated copiously by attractive pictures which will make it easy to follow and practise what is being taught.

The second book is on personal beautification and home decoration. It has 14 chapters out of which, six deal with making attractive clothes for different seasons. There are also chapters on how to draw attractive designs on Kanthas (similar to rugs) and pillow cases. There are also chapters on how to make attractive jute bags and handwoven towels. The last two chapters are on how to keep the room in a village home clean and well-decorated. The last chapter is on how to decorate the home during the Puja festival. This book is also powerfully illustrated to make the teaching easily understandable.

The last book deals with various attractive things which women can make out of simple things which they use everyday. The book has, on the whole, 20 chapters. Women are taught how to make boxes and ash-trays out of conch-shells, sea-shells and bamboos. They are taught to make dolls from cork, cloth, etc. They are also taught to draw attractive and coloured designs of mats and make flower stands out of wire and even thread. Two things are to be noted in this connection—first, that most of these attractive things can be made out of what the village women use daily, and secondly, these objects are not for home decoration only, they can fetch an income to the women.



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Reports From The Field

NATIONAL SOCIAL SERVICE SCHEME OF THE MEERUT COLLEGE, MEERUT

Various programmes of social education have been undertaken by the N.S.S. Unit of the Meerut College, Meerut to keep the peons, cooks and servants of the college away from bad habits. A community hall/NSS hall has been set up in the College Campus in which following activities are conducted regularly.

I. Campus Project

In order to give an attractive look to the NSS hall a campus improvement project was undertaken. The front and back portion of the N.S.S. hall and its neighbourhood was cleaned by removing the bushes, grass, brick bats etc. Every effort is being made for campus beautification.

II. Adult Literacy Classes

Adult Literacy classes are run regularly for more than two hours per day. About thirty adults obtain the knowledge of 3R's daily. Different educational aids like model charts and pictures are used to develop the desirable learning experiences of adults. Latest modern methods are used for teaching purposes. Books and stationery etc. has been distributed to adults free of cost. They are assigned home work which they complete in their leisure hours. NSS hall also serves as reading room.

III. Exhibition

In order to attract the adults towards NSS hall and its various activities a permanent and attractive exhibition of posters, models, pictures, charts, etc. has been arranged. Adults are free to use these exhibits during their learning process.

IV. Recreational and Cultural Programmes

Recreational programmes are undertaken so often to relax the adults from fatigue of the day. They are motivated to give their full cooperation in conducting various activities of the NSS scheme.

V. Work Experience

As suggested by Kothari Commission a number of activities of the work experience has been undertaken. Adults are given training in the preparation

Literacy Campaign of the Bhartiya Vidya Pracharini Sabha, Indore

The Bhartiya Vidya Pracharini Sabha, Indore conducted a 20-day training course in social and audio-visual education for about 100 workers in Indore in May this year.

About 100 adult literacy centres—70 for women and 30 for men were also started by the Sabha.

The Sabha has urged the State Government to increase the allowance given to teachers for adult literacy work from Rs. 15.00 p.m. to Rs. 30.00 p.m.

Bachelor's Degree Course in Adult Education

The Department of Adult Education, University of Rajasthan, Jaipur, has invited applications for admission to one-year Bachelor's Degree Course in Adult Education for the academic year 1972-73. The course intends to provide to the mature candidates with an over-view of the field of adult education and to develop improved general competence and special skills needed in the field.

Persons with bachelor's degree can apply for admission before July 7, 1972. Application forms alongwith the prospectus can be had from the Head of the Department of Adult Education.

of material of daily use. These activities can help them to earn while they learn. Adults use their leisure hours in these activities.

VI. Lectures on Civic Life

Lectures on sanitation, health and hygiene, balanced diet, first aid, ashans and physical exercise, religious and moral values, right and duties of citizens in democracy, eradication of social evils etc. are delivered to change the attitude of adults.

**TO MAKE THE
NATION STRONG
Make the People Literate and
Knowledgeable**

CALL FOR VAST LITERACY EFFORT

The absolute number of illiterates in the world is rising despite efforts since 1950 that have reduced the proportion of illiteracy among adults, according to Mr. Rene Maheu, Director-General of Unesco.

Speaking at the start of a ten-day meeting of the International Consultative Committee on Literacy at Unesco headquarters in Paris, Mr. Maheu said that the illiteracy rate for the total adult population has decreased from 44.3 per cent to 34.2 per cent between 1950 and 1970 and the number of literates has increased from 979 to 1,504 million.

Nevertheless, he reported, the number of adults who cannot read and write has risen from 700 to 783 million. Hence a vast effort is needed, the success of which will largely depend on financial possibilities, he warned.

Unesco's Experimental World Literacy Programme has increased its enrolment of learners from 5,500 in 1967 to 400,000 and the number of instructors from 200 to 8,500 Mr. Maheu said.

Since 1968, 22 countries have initiated legislation on behalf of literacy, he told the committee at its opening session.

The committee comprises 20 persons who met under the chairmanship of Mr. Rodolfo Baron Castro, Secretary-General of the Ibero-American Bureau of Education.

(Unesco Features)

Book on Educated Women in Indian Society

The YWCA of India, New Delhi, has brought out a book on "The Educated Women in Indian Society Today". The book examines the situation relating to equal opportunities for education, gaining access to employment which makes use of the professional skills and the need for further education which would lead to the fuller participation of women in social, economic and political life.

The cloth-bound edition of the book is available from Tata Mcgraw Hill Publishing Co. Ltd., New Delhi and the YWCA of India, Parliament Street, New Delhi at Rs 24.00 per copy.

Public Library Aids Literacy Projects in Canada

The Toronto Public Library in Canada has placed displays and collection boxes in its branches to encourage donations by the Canadian city's book borrowers for literacy programmes in developing countries. The money collected will be used to purchase Unesco gift coupons which in turn enable selected literacy projects to acquire teaching materials.

INCREASE IN WOMEN STUDENTS

Adult Education Centres in England and Wales increased their enrolments by 3.2 per cent in 1970. More than 90 per cent of the new students were women.

(Unesco Features)

Association's Latest Publications

Manual for Adult Literacy Teachers

by N.R. Gupta

Price Rs. 10.00; U.S. \$ 2.75

(Rs. 5.00 for IAEA members)

Adult Education in the Seventies

Price Rs. 5.00; \$ 1.75

(Rs. 2.50 for IAEA members)

Education for Perspective

by J.R. Kidd

Price Rs. 24.00; \$ 6.00

(Rs. 12.00 for IAEA members)

Adult Education for Parliamentary Democracy

Price Rs. 5.00; \$ 1.75

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UNIVERSITIES AND ADULT...

(Continued from page 6)

number of such professionally trained persons was less than 50,000 in 1947, the number today already exceeds the one million mark.

It needs no argument to show that professional education is much more costly than other types of education. Even there, expansion has been proceeding apace and in terms of absolute numbers India has a student population of more than three million today. What is more, the rate of expansion over the last decade or so has been in the neighbourhood of 13% per year. It is not difficult to see that if the present rate of expansion continues, before this decade is out India would have a student population of more than four million.

Most of this expansion was in the urban sector and, comparatively speaking, the rural sector has remained neglected. To the extent that a good deal of expansion in the field of professional education was directly related to the industrial programmes of the country, this expansion has been productive in the best sense of the word. Around the mid-sixties however when along with a recession in agriculture there also occurred a recession in industrial production, it became obvious that a serious imbalance was developing and it was time to carry out corrective action. Within a couple of years came widespread unemployment amongst engineers and though of late the situation has to some extent improved, serious unemployment amongst them persists. Otherwise too, educated unemployment has been a social and economic phenomenon in the country for quite some time, so much so that not so long ago the Government had to appoint a Committee to investigate this problem. The committee has yet to submit its report. Whatever be the character and extent of its recommendations, the existing situation has already started causing disquiet to economists. A leading Indian economist, Amritaya Sen, in his Shastri Memorial Lectures of 1969 called attention to what he called 'the crisis in Indian education.' His main thesis that, relatively speaking, primary and secondary education are being neglected and that tertiary education is being pampered has not been challenged by any serious economist. In fact most people seem to agree that funds have been diverted for tertiary education at the cost of other sectors of education. Tertiary education goes to meet the needs and demands essentially of the urban classes whereas the rural classes are unable to make themselves heard loud enough. In terms of social justice this disparity of investment is certainly deplorable. What the events of the last few years have thrown into stark relief is the fact that, in terms of productivity, policies in the educational sector are working at cross-purposes with the strategy of development that the country seems to be following.

As long as the emphasis was on developing industrial production, development of professional education was a vital necessity. Trained manpower had to be found and, clearly, developing facilities for technical education was the obvious way of doing so. When experience dictated a distinct modification of strategy of development, corresponding action in the educational field was not taken. Educational facilities in the traditional universities continued to be expanded. There was a slight contraction of facilities for technical education but now a new thrust in the direction of expanding medical education has got underway. The close and evolving relationship that ought to exist between the strategy of development and the deployment of educational resources does not exist today and quite a few of the problems that the country is confronted with arise from this absence of alignment between the two. In a sense the situation has reached such a pass that unless there is an unmistakable re-ordering of priorities further progress may get seriously jeopardized.

The re-ordering of priorities can take two forms, each inter-connected with the other. One is to moderate the expansion of professional and general education to the point that funds are not wasted on it. This is what is happening today but if the country is to get an economic return on its investment this must not be allowed to happen. To the extent that professional and general education have a contribution to make to the growth of the country these sectors have to be maintained at a high level of competence. But when expenditure on this particular sector meets only a social demand and is economically counter-productive, a change of strategy is clearly indicated.

To reduce expenditure on this sector of education can be justified when it is accompanied by a parallel move to strengthen the rural sector of education. This as a matter of fact would represent the positive aspect of the re-ordering of priorities. This reordering may be done notably in two important respects. The first step should be to enable the agricultural universities to do what they are doing with greater vigour and to engage in a wider range of activities. The second step is to promote adult education on a very wide front. To the extent that the urge for adult education permeates wider and wider sections of society and institutional arrangements for the spread and sustenance of this movement are made, the returns from the efforts of agricultural universities would be quicker and surer. Their efforts will meet with better reception and will lead to that basic transformation of rural economy which is an important objective of social and economic planning.

V

While a good deal has been said above about agricultural universities, it is time to ask how and where do the traditional universities fit into this pattern of development. It is true that the bulk of

population (nearly two-thirds) lives in the countryside and development of agriculture is, in that sense, crucial to the whole process of development; yet industrial development is equally important. In fact this makes the role of arts and science universities equally vital. While quite a few of these universities have some achievements to their credit, the general picture today is one of disenchantment. There is hardly a university in the country which is not feeling chocked with numbers. Nor can any university claim with a sense of satisfaction that it is not burdened with organisational and administrative problems of a somewhat intractable nature. In these respects Indian universities are not particularly different from universities elsewhere. Only they are different in their will to change and to improve things. In quite a few countries where universities are fighting for survival, their will to survive is more or less unimpaired. In spite of several disabling handicaps they have a kind of vigour and assertion about them which go to suggest that with a change of social context the universities may once again become dynamic institutions. On the contrary, the Indian universities seem to suffer from a lack of assertion, as if the will to live and struggle had been sapped from within. It would be no exaggeration to say that the most unmistakable index of the crisis of under-development is to be seen in the crisis of the Indian university today.

There are two important ways in which this crisis can be met. One is through purely internal action. The universities have to become more efficient and purposeful instruments of academic progress by carrying out reforms in their structure and mode of organisation. No outside agency can help in any significant way. Both the desire and the initiative to reform themselves have to come from within the system. Several other countries have faced similar situations in the past. In almost each case, though pressures from outside did count for something, in the ultimate analysis the process of regeneration had to come from within the university system.

The second step, though dependent on the first step, is perhaps more crucial and possibly more difficult to take. That is to make education more relevant to life. To talk of relevance to life has become a cliché, in India as in other countries. No useful purpose will therefore be served by merely reiterating this phrase. One has to be more specific and what the Indian universities are doing may be considered under different head. When it comes to professional education, the universities are on the whole performing reasonably well. Though there is considerable room for improvement and there are critical weaknesses in a few sectors, the universities seem to be well equipped to take care of problems that they are required to solve. In the case of general education however, the universities are doing a patently unsatisfactory job. The charge of irrelevance is distinctly more applicable here than in any other case. This is not the place to go into the

details of this issue but it may be said in passing that the universities are over-stretched in terms of resources, both financial and human, and to these reasons, amongst others, can be traced their inability to function better.

Most traditional universities in the country are performing only these two tasks. So far they have not concerned themselves with the problems of the community in any meaningful and involved manner. Their indifference to sub-professional education and to adult education also derives largely from this mode of thinking and working. It is suggested that this continued indifference is hurting the universities in so far as the universities have got into a groove. Turning round and round in that groove is not helping the universities to break their sense of isolation from the community. This withdrawn kind of feeling breeds two types of reactions. At one level it leads to a feeling of irrelevance and non-involvement with the realities of life. At another level it leads to a constant state of defensiveness. No wonder there is almost total absence of adventurousness and innovation. Altogether it is a difficult situation and at least one route of escape open to the Indian universities is to widen the areas of contact with the society around them.

Whether the universities should also concern themselves with sub-professional education or not is a delicate point. Elsewhere they usually do not. But given the Indian context this is likely to help the universities rather than hinder them. Middle level skills are scarce in every walk of life in the country. Management at the higher levels is innovative and forward-looking in several respects but real good management requires not only well trained and talented people at the top but equally well trained and competent people at the lower levels of responsibility. Most social and economic pressures are against competence at this level of functioning. That is why there is all the more reason for the universities to take a hand in the training of middle level people as well.

This however might be regarded as arguable by some people. But the same cannot be said about adult education. Responsibility for adult education is no longer regarded anywhere as a task which the universities either cannot or should not handle. On the contrary, by now there is a very respectable tradition of universities assuming responsibility for this kind of education as well. When this is the state of thinking in what are called developed countries, the case for under-developed countries undertaking this responsibility is almost unanswerable. And yet the Indian universities have so far consistently, if not also resolutely refused to involve themselves with the gamut of training and instruction usually referred to as adult education. There are stirrings of a new interest in this type of education but the interest is so recent as also so perfunctory that attention has to be called to it.

What is probably more disputable is the proposition that the universities have a responsibility for the eradication of illiteracy as well. Perhaps the answer is in the negative. There are other agencies and institutions which are possibly better equipped as well as better situated for undertaking this responsibility. For the universities to seek to undertake this additional responsibility might be a handicap and a distraction.

These are valid arguments and must be assented to readily. But the universities have a responsibility to the society which transcends the calculations of who should do what. Without the universities actively involving themselves in the movement for literacy, who will answer questions like these: why are we not winning the battle against illiteracy? have we given enough attention and resources to this task? have we followed the right strategy and, above all, how do we ensure that once a person has been taught to read and write he does not lapse into illiteracy once again? In other words, literacy both as a concept and as a technique has to be analysed and studied, and no other agency can undertake this task better than the universities.

Going a step further, the relationship between literacy and the creation of an intellectual community has also to be analysed. The thesis advanced here has been that there is an intimate connection between the strength of the university system in a country and the extent of literacy to be found in it. The existence of a numerous and alive intellectual community provides the connecting link between the university and the society. Such a community comes into being in a society where literacy is almost universal. The experience of other countries which are ahead of India in the race for development strongly suggests that literacy cannot be taken for granted nor can the universities prosper in the absence of a literate society.

The process of development follows a ruthless logic of its own. Literacy, the creation of an intellectual community and a strong and vigorous university system are all inter-connected. The Indian universities seem to have assumed that growth within their limited sector was possible without simultaneous growth in other related sectors. As the experience of the last few decades has shown, this assumption is open to serious objection. Indeed it would not be too much to say that a pre-condition for their survival is that the universities reach out to the community. Once they decide to do this, it will make their task more meaningful and their functioning more vigorous.

VI

Commitment to adult education is thus to be looked upon not as something peripheral but as central to the mission of Indian universities. What the universities are doing today is in jeopardy partly because the universities have an elitist and, to that

CLOSER COOPERATION...

(Continued from page 1)

Shri Mathur said that the terminal concept of education is totally inadequate in the present social, economic and technological context. The explosion of knowledge, scientific inventions and refinement of technology is the primary cause of this inadequacy because much of the information gathered in terminal education gets dated. Therefore the concept of life-long education has been accepted in all parts of the world.

He said that there was a close relationship between the adult education and the process of economic development because man was the most important factor in economic development. Adult Education should meet the needs of the people and should not be forced in any way. The adult would learn if learning has correlation with his work, he concluded.

Shri D.S. Misra, Director of Education, Delhi Administration, emphasised the importance of functional literacy and farmers education programme in Delhi but desired that this type of education should be extended to industrial workers too. Poly-Valent centre should be set up in Delhi on the basis of a Poly-Valent centre in Bombay.

He said that the Indian Adult Education Association and the Delhi Adult Education Association should provide guidance to the official agencies working in the field of adult education in Delhi.

Dr. N.A. Ansari, Deputy Director, Directorate of Adult Education, proposed a vote of thanks.

Office-Bearers

The Conference concluded after unanimously re-electing Shri Hans Raj Gupta as President, Shri S.P. Milind as General Secretary and Vimal Kumar Jain as Treasurer for a two-year term. Other office-bearers were also elected.

extent, as escapist conception of their role. If it were genuine elitism there might have been some point to it. But the kind of elitism which is to be found among Indian universities is either a symptom of deficient vitality or of misplaced priorities. These priorities now require to be changed. The whole philosophy of adult education rests upon the belief that changes in knowledge, skills and attitudes are crucial to the process of development. It is largely because India has been neglecting the development of these skills and attitudes that development has been slow, haphazard and utterly inadequate to the needs of the country.

It is time for Indian universities to re-educate themselves about their objectives as well as their priorities.

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Unesco Plans Population Education Drive in Asia

UNESCO may launch an eight-year programme, beginning from 1973, for co-operation in the development of Asian education, including the establishment of a population education institute.

It is proposed to provide assistance for the development of population education in the Asian region through mobile team of population education specialists. In India, the television production and studio technical operation training centre, Poona, will be given assistance. An Asian centre of educational innovation for development will be established at Bangkok.

The function of the Asian centre will be to stimulate innovation in education through a network of national institutions, co-ordinate and support studies and programmes of regional interest undertaken by national institutions, arrange for advisory and technical services to be made available to participating national institutions, promote and support interchanges of staff and experience among the national institutions in the network.

Third International Conference on Adult Education

The third international conference on adult education in the context of life-long education, convened by UNESCO, will be held in Tokyo from July 25 to August 7, 1972. It will study the trends in the field during the last decade, consider the functions of adult education in the context of life-long education and review the strategies of educational development in respect of adult education.

Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association and Dr. S.N. Saraf, Director, Adult Education, Ministry of Education, are likely to be India's delegates at the World Conference.

LINKING ADULT EDUCATION WITH LIFE

L.N. Gupta

WE ARE in the midst of Second Development Decade, term which is mainly used with reference to developing countries or the 'Third World'. There are about 800 million adult illiterates in the world, approximately half of all the men and women over 15 years of age. If masses of school children who do not attend school are also taken into account, we reach total of 1000 million illiterates or one-third of the World's population. Surprisingly total number of illiterates world over is increasing. The great illiterate zones coincide with developing areas: Africa, Asia, and Latin America. Even in the highly developed countries, percentage of illiterates is somewhere between 0 to 10. India, Pakistan, countries of the Middle East and North Africa are the worst pockets of illiteracy, which is around 75 per cent. Generally speaking, adult illiteracy is more pronounced among women-folk. The developed countries have succeeded in removing this scourge in the second half of the nineteenth century and the early twentieth century. Every student of economics knows that developed countries had reached height of economic advancement in conditions which were much different from what are obtainable for developing countries. Britain cashed upon exploitation of colonies, U.S.A. had vast resources hitherto untapped, Soviet Union started off with Great October Revolution and other countries took full advantage of the innovations shooting off Industrial Revolution. Broadly speaking in the developed countries, economic growth preceded elimination of adult illiteracy. As against this, during last two decades or so, there have been revolutionary changes in economic, political, social and technological fields, New nations with new aspirations have emerged. Direct political domination has become a story of the past. Barriers of distance are breaking. International agencies have taken upon themselves the task of making world a better place to live in. One witnesses staggering explosion of knowledge in the developed areas of the world. It is in this setting that we have to pause and think whether we can afford to ignore this problem, which is a major constraint on economic development of any developing country, more so India. Should we continue to believe that as European Industrial Revolution of the 19th Century could be carried out with illiterate labour force, let us not be in hurry and wait for the country to reach a particular level of economic development, from which will automatically flow panacea for overcoming such problems. Fortunately, there has been greater awareness about undoubted advantages of a crusade against illiteracy. Expenditure in adult

education is now being considered as investment in human capital. Direct correlation between adult education and increase in Gross National Product has been ascertained by studies. How literate agriculturists and workers can reduce wastage, can understand improved methods and techniques and how under-employed millions can ensure better earnings can be easily imagined. 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 literacy does not degenerate into an instrument of exploitation, in which the slogan of equality of opportunity and bridging of gulf between have and have-not becomes a reality. It is only through adult literacy that democracies of emerging nations can be a reality. In the long run, it will be the medium of throwing up correct type of leadership, which is so much wanted in big democracies like India. Prof. Gunnar Myrdal in his Asian Drama has held the view that since the initial conditions of the Asian countries "are far less favourable in many respects than those of the West, they need not rely on the slow process of successive generations of school children to new ideas and attitudes but must make a determined effort to educate adults. And since national attitudes, as well as ignorance and lack of skills, among the adult population tend to thwart efforts to teach the young, adult education also has an additional instrumental value, as a means of increasing the effectiveness of child education."

The process of removing cobwebs of illiteracy has been going on since long, more particularly since 1950 when UNESCO launched a first crusade for promotion of fundamental education and economic development. In 1965, out of Tehran Conference, emerged new strategy of functional literacy i.e. a programme which has a direct bearing on training and professional skills of individuals; its aim being human progress through economic development. In fact, just like 'education,' 'adult education' has so many facets that now it has been realised by specialists that it does not merely mean teaching of three R's. Then there are those who have left schools at early age, who may be called "relapsed students." Whether the concept of adult education has been correctly understood by the educators in the field is a different matter.

India's problem in this field is colossal—roughly 3 out of 4 of our teeming millions have to be drawn out of darkness. It is a happy augury that educationists and social workers of the country have started evincing keen interest in the task of transforming under-privileged classes of society. The pace

of progress has been slow partly due to paucity of finances and partly because of mistakes committed in the process of implementation of various programmes. This raises certain important issues which need careful consideration. How are we treating adult illiterates? Their personality is not to be misjudged. **Be he an ordinary worker in factory or a poor cultivator, he is endowed with strong common sense, he has vast experience at his command, he knows to reason and unless he is treated as such, this programme cannot go very far. This attitude is a key to gaining confidence of adults, whom we wish to educate.**

The important factor is 'motivation.' You cannot teach a man who does not want to learn. You have to make him realise that education will help him to earn more, to improve his standard of living, to become a more active associate in developing the economy. This is the most difficult and tricky job. It is in this reference that the concept of 'functional literacy' has emerged. It is not possible to lay down hard and fast guidelines for this purpose. But, to my mind, one of the ways in which this problem can be solved is to work on a selective basis after thorough study of resources, conditions and attitudes obtainable in the area of operation. 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. Those who have practised adult education have felt that to begin with it is better to concentrate on roughly 20 per cent of adult illiterates of a selected area than having ambitious plan of 100 per cent coverage.

Another point which needs serious consideration is, how far have we succeeded in making teaching to adults really interesting? Why should an adult illiterate be interested in primers or textbooks? Can we not evolve literature which includes words and phrases normally used by adult illiterates in a written symbolisation. The other day I had seen an Adult Women Literacy Centre where lessons on stitching, embroidery and knitting were being given. I thought that in such centres will it not be better to have books with teaching lessons connected with words which are used in learning above crafts? Similarly is it not possible to make use of rich heritage of oral poetry which interests men and women folk alike? Although it is not possible to use various dialects of different areas within a geographical area, yet it would be foolhardy to ignore the language of common usage completely. How far have we made use of audio-visual aids is also a point to ponder? It is not uncommon that children accompany adult illiterates, particularly women, when they come to literacy centres. It should be admitted that such children do not go to schools otherwise, by sheer force of economic conditions. Can we not do something to keep engaged such children by providing them toys, picture books and the like so that we succeed in goading them to go to schools or at least

create interest in them to learn. It is possible that in due course these children may favourably mould the attitude of their mothers and other members of family. Similarly, have we thought of providing books to adult illiterate trainees, which they may like to read during leisure hours. There has to be an automatic system of follow up at home. Here, due consideration will have to be given to their interest, folk tales, religious writings etc. All this is not an easy job to do, but it needs immediate attention because we are dealing with matured persons with a high level of common sense and nothing can be thrust upon them without giving due consideration to their likes and dislikes. Let our programme be realistic even from the point of view of timings—these will vary from region to region in a State like Rajasthan traditional migration of human and cattle population will have to be taken into account; number of hours of teaching in a year will have to be fixed on a realistic basis—on an average it should not be more than 200 hours.

In some countries of the world, 'functional literacy' programme has been linked with special projects of economic development. In Rajasthan too, Jaipur district has been chosen for this purpose. This apart, could we not think of taking up this programme in Rajasthan Canal Project area or similar project areas in other States where new venues of development will be opened in due course, where co-ordinated effort of a sort of regional development is being made and where landless persons, the class which requires our help the most are being rehabilitated? The educational programme must interpret results of such changes and prepare the people to use the results of big schemes. There has also to be co-ordination between the work of the educator and that of technologist, engineer, technician and generalist administrator. I would, however, strike a note of caution about functional literacy programmes and pilot projects—let us not be swayed by occupational bias and frequent visits of teams of experts because we have experienced in the past that if projects are not executed in a planned manner yielding concrete benefits to those who really need guidance and assistance, the desired effect is not permeated in the cross-section of the society. No wonder, in such conditions, influential section of the society is the main beneficiary. Let us be on guard against the danger of functional literacy programme becoming purely utilitarian programme, without adequate emphasis on such basic virtues which go to make good fellow citizens. **Today it is said that you cannot get empty stomachs moving without economic uplift. Let us ensure that in the process of doing away with 'material starvation', brains are not let starved, because ultimately 'brain' will be the motivating force in bringing about a new social order.**

We have talked about co-ordination of adult literacy programme with economic development.

(Continued on page 9)

Political Illiteracy in Some Villages in Indore

(A Research Study)

Florence Jacob

Introduction

Eradication of political illiteracy from among the adult men and women is very necessary for the successful functioning of democracy in India. A largely uneducated and illiterate electorate poses far-reaching social and political problems in the working of democracy, because he is unable to participate in the process of government in a meaningful way. Therefore, it is essential that adult education should be oriented to promote democracy and development.

To find out the political backwardness among the illiterates, this study was undertaken by the Bhartiya Vidya Pracharni Sabha, Indore.

Objectives

The study was designed to answer the following questions:

1. Why did you cast your vote for your candidate?
 - (a) For his election symbol?
 - (b) Personal contacts of the candidate?
 - (c) For his service to the public?
 - (d) For his personal qualities?
 - (e) For his caste?
 - (f) Any other reason?
2. What helped you in taking your decision?
 - (a) Election campaign of the party workers?
 - (b) Personal contacts of the candidate?
 - (c) Request of the family members?
 - (d) By hearing speeches in the public meetings?
 - (e) Any other factor?
3. If your candidate is elected, what are your expectations from him?
 - (a) Improvement of your personal welfare?
 - (b) Progress of your village?
 - (c) Progress of your State?
 - (d) Any other expectation?
4. Do you have any suggestions that you will like to give to your candidate if he wins? Yes/No.
5. Do you know what are these?
 - (a) The constitution of India?
 - (b) Democracy?
 - (c) Vidhan Sabha?
 - (d) An opposition party?
 - (e) Where would your candidate go after winning the election?
6. Does your illiteracy bring any difficulties or inconveniences to you at the polling booth? Yes/No.
7. Who is Indira Gandhi?

Methodology

With a view to find out answers to the foregoing questions data were collected from 1000 persons (men and women in equal proportions) in five villages which lie within a radius of five miles from Indore. The personal interviews were conducted immediately after two days of the Vidhan Sabha elections. Social workers and village school teachers conducted the interviews. The questions were explained to the interviewees in their own dialects.

The Agewise distribution of the voters is given below in Table 1

TABLE I

Age-Group	Number	Percentage
1. 20-29	204	20.4
2. 30-39	306	30.6
3. 40-49	208	20.8
4. 50-59	206	20.6
5. 60-69	56	5.6
6. above 70	20	2.0
Total...	1000	100.00

Major Findings

1. 95 per cent of the voters said that they do not know why they voted for their candidate. They

Mrs. Jacob is Director and Secretary of the Bhartiya Vidya Pracharni Sabha, Indore.

know nothing about political parties, the candidate and they have never seen him. Three per cent were guided by the symbol and two per cent voted on caste consideration.

2. 75 per cent of the voters said that they voted because the others went to vote. They had to cast their vote so they did. 25 per cent however cast their votes on being urged by the family and also by friends. Nobody came to meet them and they have no time to listen to speeches and of course they cannot read newspapers.

3. 90 per cent of the villagers said that the winning candidate must work for the good of the village and for its betterment specially for developing roads, making the talab pucca, improving drainage and for constructing latrines. Only two per cent wanted some benefits done for their personal welfare. Three per cent of the voters only felt that they had no expectations and that they do not care.

4. 55 per cent were of the opinion that they must do for the good and welfare of all. The others had no suggestions to offer.

5. (a to d): The majority know nothing about these. Only a negligible number said that it is Indira Gandhi's raj or janta ka raj. Section (e) was however answered by the majority as indicated in Table 2.

TABLE 2

Classification on the basis of answers to 5 (e)

<i>Answers</i>	<i>Answered by</i>	<i>Percentage</i>
1. Will go to Delhi	158	15.8
2. Will go to Bhopal	104	10.4
3. I do not know	555	55.5
4. He may go anywhere	177	17.7
5. Will live in Indore	6	.6
Total	1000	100.00

55 per cent did not know, 17.7 per cent said he may go anywhere. 15.1 thought that he would go to Delhi and 10.4 that he would go to Bhopal. A negligible few or .6 per cent were of the opinion that he would stay in Indore. The first reply can be taken in the same negative connotation which means that 71.3 per cent are ignorant and do not know

where the candidate would represent them after winning the election.

6. 90.3 of the voters felt that they had no inconvenience in voting and that their ignorance was no impediment to them at the polling booth. In fact many said that it was a pleasure for them to vote and they did so most willingly.

7. About 60 per cent of the voters did not know who was Indira Gandhi. The answers to question No. 7 are given below in Table 3.

TABLE 3

Answers to question 7

<i>Answers</i>	<i>Answered by</i>	<i>Percentage</i>
1. She is our leader	183	18.3
2. She is our Minister	111	11.1
3. I do not know	601	60.1
4. She is the Prime Minister	30	3.0
5. Other answers	75	7.5
Total	1000	100.00

Only 18.3 per cent acknowledged her as their leader but then only 11.1 per cent knew her as only a Minister and a partly 3 as the Prime Minister.

The other answers signify nothing more than the political slumber of these unfortunate people.

Conclusions

When such is the state of affair in the villages which have such a close affinity to a large city, what must be the political plight of the people who reside in remote villages which are more or less cut off from the influences and affluences of the city life?

This survey clearly shows that there is a great need for the liquidation of political illiteracy among the masses in the country. The parliamentary democracy can function properly only when masses can participate effectively in its working. In this study it is clear that people have participated in elections just as they did on other occasions, festivals and other celebrations.

Untiring efforts are, therefore, needed to educate the people so that the parliamentary democracy functions smoothly in this country.

Barriers to Efficient Functioning of Extension Personnel

R.P. Singh and C.K. Ambastha*

Introduction

FIELD extension workers have always been the butt of criticisms and more so during recent years. The general complaint levelled against them is that they are not discharging their jobs effectively. There are many who have the strong feeling that it is the extension workers who are responsible for failure of the Community Development Programme in achieving the desired objectives. But very few try to know the limitations which act as barriers in efficient and effective functioning of extension workers. This idea led to the planning of a study to determine the limitations experienced by Block Agricultural Officers and Village Level Workers in discharging their jobs effectively.

Methodology

The study was made in the District of Bhagalpur in Bihar. The data were collected from 16 Block Agricultural Officers and 107 Village Level Workers through a mailed questionnaire.

A comprehensive list of limitations experienced by extension workers in discharging their jobs effectively was prepared on the basis of previous work, personal experience, discussion with experts and informal interviews with extension workers in the field. In all 28 important limitations were finally selected for this study. The respondents were asked to rate the importance of each limitation on a five-point scale on the basis of their experiences. The five points of the rating scale with their numerical values given in parenthesis were strongly agree (5), Agree (4), undecided (3), disagree (2) and strongly disagree (1). The total score for each limitation was computed by adding the individual scores for that limitation. The limitation with the highest score was considered to be the most important and the one with the lowest score as the least important.

Findings

The list of 28 limitations was administered to the sample B.A.Os. and V.L.Ws. and they were asked to indicate their agreement or disagreement with each limitation on a five-point scale. By assigning weights to different points in the scale, the individual mean rating scores were worked out and accordingly all the limitation were ranked in order of importance. The mean rating score and the rank order for each limitation is shown in Table 1 (on the next page) for the B.A.Os. and V.L.Ws. separately.

As it appears from Table 1, the two most important limitations that the B.A.Os. experienced in discharging their jobs effectively were (1) "engagement in other than their own departmental jobs" and (2) "too many other multifarious jobs like office work, attending to visiting higher authorities and others." "Lack of sufficient powers and authority to discharge heavy responsibilities" and "Lack of appreciation for good work" were ranked by them

* Dr. R.P. Singh is Associate Professor of Extension Education at the Haryana Agricultural University, Hissar (Haryana).

Mr. C.K. Ambastha is a Ph.D. student of Agricultural Extension at Indian Agricultural Research Institute, New Delhi.

TABLE 1

Rank order comparison of the limitations experienced by B.A.Os. and V.L.Ws. in discharging their jobs efficiently

Sl. No.	Limitations	B.A.Os.		V.L.Ws.		Over-all	
		Mean score	Rank	Mean score	Rank	Mean score	Rank
1.	The allocation of fund for agricultural development programme is inadequate	4.25	12	4.00	18	4.03	17
2.	The financial allocation for agricultural programme is not intimated timely	3.87	20	4.21	9.5	4.16	10
3.	There is lack of facilities for inservice and professional training to extension workers	3.37	8.5	4.03	16	4.08	15
4.	Extension workers are under triarchial control of administrators, technical officers and politicians	4.62	5	4.08	15	4.15	11.5
5.	Extension workers have too many other multifarious jobs like office work, attending meetings, attending to visiting higher authorities and others	4.87	2	4.39	3	4.45	1
6.	There is no proper and timely guidance from the higher authorities including technical experts	3.37	27	4.70	26	3.66	26
7.	Administrative procedures are very rigid	3.31	10.5	4.11	12.5	4.13	13
8.	Production requisits are not supplied timely	3.75	22.5	3.91	20	3.89	22.5
9.	The work load of an extension worker is heavy	3.75	22.5	4.43	1	4.35	7
10.	Extension workers lack sufficient powers and authority to discharge their heavy responsibilities	4.81	3	4.31	7	4.37	5
11.	There are no facilities for keeping extension workers well acquainted with the latest research findings	4.18	13.5	4.28	8	4.27	8
12.	There is lack of co-ordination among the sister departments like Agriculture, Co-operative, Animal Husbandry, etc.	4.18	13.5	3.84	23	3.89	22.5
13.	There is frequent transfer of field extension workers from one place to another	3.43	26	3.46	27	3.47	27
14.	Transport and communication facilities in the area of operation are poor	4.43	7	4.42	2	4.42	3
15.	The area of operation for one extension worker is too large	3.56	25	4.09	14	4.02	18
16.	There are undue and unwarranted interference from administrators and political leaders	4.50	6	4.21	9.5	4.24	9
17.	Every village is divided into groups	4.31	10.5	4.37	4	4.36	6
18.	Instructors from higher authorities are often vague and contradictory	3.81	21	3.92	19	3.91	20
19.	The village people have no co-operative attitude	4.00	17.5	3.89	21	3.91	20
20.	The village organisations such as Panchayats and Cooperatives have no cooperative attitude and lack initiative and competence for Community Development Programme	4.37	8.5	4.02	17	4.07	16

Sl. No.	Limitations	B.A.Os.		V.L.Ws.		Over-all	
		Mean score	Rank	Mean score	Rank	Mean score	Rank
21.	The inspecting officers have always fault-finding tendency	3.93	19	4.11	12.5	4.09	14
22.	There is no proper coordination among the staff members	4.06	16	3.71	25	3.75	25
23.	The higher authorities have autocratic attitude	4.00	17.5	4.17	11	4.15	11.5
24.	There is lack of free communication between subordinates and superiors	4.12	15	3.87	22	3.91	20
25.	Higher authorities have harassing rather than helping attitude	3.68	24	3.83	24	3.81	24
26.	There is no appreciation for good work	4.68	4	4.35	6	4.39	4
27.	Technical officers lack proper subject-matter knowledge, experience and competence	2.68	28	2.35	28	2.39	28
28.	Extension workers are engaged in other than their own departmental jobs.	4.93	1	4.36	5	4.43	2

Rank order correlation $R=0.6057$

Significant at 0.01 level.

as their third and fourth limitations respectively. The limitation that was given fifth rank in order of importance concerned "triarchial control of administrators, technical officers and politicians." The three limitations that were considered comparatively least important included (1) "lack of proper subject matter knowledge, experience and competence", (2) "lack of proper and timely guidance from the higher authorities including technical experts" and (3) "frequent transfer of field extension workers from one place to another."

As the V.L.Ws. felt the most important limitation in successful discharge of their jobs was "heavy workload" followed, in order by "poor transport and communication facilities," "too many other multifarious jobs like office work, attending meetings, attending to visiting higher authorities and others," "village groupism" and "engagement in other than their own departmental jobs." The three jobs that they considered comparatively least important were (1) "lack of proper subject matter knowledge, experience and competence", (2) "frequent transfer of field extension workers from one place to another" and (3) "lack of proper and timely guidance from the higher authorities including technical experts". Apparently, there appeared to be some differences in the importance ratings of different limitation by the two groups of extension personnel. But the statistical result confirmed similarity between the two groups in assigning ranks to different limitations.

Considering the overall rankings of different limitations by the two groups of extension personnel taken together, we find that some of the most important limitations included (1) "too many other multifarious jobs like office work, attending meetings, attending to visiting higher authorities and others," (2) "engagement in other than their own departmental jobs", (3) "lack of transport and communication facilities in the area of operation", (4) "no appreciation for good work" and (5) "lack of sufficient powers and authority to discharge their heavy responsibilities". Other limitations that they considered relatively least important were: (1) "lack of proper subject matter knowledge, experience and competence" (2) "frequent transfer of field extension workers", (3) "lack of proper and timely guidance from the higher authorities including technical experts", (4) "lack of proper coordination among the staff members" and (5) "harassing attitudes of higher authorities".

It has been accepted on all hands that the most important job of extension workers is to educate their clientele. But since the extension workers are engaged in multifarious jobs including too much of paper work and attending to inspecting officers, educational aspect of the programme has been receding to the background. Even in several evaluation reports, it has repeatedly been pointed out that such multifarious jobs take much of the time of

extension workers and with the result, they devote little time to their educational job.

The effectiveness of an organization is related directly to the degree to which desired action is secured through stimulation and inversely to the degree through which it is secured through command. This is an important principle of administration. But the higher authorities have a general tendency to officialise and bureaucratise the programme of agricultural development which is most unfortunate. They give little freedom to their subordinates to work on their own initiative according to the needs and interests of the people. Their undue and unwarranted pressure kills the initiative of the subordinates who feel frustrated and disappointed. They have no enthusiasm, no zeal and zest for discharging their jobs. They make it a point to just comply with the orders of their superior officers.

The executive officers are not expected to only issue instructions and pass orders but also to provide suitable conditions which facilitate smooth functioning of extension workers. In actual practice, however, we find a different picture. The executive officers have generally a fault-finding tendency without looking to the limitations and problems of the field workers. Such tendency must go and give way to effective leadership on the part of executive officers.

One important problem that has been a serious bottleneck in day to day functioning of extension workers is undue and frequent political interference. Against the principle of administration that a man can not serve two masters at a time, block extension personnel are under triarchical control, technical control of their respective technical officers, administrative control of B.D.O., and political control of non-officials. The personnel receiving instructions and orders from two or more officers at a time are bound to become inefficient, ineffective, irresponsible and confused.

As the extension personnel in this study pointed out, one of their important problems was that they had responsibilities without corresponding authorities. This is again against the principle of administration. Unless the extension workers are given sufficient authority to discharge the responsibilities, result will naturally be disappointing.

The analysis of problems that the B.A.Os. and V.L.Ws. are confronted with in discharging their jobs effectively suggests that something has to be done to find solutions to these problems to the extent possible. Unless this is done, we can not expect them to accomplish the expected results.

Sukhadia Inaugurates Circle Library

A circle library was inaugurated by Shri Mohanlal Sukhadia, Governor of Mysore in Kemmagundi in Mysore. The Library has been started by the Mysore State Adult Education Council in collaboration with Department of Horticulture.

Shri K.S. Mallikarjuna Swamy, former President of the Mysore Council and the Minister for Development and Social Welfare, in his presidential address said that the Mysore Council would have a sound base when the Statutory Board was established.

Vocational Training and Development An ILO Brochure

The International Labour Office in Geneva has recently published a brochure entitled "Vocational Training and Development" which describes, with examples the broad expansion of vocational training in the world in recent years and the role of the ILO in this effort.

Copies of the pamphlet can be had free of charge from Public Information Branch, International Labour Office, CH 1211, Geneva 22, Switzerland.

Linking Adult Education with Life *(Continued from page 3)*

Equally important is co-ordination with economic and social reforms. All of us know, how economic and social imbalances exercise indirect influences on various programmes, however, planned those may be. Imagine an adult educator trying to convince a landless agriculturist, who is being exploited by landlords to be literate. Think of persuading so-called low-caste men to join literacy centres. What will be the reaction of such underprivileged persons? They would first like to be convinced about the methods evolved by Government or Society to put an end to the disqualifications with which they have been forced to suffer for a long time. Such examples can be multiplied. It is in this field that concrete and co-ordinated efforts are required so that the down-trodden also feel that they are equal partners in nation building.

The success of any programme depends upon financial resources and good teams of instructors. We shall also have to mobilise senior students to work for the scheme and create better understanding among elders. Obviously, we cannot get what we want in one stroke. Keeping in view the limitations of finance and paucity of trained instructors, needless to emphasise howsoever limited be our sphere of operation, we should face hard facts of life than plan sitting in an ivory tower.

—Teacher Today

INDIAN ADULT EDUCATION
Receipts and Payments Account for the year

RECEIPTS

Balance as on 1.4.70:			
Cash in hand		339.61	
With State Bank of India		<u>13,573.19</u>	13,912-80
Grant from various States:			
Madhya Pradesh	(69-70)	500.00	
Mysore	(69-70)	500.00	
Orissa	(69-70)	500.00	
Delhi	(69-70)	500.00	
Madhya Pradesh		<u>500.00</u>	2,500-00
Membership Fees:			
Institutional Fees		2,135.00	
Individual fees		1,097.75	
Life Membership fees		<u>1,981.00</u>	5,213-75
			10,462-70
Sale of Literature:			
English Journal:			
Subscription		4,776.58	
Advertisement		<u>105.00</u>	4,881-58
Hindi Journal:			
Subscription		1,599.77	
Advertisement		<u>510.00</u>	2,109-77
Shafique Memorial:			
Rent			73,000-00
Nehru Literacy Fund:			
Souvenir		3,737.50	
Contribution		1,221.50	
Interest		<u>1,393.23</u>	6,352-23
National Seminar and Conference:			
Grant from Min. of Edn. and Y. Services (69-70)		2,400.00	
Grant from Min. of Edn. and Y. Services		5,450.00	
Delegation Fees		<u>880.00</u>	8,730-00
Grant from Central Board of Workers Education:			
			191-10
Round Table Conference:			
Grant from Min. of Edn. and Y.S.			860-00
English and Hindi Journals:			
Grant from Min. of Edn. and Y.S.			25,200-00
Manual on Literacy:			
Grant from Min. of Edn. and Y.S.			6,750-00
Training Courses: (ITB Personnel)			
Registration fee		1,180.00	
Books and Stationery fees		<u>3,000.00</u>	4,180-00
Staff Provident Fund: (Others)			
Interest			43-49
The Central Bank of India: (S.P.F.)			857-99
Interest on Staff Reserve Fund:			1,475-81
Interest on Short Term Fixed Deposit:			8,708-83
Staff Welfare Fund:			
Loan received back		684.00	
Interest		<u>32.55</u>	716-55
Souvenir:			1,272-50
Staff Provident Fund:			
Office Contribution		1,613.00	
Staff Contribution		1,613.00	
		<u>3,226.00</u>	
Interest		234.10	
		<u>3,460.10</u>	
Less: Paid to the Staff		410.72	3,049-38
The Bank of India: (Fixed Deposit)			
Interest		825.00	
Fixed Deposit		<u>3,000.00</u>	3,825-00
Miscellaneous:			129-75
Total:			<u>Rs. 1,84,424-23</u>

ASSOCIATION, NEW DELHI
ending from April, 1970 to March 31, 1971

PAYMENTS

Office Expenses:		
Establishment	7,198.96	
Telephone	2,145.13	
Printing and Stationery	595.00	
Entertainment	442.05	
Furniture and Repairs	1,956.03	
Conveyance	1,577.20	
Audit Fee	750.00	
Postage	492.91	
Bank Commission	65.82	
Miscellaneous	471.40	15,694-50
	<hr/>	
Shafique Memorial Building:		
Insurance	313.50	
Repair Charges	1,264.70	
Electricity, Water and Maintenance	473.36	
Property Tax	14,704.10	16,755-66
	<hr/>	
Publications:		11,190-41
English Journal:		29,878-85
Hindi Journal:		20,745-34
Organising Secretary:		12,309-35
Nehru Literacy Fund:		
Interest on F.D.R.	1,393.23	
Expenses on N.L. Award	2,678.30	4,071-53
	<hr/>	
Affiliation Fees:		
ASPB of Adult Education (1969-70 and 70-71)	1,000.00	
IFWE Associations (69-70)	635.30	
Central Institute of Res. and Trg. in P. Cooperation (69-70 and 70-71)	100.00	
Population Council of India	100.00	1,835-30
	<hr/>	
National Seminar and Conference:		7,268-39
Farmers Education Thru Corres. Course:		18,815-97
JHA Library:		2,068-71
One Day Camps:		200-82
Manual on Literacy:		4,459-40
Workshop on Family Planning:		98-25
Dr. Zakir Husain Lecture:		1,053-25
Training Courses: (ITB Personnel)		2,980-20
Staff Provident Fund: (Others)		43-49
Central Bank of India: (S.P.F.)		
Paid to CSDS		857-99
Staff Welfare Fund:		240-00
Staff Reserve Fund: Fixed Deposit		1,474-00
Fixed Deposit: (Short Term)		8,707-96
The Bank of India:		
Fixed Deposit	3,825.00	
In Saving Account	3,460.10	
	<hr/>	
	7,285.10	
Less: Paid	410.72	6,874-38
Cash in Hand & with Bank:		
Cash in hand	655.22	
With State Bank of India	16,145.26	16,800-48
	<hr/>	

Total:

Rs. 1,84,424-23

In terms of our separate report of even date

Sd/- (V. Sahai & Co.) Chartered Accountants

Adult Education in Punjab Before Independence

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Beginning of Adult Education in Punjab

The beginning of adult education in Punjab was made by the voluntary associations in the eighties of the nineteenth century. The voluntary associations came in the form of literacy societies registered or unregistered. By 1901-02, there was an appreciable increase in their number. Lahore and Amritsar continued to be the leading centres of such associations. The number of unregistered associations were also swelling up year by year.

Most of these societies were primarily religious and were meant for the advancement of particular community. On the other hand, the societies like the Punjab Public Library Association, the Punjab Text Book Committee, the Indian Association and the Punjab Association were established on broader basis and were secular in nature. This trend continued upto 1920.

Before 1922, there were a few night schools (as they were called in those days) except the evening classes at the Y.M.C.A., Lahore. Those few night schools which were there, were in Multan Division and it was due to the personal efforts and interest of Mohammad Nur Illahi, the Inspector of Schools of the Division. It was to his credit only that by the end of 1923, the number of such schools in Multan Division, rose to 100 with more than 2000 adults on the rolls.

To prevent relapse into illiteracy, village libraries were opened. Beginning was made for the provision of libraries, with a donation of Rs. 30,000/- by the provincial Red Cross Society.

Official Recognition of the Adult Literacy Movement

In 1922, the movement was officially recognized. Efforts were made to wipe out illiteracy and it was a great measure of success. The centres for adult literacy were started in collaboration with the Co-operative Department. A successful beginning was made during the year as nearly 18000 adults were enrolled in 630 centres.

The term 'night school' was thought to be misnomer and the name was changed to 'adult school.' The scale of allowance for teacher was also fixed.

Progress of the Scheme

The Scheme met a fair degree of success. The following table gives a clear peep into the strength of centres and pupils.

Year	No. of Adult Centres	No. of Adults
1922-23	630	17776
1923-24	1528	40883
1924-25	2372	61961
1925-26	3206	85371
1926-27	3784	98414

It is clear from the above table that the movement which had a humble beginning, had struck greasy proportions by the year 1926-27.

Adult Education in Training Institutions

It was felt that training institutions should also help in this work. An Adult School should be attached to Govt. Training College, Lahore. In the courses of study for the trainees, the means and methods of teaching adults should form a special feature. By doing so, the training authorities will have direct opportunities of studying this important problem of adult education in the province. Accordingly in the latter years adult schools formed the part of training schools and colleges.

It was also felt that the method for teaching adults should not be as that of children. They should be taught what is of interest to them. Each pupil should be encouraged to progress in his own way. The function of the teachers should be to guide and stimulate.

The only book that was widely used was the Rafiq-i-Zamidar, prepared by Mohammad Nur Illahi, the Inspector of Schools, Multan. It was considered to be a very useful book, especially prepared for the adults. It was divided into three graded parts and each part dealt with the topics of the villagers' interest.

Follow-up Programmes for the Neo-Literates

To meet the danger of relapse into illiteracy again, vernacular libraries were provided in 1925. These libraries were attached with vernacular middle schools. Teachers were given library allowances for the extra work. Besides issuing

books, the teachers were required to promote discussions among the villagers. These discussions were to be supplemented by magic lanterns and lectures. This all was made possible through the efforts of John Anderson, Director of Public Instruction, Punjab.

Downfall of the Movement

In the year 1928 the adult education movement had a set back and it continued in the subsequent years and in the year 1932-33, 60 centres per division was fixed as the limit. The following table shows the strength of centres, number of adults and certificates issued:—

Year	Centres	Pupils	No. of Literacy Certificates
1932-33	236	5473	711
1933-34	322	6745	915
1934-35	256	6142	65
1935-36	201	4950	433

The cause for the downfall of the movement was the Government order which stated that Government grant will not be paid to District Boards for more than 10 schools a district.

New Experiment

A new experiment was started in February, 1937 and was tried at Mission School, Moga. It was based on the technique and psychological approach of Dr. Laubach's method of 'Each One Teach One.' Reports from the 12 centres were encouraging. The main features of the method was its firm foundation on a sound psychology of adult mind. A special course for teachers was also started at Moga. Basic vocabulary in Hindi, Punjabi and Urdu was constructed. It was hoped that the scope of the experiment would be widened with the co-operation of Education Department.

In the year 1937-38, the number of centres decreased to 153 with 3892 adults on the rolls. The experiment which was tried at Moga, was making satisfactory progress. Three primers two in Urdu and one in Punjabi, Persian script were also prepared. Voluntary associations again came in the field. It was felt that two or three months were sufficient to make an adult literate. The training schools did a commendable work. Normal School, Karnal took up the education of under-trials in Karnal jail. In the following year there was a decrease of 8 centres but the enrollment increased by 1279.

During the year 36,000 copies of the Primers and 40,000 copies of continuous leaflets were freely distributed. It was decided to embark upon a five year plan from 1939-40 onward to completely liquidate illiteracy from the State.

The Five-Year Plan to Eradicate Illiteracy

The province wide plan to eradicate illiteracy was started in the year 1939. Dr. Laubach's technique was widely applied. Most of the budget was utilized for the preparation of Primers and other literature. Thus during the year 1939-40, 308000 copies of Primers in Urdu: Gurmukhi and Hindi and 36500 copies of follow-up literature were purchased by the Department for free distribution. Besides it 54585 copies of books suitable for post-literacy were added to 600 moving libraries in Punjab.

Organization of the Movement

The movement was conducted by the literacy leagues at Village, Tehsil and District level. Work was carried with the help of teachers and volunteers. The number of adults increased to 106473 and about 50% of them were made literate. The movement also gained interest in women. There were about 900 centres having about 40000 women adults on the rolls in Multan and Rawal Pindi circles.

In the following year the movement seemed to have struck roots in the villages as the strength rose to 118298, out of which 67415 were given literacy certificates. Rs 98000/- were spent by the Government.

Work was organised on sound and systematic basis. Twenty teachers on Rs 7/- P.M. per teacher were to be appointed in each district. A training course for them at a cost of Rs 100/- per district was also provided. Two teachers per district were selected from the staff of district board schools to supervise the adult education centres with a special allowance of Rs 15/- P.M. each. District Inspectors were also allowed Rs 15/- as T.A. Rs 100/- was also placed with the D.I.S. for prizes for each district. Rs 150/- were sanctioned for contingency charges per district.

220000 copies of Primers and 148000 copies of follow-up literature were purchased by the department for free distribution. 21550 books were added to 600 moving libraries. On 31st March, 1941, there were 2833 Literacy Leagues.

In the year 1941-42, the adult education movement again received a set back. The Government grant was reduced to half. In the following year, the amount of Government grant was still lowered.

The programme launched in 1939-40 was extended by five years at an annual expenditure of Rs 40,000/- per year.

In the year 1944-45, there were 63854 adults reading in 1760 centres. In the following years, the movement still went down due to Government indifference and financial stringency.

In 1947, the movement got a severe set-back due to partition. There were only 23 adult schools with 577 adults on the rolls. It was felt that approach had to be radically changed and the new programme was under the active consideration of the Government of Punjab.

Conclusions

Peeping through the historical records on this problem, it is revealed that the part played by the voluntary bodies is quite praise-worthy. It is evident that their enthusiasm has been allowed to wane. The Government could not properly appreciate or organize the work done by such bodies.

The movement of adult education was officially started in 1922 and it reached its peak in 1926. The downfall came due to improper supervision and financial stringency. The work was irregular between 1928-36.

Another fillip in the movement came in 1936 and it continued upto 1941 when the outlay for the scheme was decreased. In the second fillip in the movement the literacy leagues played a major role, the Government efforts were incompatible with them. The scheme again suffered due to Government's indifference. Since 1941, the movement lingered on slowly and due to the partition it received a severe set-back.

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SURVEY OF WORRIES OF ADULTS IN KAMATIPURA, BARODA

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Introduction

A worry is 'undue concern about past behaviour or about anticipated dangers in future behaviour.' Whatever is the character of worry or whence its source, it is present in all people. Individuals are almost often tense in anticipation of an outcome of an action aimed at overcoming the object of worry. Several therapeutic institutions, government as well as private organise programmes with a view to help individuals live a tension free life.

In this study an attempt has been made to identify worries of adults of 21 to 55 years age in Kamatipura, Baroda and to suggest some practical programmes to reduce the worries of the adults.

In this study 'worry' is interpreted as 'an uneasy feeling that makes an individual tense and incompetent in preparation and execution of a plan.'

Objectives

- (a) To determine the intensity of personal and family worries of adults: 21-45 years of age in Kamatipura, Baroda.
- (b) To find out association of worries with sex, age, size of family, economic and educational statuses of adults.

Procedure

A sample of 50 percent of male and 50 percent of female was drawn randomly by using the random number tables from the population of 417 adults in Kamatipura who were 21 to 55 years of age. The sample consisted of 115 males and 94 females. A rating scale was used

to collect the data. The individuals of the sample were interviewed for data collection and a complete response from 209 respondents was obtained.

1. Percentages and means were calculated to describe Personal and Family Worries of the respondents.
2. Absence of worries was described by percentages.
3. The t-values were calculated to find the difference in the worries of males and females.
4. The F-values were calculated to find association of worries with age, size of family, and economic and educational statuses of the respondents.

Findings

1. The data indicated that most of the adults in Kamatipura, a low socio-economic society, were young adults of 21 to 30 years of age; they were married and belonged to the Medium Family consisting of 2 to 5 members. Most of the adults worked as house servants, mill and factory workers and the monthly pay of a majority of them was Rs. 50 to 125. Equal per cent of them was illiterate as well as educated up to primary level; only 8 males were educated up to S.S.C. and above.
2. Females in general, tended to worry more intensely than males. This was also reported to be so by Zelig. (4, pp. 22-

32). The females worried more intensely about their inadequate income and that of their family members. Males worried more intensely about their inadequate income and inadequate education of their earning family members. As for the aged, on the other hand, aside from health, money was their most pervasive worry as reported by the Time Magazine. (3, pp. 41-46). The other personal worries of the respondents in this study were regarding inadequate education, unsuitability of job, problems in married life, deficient physical and mental health and personal grooming. Similar findings were reported by Greenacre (1, pp. 66-94)...

... 'later age worries were about loss of job, efficiency, health...' According to Greenacre at the age of 20, worries are about appearance; at 30 about meeting people, at 30-45, about marital differences, vocation and giving up major ambitions; after 40, about self-adequacy and at 45, the worries are about sexual relations. The worry of problems in married life did not trouble the largest percent of respondents. The other family worries of the respondents were regarding unsatisfactory job conditions of earning family members, mutual social relationships,

deficient physical and mental health and appearance of family members. The family worry of mutual social relationships among family members did not trouble the largest per cent of the respondents.

3. The males and females were significantly different in their personal worries regarding problems in married life, inadequate income and deficient physical and mental health.

The males and females were also significantly different in their family worries regarding unsatisfactory job conditions of earning family members, mutual social relationships and inadequate family income.

4. The worries of the adults did not vary significantly with their age, size of

their families, economic and educational statuses.

Conclusion

Since the females tended to worry more, there is a greater need of reducing their worries through certain programmes.

Regardless of the age of the adults, size of family and their educational and economic statuses certain programmes may be organised for small groups of adults who revealed the worries.

The following programmes may be organised:

1. Programmes related to development of dominant potentialities and abilities of the respondents and their family members for increasing their income.
2. Programmes related to adjustment and security in married life.
3. Adult literacy programmes and extra classes for

children.

4. Programmes pertaining to child birth and its requirements and health of the child and the mother.
5. Programmes aiming to increase contacts of people and develop team spirit in mutual social relationships.

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Course Activity Among the Old in Finland

Tertta Sundholm

THE social structure of present-day Finland differs considerably from what it was at the beginning of the century. The rise in the standard of living and above all the improvement of sanitary and nutritional conditions has clearly increased life-expectation. The relative proportion of old people in the total population is the clearest manifestation of this development. When at the beginning of the century the number of those over 65 was 5% of the population in Finland, the corresponding figure is now clearly 10%. Parallel to this numerical increase the present generation of the aged is also seen to be mentally more active as a result of improved health. Retirement no longer signifies—and according to modern thought it must not signify a silent withdrawal, a stepping aside in life. The mental activeness of the old represents a considerable challenge to society, a challenge which must be met by offering a wide range of stimulating activities and food for thought. We can make the years of retirement a rich period during which a person leaving work life will at last have time for his interests and various hobbies. This challenge has been seriously met by institutes of adult education, organisations and associations otherwise working for the

aged in Finland. In these fields of work—the study and hobbies of the old have maintained their place beside the work done for the younger generation.

Civic and workers' institutes, which are maintained by municipalities and supported by state aid, have had study circles for the old in certain more densely populated areas for some years now. These circles meet weekly during term (September-December, January-May). The programme is usually made up of lectures and discussions in which any subject interesting the participants can be dealt with. These study circles have no coherent basic programme, the plan often being formed according to the teacher staff available at each institute.

During the current year a special basic programme has been prepared for use at civic and workers' institutes with the intention of preparing persons for coming retirement. This programme has been drawn up by the national organisation of the institutes, the Union for Civic and Workers' Institute together with the National Board of Social Welfare, the Central Organisation for Social Care, the National Pensions Institution and the Central League for the Benefit of the Aged, which have all realised the importance of this kind of educational activity. Retirement brings many problems for almost everybody, financial, social and psychological

problems which may become a heavy burden unless the right attitude is found to them. This critical period of retirement and pension is what these courses for people close to retirement age are designed to prepare for. The programme of the course consists of 10 meetings with the following themes:

1. Retirement: changes in the content of life and attitude to the age of retirement
2. National pensions insurance
3. Other forms of social security
4. Housing
5. Health
6. Fitness
7. Nutrition
8. Mental Health
9. Hobby activities
10. Summary of the programme of the course.

Results are naturally not yet to be seen, as the courses were launched only in the autumn of 1971. All we know at this moment is that the courses have aroused interest and attendance has been lively.

The folk high schools, which are actually intended for young people with basic schooling and provide general, social and vocationally educative instruction for 1—3 years, have also during the last few years included courses for retired persons in their programme. The length of the courses has varied from 5 days—which is the shortest period entitled to state aid—to three weeks. It is characteristic of the folk high school courses that they are residential courses during which students also live in the institute. Thus besides lectures and other guidance, discussions and items allied to the lessons proper, the programme may include many other things. Being together and able to create new personal contacts is very important for the aged. Loneliness is often their greatest problem.

The author is Executive Director of the Central League for the Benefit of the Aged in Finland.

The folk high school courses for pensioners do not in their present form follow any coherent line in contents. The programme is formed according to teacher resources available at each organising institute. The central theme may be music, literature, social subjects of current interest, genealogical research, hobbies or sports, etc. Much time is also devoted to leisure and discussion. 4-5 hours only are set aside daily for lectures plus programme, for it must be borne in mind that the participants are not accustomed to study and that the course is meant as stimulation in every way and must not become too strenuous.

Participants in the folk high school courses are charged a small fee covering only board and lodging. According to the law on state aid for folk high schools the state pays 90 percent of lecturing fees while the remaining expenses are covered by the institutes themselves.

Organisations working for the aged, such as the Finnish Red Cross, on whose programme activity among old people is well represented, have participated to some extent in financing the courses.

The Red Cross has also played a notable role in distributing information about courses and "recruiting" participants for them. It has given a wide coverage through its membership journals and membership network covering the whole country. The journal of the National Pensions Institution, which is distributed to every home with pensioners, has also contributed to the information campaign. The most successful communicators have been the old themselves. Their own accounts have given the best inspiration for those of the same age to participate in courses. The positive reception of the activity is witnessed by the fact that quite a number of participants apply for these folk high school courses again and again, to such an

extent in fact that the organisers are worried about the chances of new-comers.

It is evident that the old need information and concrete programme. In our country hundreds of holiday camps are arranged for the old with the purpose of giving repose and variety. In the last few years old people themselves have begun to demand factual programme between their periods of rest. Mentally active old people will not be satisfied to sit about long. A programme differing from the normal order of the day, even occasional more strenuous mental effort may mean stimulation for a person whose sphere of life has otherwise been restricted and whose human contacts decrease even against his will.

It will not be enough to increase the years of life; more important is to endow these years with rich life up till the end.

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Reports From The Field

Bombay City Social Education Committee

Report for 1970-71

The Committee organised the following activities during 1970-71.

Literacy Classes

The Committee conducts literacy and post-literacy classes for educating illiterate men and women from the working class localities in Bombay. It is estimated that over 6 million men and women in the age-group of 14-45, in Greater Bombay, are still illiterate.

The literacy classes are held for a period of 4 months with a daily time-table of 1½ hours. It has got its own literacy primers in 5 different languages viz. Marathi, Hindi, Urdu, Telugu and Gujarati. The teachers are trained to conduct the literacy classes. Refresher courses are also organised.

During the year under report, the Committee conducted 633 literacy classes with an enrollment of 13,827 adults.

During the last three decades the Committee has made about 5.9 lakhs adults literate in these classes.

Post-Literacy Classes

Post-literacy classes are conducted with a view to enabling the new-literates to retain the newly gained literacy and also to encourage them to take up further education through continued post-literacy classes. The Post-Literacy classes are conducted in two sessions, each of four months. The curriculum includes further literacy courses and courses in general social education subjects.

During the year 364 post literacy classes were conducted with an enrollment of 7,767 adults.

Continued Post-literacy Classes

The Committee encourages voluntary efforts both on the part of the adult learners and local institutions to organise continued post literacy classes. The neo-literate adults are, therefore, assisted in organising such classes on voluntary basis. The adults pay contribution to meet the expenses for

paying the salary of the teacher and other contingencies.

During 1970-71, ⁵⁴ 65 continued post-literacy classes were organised with an enrollment of 1,341 adults. ₁₀₈₇

Voluntary and Grant-in-Aid Classes

The Committee also assists voluntary agencies in conducting literacy and post-literacy classes. Agencies and individuals conducting them are supplied with teaching materials like text-books, black-boards, slates etc. free of cost. In addition an honorarium of Rs. 7.50 per class per month is paid to the voluntary agencies or individuals conducting these classes for four months.

During the year nine literacy and nine post-literacy classes were conducted.

Employers Classes

The Committee has a special scheme of conducting literacy and post-literacy classes in mills and factories. During the year, there were 34 literacy classes in Mills and Factories with an enrollment of 773 of whom 548 appeared for the examination and 474 passed. There were also 31 post-literacy classes with an enrollment of 738 of whom 502 appeared for the examination and 430 passed.

"Each One Teach One" Campaign

Under its crash programme of "Each One Teach One" the Committee made 5,088 adults literate during the year with the help of 1,185 volunteers.

Work Among Special Groups

The Committee also organises literacy and post-literacy classes for the scheduled castes and scheduled tribes and the women. In these literacy classes 4,519 scheduled castes and scheduled tribes were enrolled. In post-literacy classes 2,134 adults were admitted.

During the year 305 literacy classes and 168 post-literacy classes were organised for women. About 10,000 women were enrolled in the classes.

Women studying in post-literacy classes are given the benefit of training in some useful home-crafts. 36 sewing and cutting classes were conducted during the year. 718 women were enrolled in these classes during the year.

A Mahila Vikas Shala has been started. Over 80 women are being given training in Home Science, Home Crafts, Civics, Culture and General Science.

Matru Vikas Kendras

Eleven Matru Vikas Kendras for training of

women to be efficient housewives, good mothers and enlightened citizens continued to work during the year.

Extra-curricular Activities

Extra-curricular activities like film shows, organised radio listening groups, cleanliness campaigns, supervised library reading periods, study groups, talks on subjects of general interest, exhibitions, and filmstrip shows were organised during the year.

Library Services

The Committee has a library service in the form of a) 300 circulating library boxes, b) six area libraries and c) one central library at its head office. The circulating library boxes are provided in the post-literacy classes working in different areas. Each box contains 50 to 60 books on different topics of general interest and educational value.

Publications

The Committee continued to publish a monthly magazine, *Saksharata Deep* in Marathi with a special Hindi section.

Seminars, Conferences and Orientation Courses

A special orientation course for officers, supervisors and teachers of the Committee was conducted in April 1970. 150 teachers, 35 supervisors and 8 officers attended the course.

In order to train committee's workers in the methods and techniques of spreading the knowledge of family planning and population control among the adult pupils, eight orientation courses in family planning—four for men and four for women—were organised during the year.

Two short duration refresher courses were organised for teachers and supervisors in the months of June and October, 1970. One special training course for 10 days was organised in February 1971. 300 teachers and 35 supervisors took part in this training programme.

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 also helping the project in the form of equipments and consultation.

During the year 10 courses were organised. 170 workers received the training.

U.S. May Adopt Open University

Great Britain's Open University, which allows students to study on their own with the aid of television, radio, tape cassettes and the printed word, is coming to America for a trial run.

An experiment to determine whether the Open University materials can be adapted for successful use in the United States will be conducted at Rutgers University in New Jersey and in three other institutions during the 1972-1973 academic year.

The experiment is being financed through a special grant from the Carnegie Corporation and evaluation services will be provided by the Educational Testing Service of Princeton, New Jersey.

Although a number of American institutions are currently experimenting with forms of off-campus learning and credit by examination, this will be the first test of whether basically the same teaching materials and methods which have worked in Great Britain can be used in the United States.

Dr. Walter Perry, vice-chancellor of the Open University, said that the university would provide materials and systems information to the American institutions taking part in the evaluation. The cooperating institutions will each provide a test group of about 200 students. Three courses will be offered: humanities, science and mathematics. Students will pay for courses and receive credit towards a bachelor's degree.

Books For New Literates

What good does it serve to teach people to read and write, as was pointed out in the report on "Book Development in the Services of Education" submitted to the United Nations Economic and Social Council at its fiftieth session, if afterwards a steady flow of reading matter is not supplied in order to allow institutes to maintain and strengthen the techniques they have acquired. The failure to recognize this essential fact can result in tragic relapses into illiteracy which, in a matter of a few years, can wipe out the results achieved by developing countries through sometimes heroic efforts.

International Book Year can provide an occasion to underline the need in literacy programmes for emphasis on the development of reading materials generally and on the production and distribution of books specifically designed for adults who have already learned to read or who are in the process of learning.

—International Book Year Newsletter

भारतीय प्रौढ़ शिक्षा संघ के हिन्दी प्रकाशन

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NEW DELHI-1.

BIG DRIVE TO EDUCATE IN 15-25 AGE GROUP

THE Union Government proposes to launch a massive programme to eradicate illiteracy in the age group of 15-25 covering a population of 60 million.

This was stated in New Delhi on July 21, 1972 by Mr. Nurul Hasan, Minister of Education, Culture and Social Welfare, while inaugurating the second meeting of the National Board of Adult Education.

Mr Hasan said that he believed that illiteracy in this age group could be eradicated within 10 years with the help of students and the educated youth. The programme would not require large outlays of funds but imaginative organisation.

By institutionalising a rural system of education, he said, the mass literacy programme could be made a continuous process of development.

The Minister said the Government had under consideration a comprehensive programme of developing out-of-school education including adult education, as an integral component of a comprehensive education scheme.

Model Schools

Under the scheme, he said, the Government would set up one "comprehensive model school" and four or five "model primary schools" in each district. In the initial phase there would be 354 comprehensive model secondary schools and about 2,000 community schools.

The model schools and community schools would be linked with the youth movement and compulsory national service. For this purpose, the Government had decided to set up one Nehru Yuvak Kendra (Youth Centre) in each district, which will form the catalytic point of the education movement.

Mr Hasan said the adult education programme had suffered in the past because they had not been conceived as an integral part of educational development. If adult education programmes have to take root, they have to be linked with various types of educational institutions which can function as community centres where, among other things, the entire work of adult education in the broad sense can be initiated", he said.

As Mr Hasan could not attend the meeting, Deputy Minister D.P. Yadav read out his speech.

Recommendations

The National Board of Adult Education has recommended that there should be greater involvement of State Governments in programmes of adult education and they should set up boards assisted by strong units or departments to mobilize popular and public support.

The Board stated that for the programmes of adult education in the Fifth Plan larger outlays should be provided and that a committee should be appointed to work out the details.

NEWS & EVENTS

Garnet Page in Delhi

Dr. Garnet T. Page, Director-General, Implementation Services, Department of Regional Economic Expansion, Ottawa, Canada and a member of the UNESCO's International Advisory Committee on Out-of-School Education arrived in New Delhi on July 17, 1972 on his way to Tokyo to participate in the World Conference on Adult Education.

Dr. Page had talks on adult education with Shri J.C. Mathur, Vice-President and other members of the Executive Committee of the IAEA.

Ansari Attends Tokyo Conference

Dr. N.A. Ansari, Deputy Director, Directorate of Adult Education left New Delhi for Tokyo on July 28 to attend the World Conference on Adult Education convened by Unesco.

The report of the Conference is expected to be published in the next issue of the Journal.

Adult Education Conference in Australia

The Department of Adult Education, University of Sydney in association with the Dubbo Educational Association is convening a conference at Dubbo in April, 1973 on "Regional Provision in Adult Education."

The Australian states differ widely in the arrangements made for adult education on a regional basis, and on the degree to which provision is regionally based.

The Conference will examine and compare different patterns of regional provision so as to develop ideas about the pattern of future provision.

New Life Members

The following persons have joined the Indian Adult Education Association as Life Members:

- (1) Prof. M.V. Mathur, Director, Asian Institute of Educational Planning and Administration, New Delhi.
- (2) Shri S.N. Mitra, ICS (Retd.), New Delhi.
- (3) Shri C. Bonanni, Unesco Specialist in Functional Literacy Materials Preparation, New Delhi.

Extension Lectures in Bombay

The Bombay Adult Education Association has started an extension lecture programme in Bombay. The classes have been organised in languages, (German, French, Marathi, Gujarati) homeopathy, commerce, law, accountancy, public-speaking, radio and T.V. servicing and computer programming.

The classes which were started on July 10, will continue upto October 15, 1972.

Information: Bombay Adult Education Association, K.R. Cama Oriental Institute Building, 4th Floor, 136 Apollo Street, Museum, Fort, Bombay-1.

Libraries to be set up in Districts

The library movement in the country will get a shot in the arm when plans get ready in a few weeks to set up a network of nucleus district libraries.

All the 350 and odd educational districts are expected to be covered under the scheme by the end of the Fourth Plan.

The Raja Rammohan Roy Library Foundation, which has initiated action on the scheme is setting up joint committee for library planning in each State. The committees which will begin survey work and prepare district library development programmes, will comprise representatives from each State and from the Foundation.

The eventual aim is to extend library services to all villages with a population of 1,500 and above and with a primary school.

The Foundation, which has the Union Education Minister as its President is an autonomous body, with funds contributed by the Centre and the State Governments. The Union Government has made a provision of Rs 50 lakhs during the current year for the Foundation's programmes. Many State Governments have announced contributions ranging from Rs. 50,000 to Rs. 2 lakhs.

Functional Literacy in Niger

Some 15,000 peasants who grow rice in the Tillaberi region of southwest Niger are to follow functional literacy courses paid for by the Swiss Fotopec Foundation.

The villages to be chosen for the literacy programme, recruiting and training arrangements for instructors as well as preparation of teaching material are to be decided on during an upcoming course of instruction for supervisors.

(Unesco Features)

Functional Literacy Experimental Pilot Project in Zambia: Reasons for Drop-out

Mushtaq Ahmed

Background

THE Project became operational in July 1971 and continued up to June 1972. It had 252 classes in two provinces whose main crop is maize—the staple food of the people of Zambia. Improvement in the production of maize is the national policy as during the last few years the country had to import huge quantities of maize whereas the climate and the soil is considered excellent for maize growing. Due to limited funds the Project was expected to enrol only 3,000 maize-growing farmers in the 252 classes. By end August 3,008 farmers had enrolled.

2. Necessary statistics about the participants is given below:—

3. The 61 per cent female were farmers in their own right, having their own plots in addition to doing planting and fertilization on their husbands or fathers

* The author is UNESCO Adviser, Department of Community Development, Government of Zambia, Lusaka.

(1) 3055 were interviewed just before classes became operational. 47 did not join.

Sex	M	F	T(1)	% Female
	990	2065	3055	61
Age	N			
15 years and below	8			
16-20 years	121			
21-40 "	2003			
41-50 "	700			
51+	220			
	T 3052 (age of 3 not-stated)			
Education	N			
Genuine (illiterate)	2,182			
Lapsed (semi-literate)	826			
	T 3,008			

fields. The level of education was determined by a test before teaching began.

4. Each student was expected to pay a fee of K2 (\$ 2.80) in lieu of reading materials. 96 per cent of the expected amount was paid by the end of December. The instructors were local farmers with at least seven years of education and were paid at the rate of 30n per session taught or, on an average, K6 (\$ 8.40) per month.

5. The method of teaching was as follows:

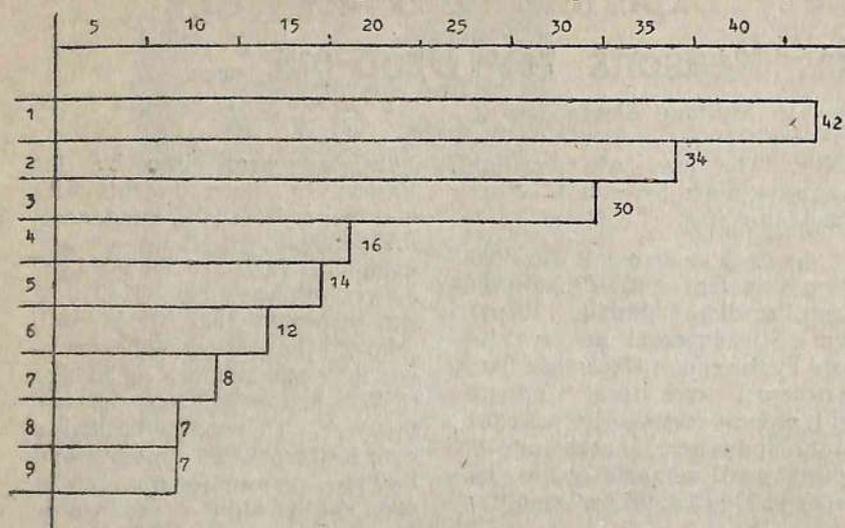
The students learned, 'proper management' of maize production in the class through reading materials, discussions and radio broadcasts. Then they moved to demonstration plots, attached to each class, and practiced planting and fertilization using artificial things. When planting time come, the class moved to the farm. Each qualified student did planting and fertilization on one-acre of his own plot under guidance, this time using real seeds, fertilizers and insecticides. These, costing about K16 (\$22.40) for

one acre, were given by the Project to those students who had had at least 50% attendance. 2,736 or 93% of those on roll qualified. Their average yield per acre before was 4 bags (K12). It was expected that those who followed the instructions correctly, may get as much as 20 bags (K60) when they harvest the crop this year. They were educated to save K40 from this amount and buy fertilizers etc for *two acres* as soon as they sell the produce in May this year. If this happens they will, from November, be on their own and may add another acre in 73 planting season from the sale proceeds of 1972. Thus hopefully the Project would have made about 2,500 farmers self sufficient and if they keep on following what they have learnt the yield may go up from about 10,000 bags (2500×4) to 50,000 bags. This aspect of the training has been described in detail as this was and will be a major strategy and the expectation of immediate reward might have kept motivation high thus resulting in low drop out rate.

Rationale for the Study

6. The value, if any, seems to be more or less academic. Or perhaps may serve to compare the reasons of drop out in other Projects. Governments who organise literacy work, would hardly be able to stop the majority of participants from dropping out from classes. Most participants drop out because of pressing reasons of their own. Of course controlable factors like unsuitability of reading materials, class timing or poor teaching i.e. poor planning and organisation also contribute to drop out. But a drop out study is not necessary to plan and organize a good literacy programme.

Variety of reasons for drop-out and their frequencies (Institutes)



1. Seasonal work and problems
2. Students' low calibre
3. Travel and change of place
4. No qualified personnel
5. Bad organisation
6. House hold reasons
7. Shyness and other psychological reasons
8. Shortage of materials
9. Illness

7. Recently a study was done by the International Institute for Adult Literacy Methods, Iran. Elaborate statistics were used to see if the relationship between drop out and certain variables were statistically significant at 0.05 level, unluckily none were found to be, except those between drop out and paying or not paying for materials and time of the start of the Project. The study was based on the replies of a questionnaire received by the Institute from 52 countries. The graph above shows the most and least frequent reasons for drop-out as was judged from the replies furnished by the countries.

How this study was done

8. The 252 classes were set up in the following months.

late June 1971	100 classes.
July	124 "
Aug.	28 "
T	252

The drop-out and new enrolment up to end November was as

follows:—

	drop-out	New enrolment
Aug.	54	95
Sept.	98	20
Oct.	71	7
Nov.	7	0
	230*	122

9. The Supervisors themselves had records of the participants who had dropped out. But a fresh list was sent to them from Lusaka and they were asked to get in touch with the instructors, members of the class committee and the students themselves and find out the exact reasons of their leaving the classes. The following table shows the frequency of reasons.

10. Explanation

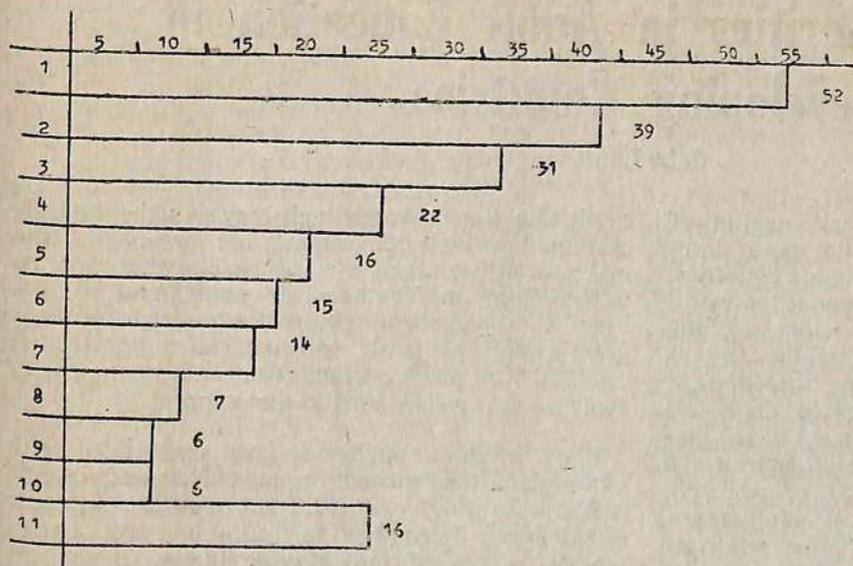
Reasons

1. A large number of the 52 got married and left the place either with their husbands or to join them.

*Out of 230 reported drop-out 6 were actually transferred to other classes.

Reasons	N	Per cent
1. Change of place	52	23
2. Could not raise the K2 fee	39	17
3. Illness/felt could not continue	31	14
4. Less than 50% attendance therefore could not qualify for fertilizers	22	10
5. Rumours	16	7
6. Old age	15	7
7. Drinking	14	6
8. No time because of employment or work	7	3
9. Shifted to another crop/business	6	3
10. Oxen stolen/No cattle to plough	6	3
11. Others/No reasons	16	7
T	224	100

Reasons for drop-out and their frequencies (Zambia)



1. Change of place
2. Could not raise K2 fee
3. Illness felt could not continue
4. Less than 50% attendance
5. Rumours
6. Old age
7. Drinking
8. No time because of employment or work
9. Shifted to another crop/business
10. Oxen stolen/No cattle to plough
11. Others/No reason

2-3-4. These reasons are specific to the Project. K2 fee was a condition for taking the course and only those whose attendance was not less than 50 per cent within a certain period, were given the fertilizers to do actual planting on their own one-acre plot. The Project also gave preference to the enrolment of couples over singles. Therefore at some stations 2,3 and even 4 members from one family enrolled, found the burden of raising K8 too much and some of them dropped out. Reason 4 is almost a result of reason 3. Out of the 252 classes 143 have no clinics at least within 10 miles distance.⁽¹⁾ It was one of the focal points of training to teach students to visit clinics especially the Under Fives and Ante Natal.

(1) The Department of Health had promised to provide some sort of clinical service nearby and is still trying.

Those who did miss the classes. Thus some lost attendance, some fell behind in their class work and felt that they could not continue. Such complaints were common "The book says that we should make use of the clinics. By the time we return the class is over. Thus we lose attendance and also miss our lessons."

5. At some stations rumours spread that government would take over their plots if they planted one acre according to Projects plans, or that they will be taxed heavily, or that the instructors will not receive their remuneration and the classes will ultimately break up. Unfortunately the instructors at these stations received their remuneration after a lapse of three months and this lend validity to the rumour.

9-10. The training was focused on the production of one crop only i.e. maize. Some participants shifted to vegetable growing, some started their own small business and some lost their oxen hence they couldn't plough. Naturally they felt that they couldn't profit by continuing in the classes and left.

11. Includes such reasons as quarrels in the class and family, stopped by husband, slow progress (5 students) etc.

Discussion

11 None of reasons of the drop out could have been controlled except 3 and 6. Covering long distance to visit the clinics was the main cause for those dropping out because of reasons 4. If clinical service was there some of the students would not have missed the classes and this, to some extent, would have minimised the drop out due to reason 4. But there are administrative difficulties in providing this service to the stations which don't have it. The danger of the rumour (5) could not have been foreseen and even if it was, it would not have been possible to avoid total mis-interpretation. There was some political interest involved as well. People of old age and weak eye sight (6) should not have been enrolled. But it is difficult to avoid it altogether when the person seeking admission is the headman himself or an influential person.

12. It is significant to note that in the Institutes' study the most frequent reason of drop out was seasonal work and work problem and in our case this was one of the least, 8. This indicates that in this respect functional literacy has an edge over basic as it is meant to give proficiency in the work itself. The second largest reason of drop out in the Institutes study was the 'low calibre of the students.' In our case only 5 dropped out because

(Continued on page-19)

Research Priorities in Adult Education in Developing Countries

John Lowe

THERE are several reasons for past neglect of research in Adult Education in the more developed as well as in the developing countries. To begin with, educationists throughout the world have tended to concentrate upon issues affecting primary and secondary education, while perhaps sparing an occasional glance in the direction of higher education. Secondly, scholars in the social sciences have so single-mindedly pursued their separate disciplines that they have largely ignored the education of adults as a potential field of research. Thirdly, the indeterminate nature of adult education, especially by comparison with the relatively clearly defined areas of primary and secondary education, may have caused would-be researchers to shy away from it. Fourthly, the perennial shortage of funds for any kind of educational inquiry has probably made research in adult education seem a luxury. Finally, those who practice adult education have usually regarded themselves as too busy getting on with their jobs to indulge in abstract speculation or time-consuming investigations.

Within recent years, however, the case for conducting research has begun to receive increasing attention. The result is that adult educators in developing countries have the opportunity to do what adult educators in the developed countries neglected to do—that is, to treat research as a high priority in their plans for expansion.

Why should research in adult education be of high priority for the developing countries? It is mainly because, severely hampered by limited resources, they must draw up their development plans carefully and wisely and ensure that mistakes are quickly detected and remedied; minor miscalculations become difficult to rectify if not soon identified and they may lead to the mismanagement of scarce personnel and materials. Secondly, the desired growth rate of economic output depends upon the efficient training and retraining of adults, and this in turn necessitates effective programming, curricula planning, and deployment of staff resources. Thirdly, new approaches and flexible methods will be adopted only when there is a steady, discriminating accumulation of knowledge through study and inquiry. Fourthly, practitioners obtain the best results when they formulate hypotheses about the impact of their programmes which can be

empirically tested. Accordingly they should constantly examine how their programmes are organised, who makes decisions about what to teach, what appears to be optimum length of a course, and so on. Finally, when soliciting government departments or grant-awarding trusts for financial support it is essential to produce the kind of documentary evidence that will command that support.

Too often research has been associated with esoteric activities carried on in universities. Adult educators should realize that much valuable research may be confined to fact-finding and assessing the merits of minor programmes. Thus, any attempt to test new theories or to classify knowledge and experience deserves to be acknowledged as a contribution to research. So the humblest organizer at the village level who experiments with methods of communication or modestly reports on and evaluates each of his projects is engaged in operational or action research.

It is, indeed, essential for practicing adult educators to distinguish between experimental and action research. Since administrators and planners in developing countries can seldom spare time to experiment under laboratory conditions, they usually rely upon "ongoing research directly related to their programme of work. For instance, they will tend to study groups of adults attending existing classes rather than select control groups. To dispense with control groups may well displease some social scientists, but inquiries must be initiated in the light of administrative expedience. Adult education—like law, medicine, or engineering—must be regarded, therefore, as a practical discipline, whose aim is to effect change in people's habits and attitudes, to improve the methods and technique of communication, and to help solve immediate social problems.

The researcher in adult education looks to two sources for assistance: borrowings from other disciplines, and the body of experience built up by professional adult educators over many years. Let us first consider borrowings. Since adult education is at the center of several disciplines, it must be considered in interdisciplinary terms. Thus a planning officer in a district in Africa should know that in undertaking any research project, or let us rather say social investigation, a number of disciplines are likely to be involved.

What are the relevant disciplines? To begin with, there is philosophy, for adult educators must define their objectives and be aware of the normative

Dr. Lowe is Director of Adult Education and Extra-Mural Studies, University of Edinburgh, Edinburgh, Scotland.

values upon which their practices are based. Social anthropology and sociology are especially important for a better understanding of the social environment in which adults live. Many of the research tools used by the sociologist are also indispensable adjuncts to programme planning and evaluation.

Psychology, industrial psychology, social psychology, and psycholinguistics are clearly pertinent. A study of the history of adult education will help to give a sense of perspective and establish fruitful traditions. Physiology throws light on the aging process and the ways in which attitudes and motivation vary at different ages. Lastly, theories of administration are currently being formulated of which adult educators should be aware and which they may wish to apply in their work.

The relevance of psychology, as perhaps the discipline most familiar to educationists, may serve to illustrate the range of options. Plainly what helps and hinders adult learning is different from what helps and hinders the learning of children. Yet up until the present day nearly all the investigations of educationists have been dominated by experience with children. Now educationists are being forced to revise their ideas about how adults learn, what motivates them, the relationship between their achievements and their aptitudes and previous levels of accomplishment, and so on.

Though comparative studies of different countries are extremely informative, few have been published. There is much scope in Africa for studies of the practice of adult education in such countries as the United States, Britain, Denmark, Yugoslavia, and Russia.

The history of adult education is also worth some attention. In developing countries there is a tendency to suppose that there was no precolonial history of adult education. In fact, of course, a good deal of education in the informal sense was a feature of tribal societies. Professor J.F.C. Harrison's *Learning and Living* is an outstanding example of a historical work based upon profound research that illustrates a whole epoch of social change by focusing upon the history of adult education in a particular region of England. Studies in depth of this kind could also be undertaken in relation to the history of many parts of Africa.

Another field of experience to be tapped is that of teaching methods. Those who have come from another country to work in Africa will find great scope for controlled experiments.

The second source to which adult educators turn for assistance is professional experience, the body of knowledge and the insights acquired through active work. An obvious area of research here is that of comparative methods. Why is one method more effective than another? Adult educators have a

wealth of experience in arranging adult literacy and agricultural extension programmes in which a variety of methods and techniques have been used that are ripe for comparison. In the field of communications too, adult educators have broken new ground. No other professional group has done as much towards expanding our knowledge of the effects of the mass media.

Careful thought must be given to deciding which institutions are best fitted to undertake research. For practical as well as prestigious reasons, the impetus for most new research should probably come from the universities. In a country where there is only one university this will almost certainly be the case; in countries where there are several universities there could be a national research center, operating either in isolation or in association with a particular university. The main reason why universities should assume this responsibility is that research and the training of adult educators tend to go best hand in hand.

But all those involved in adult education, whatever their rank, should be research-minded. This does not mean that the man in the field is required to fathom the mysteries of social survey or sampling techniques: it does mean that all adult educators should continually analyze what they are doing and compile regular reports. It is surprising how many long-established university extra-mural departments in the developed countries have kept virtually no records of past achievement and how little attempt has been made to evaluate programmes, especially to estimate the social significance of the educational services that have been provided. In developing countries every full-time adult educator should devote time, from the very inception of each new institution or programme, to identifying and solving problems through applied research.

The third heading is concerned with the application of techniques. Most of the techniques used in the social sciences have at least some relevance. The competent researcher requires an elementary knowledge of statistics; in a well-endowed research department he would be able to turn for help to a full-time statistician. A knowledge of survey methods, sampling procedures, evaluation techniques, and attainment tests is also necessary.

In conclusion, it will be useful to summarize some of the questions which we should seek to answer by means of research. First, in any given social context it is essential to ascertain what is commonly understood by adult education. Attitudinal studies may well provide the answer. Inquiries about the scale and type of participation in educational activities are obviously valuable. Once such inquiries are begun the importance of asking what constitutes adult education soon becomes apparent. Does it involve only universities or only specially designated adult education institutions?

We also need to identify the reasons for lack of participation as well as the motives of students in attending classes. Why are people motivated to learn at all? Close attention to content, teaching methods, and syllabus-planning is imperative. Why is this subject taught rather than that? Why do we teach in this way rather than that way? Methods for predicting and assessing the value of programmes must also be devised. Another question to be answered is, what sort of people make effective adult educators?

In any country, region, or community, plans should be drawn up for sustained research over a number of years. Universities should take the lead in bringing together all the interested bodies and devising a programme that uses resources, finances, and personnel in the most efficient possible way. The following is a suggested ranking order of priorities.

1. The recording and classifying of existing material whether it is published or unpublished.
2. A comprehensive survey of existing facilities.
3. Straightforward descriptive studies of providing bodies and their programmes. If expert advice is available from social scientists, so much the better.

4. A written summary of past history so as to acquire a sense of perspective and develop a tradition.
5. Studies of the relationship between social change and adult education, including the effects of migration, urbanization, and industrialization.
6. Detailed studies of the efficacy of different teaching methods.
7. Studies of the organisation and administration of particular adult education programmes and their effectiveness.
8. Longitudinal studies of the effectiveness of different programmes.
9. Experiments with the newer media—this field seems especially suitable for university research.

Only recently have adult educators in developed countries began to take a serious interest in action research. Adult educators in developing countries must not repeat their mistake. University adult education and extra-mural department have a special responsibility to treat research as one of their most important functions if not their primary concern.

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WOMEN EDUCATION: AN EFFORT IN CENTRAL INDIA

Dharm Vir

ON 9th July, 1972 Mr. V.N. Pandya our Field Project Officer and the author visited the M.P. Branch Office of the Bhartiya Grameen Mahila Sangh (BGMS) at Indore. They met Smt. Krishna Agarwal, Chairman of the M.P. Branch of B.G.M.S. and other workers. Smt. Krishna Agarwal informed them the activities of the organisation, which are being conducted through district samitis and 250 rural branches at the village level. There are nearly 10,000 rural women as members of this organisation.

Functional Education Programmes

The organisation runs literacy and functional education classes for illiterate and semi-literate women for a period of three months. So far 2500 illiterate women have learnt the art of three R's. Besides reading, writing and arithmetic these ladies are given family life education, which includes relationship among members of the family, duties of a good housewife, mother craft, home nursing, first-aid, family planning, balanced diet, maintenance of house, etc. There is a very high appreciation of this programme from the husbands concerned who find great change in the psychology of their wives. Housewives are also being taught methods of time saving so that they can get time for attending the local education classes. Under the functional education programmes hundreds of women have been given useful training. As a follow up of this programme, eight ladies have passed middle school examination and three of them are serving as teachers in their villages. Some of the trained ladies are earning Rs 25 to 30 per month through part-time work.

Promotion of Small Savings

Sixty bank accounts are being opened in rural families to induce and educate them in small savings. Some of the housewives have purchased sewing machines and other household equipments.

Agricultural Training

The organisation recently trained 400 rural women in scientific methods of agricultural production, through six special camps held in different parts of Madhya Pradesh.

Mobile Library

Under the system, a librarian moves on a bicycle with readable books for distribution among new

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literate in Indore district. Nearly 350 beneficiaries are using the mobile library. The visitors were much impressed with the library system developed by the B.G.M.S. Madhya Pradesh Branch. They had a chance to see the book jacket displayed at one of the adult education centres near Indore, run by the Sangh.

Besides the mobile library system the Sangh has a mobile van equipped with different facilities to carry the field staff from place to place for rural development work.

Condensed Course

Rural women are given coaching upto high school standard. 75 destitutes and widows have taken advantage of this scheme. This course has given hope and self-confidence to those helpless women who had no means of livelihood.

Grameen Jeevan Jyoti

The Sangh has got its own training centre located near village Rao in Indore district. The building although small, is very functional and attractive. It has been built in a short-time with the donations received from local, national and international sources. The Centre named Grameen Jeevan Jyoti, has a hall with a varandah, three rooms and a model kitchen being used for the following facilities:

- (1) Coaching classes for women pursuing the condensed course;
- (2) Balwadi for small children;
- (3) Family life education classes for adult women;
- (4) Library for youth groups.

In this way the facilities of the centre are being used fully, from morning to evening. Although there are not proper hostel facilities available at present, some women students are accommodated in the varandah. Whenever suitable residential accommodation is made available, the training centre will be used for full-time courses, seminars and conferences of rural women leaders and workers.

The policy of the Sangh is to give importance to self-help projects. The Sangh has several such projects in hand, e.g. setting up a bakery. Self-help and mutual help is the only hope for rural development. It is also the basis of cooperation and the cooperative movement.

Local Community Action and National Development

(A perspective and potential during 70s in rural India)

N.P. Jain*

Scope

THE purpose of this paper is to enquire into the relationship of social action at the grass root level with national development; take an over view of the current rural social scene such as position of weaker sections, social tensions and questions of accelerating the process of social change and critically appraise the role of community development organisation in stimulating local action. An attempt is also made to enlist the jobs which need to be attended at the local level to optimally utilise the local group situations. Policy issues such as C.D. approach, assignments of personnel, and resource adjustment are also being discussed to help in decision making. The whole exercise, it may be seen, is oriented towards concretising the steps for action with a view to complement existing efforts towards National Development.

Relationship

It is important to recognise that the greatest underdeveloped potential for both the local community development and national development is the willing and effective participation by millions of people living in village communities in well-knit small groups be that a family, caste or professional groups. After all what actually constitutes national development, one may ask. It turns out to be enabling individuals, groups and communities to increase production in factories and farms for augmenting their income per capita, and helping them to live better and happily, in terms of consuming balanced diet, providing better housing, making available and encouraging them to use improved medical facilities and ensuring educational and work opportunities for all. Mere provision of facilities and creation of services may not be enough for national development. The vast number of human beings, both men and women, young and old, girls and boys, living in the village communities have to be inspired, encouraged, involved and organised not only to use the amenities and technical know-how for better living and more production, but they have to be made so capable and competent that they themselves continue to run the programmes even after the extraneous effort is withdrawn. In nutshell, it is initiating local community action for national development.

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Ultimately it is the community support and community action at the local level where the real action is initiated which will make the acceptance and adoption of innovations. The concept of community and group has to be made more meaningful so as to register an impact. The traditional low status persons have also to be encouraged to participate in local group action for local improvement. The local factions are either to be dissolved or should be made use of in some way or the other constructively for local community action. The hundreds and thousands of local leaders and local small groups have to be helped and developed for local responsibility and initiative.

Thus far, the greatest practical use made of research findings concerning small groups has been in military establishments for discipline, industrial operations for production and marketing, religious organisations and also by political parties especially in Communist countries. The mobilising of local communities for self-improvement needs now to be undertaken by us in India for furthering democratic and socialist goals of wider participation of common man in local and national development and fortunately in the form of community development organisations the infrastructure is available. Community Development practitioners all over the world are now fully aware to the necessity to place their activities in the broader framework of the national plan so that local action can have national significance and contribute to building up national society instead of concerning itself only with the matters of purely local interests. There is general agreement that a closer relationship between local community action and national planning is of mutual interest and advantage to both.

The Rural Social Situation

The position as is obtained in the villages today is that although most village communities in India have become permanent units of self-government, they are yet to be developed and helped towards making their self-perpetuating units of social action. Most programmes and activities of economic development and social change are still dependent upon government initiative and heavily concentrate on upper and middle classes who have perhaps been easier to work with. Such a phenomenon has widened the social and economic gap between different classes, thus helping the class structure to become more rigid. This must have also restricted the wider participation of weaker sections in their

self-improvement and national projects. Illustratively, the practice of untouchability still continues to be a social problem in India, particularly in rural India, notwithstanding the attempts made by social reformers, social workers and legislators. The measures for eradication of untouchability, perhaps, suffer from inadequate understanding of the phenomenon at the local level and lack of sound strategy of change incorporating social action in small groups at the grass roots.

As for the status of women, legally the Constitution lays down the equality of women. The Hindu Law has been changed to prohibit polygamy, to give the women right to succession to property, the guardianship and divorce but it is still the exception for women to work and claim any property rights and for which the village woman is not herself even a claimant. It will take God knows how many generations to effect substantial changes in her position. The organisation and involvement of rural women for care of pre-school child, increasing the milk yield of cattle, storage of seeds, small savings, organise radio listening and like, has yet to be attempted in terms of enabling them to initiate action on their own. Some chosen women have, of course, been brought in short duration orientation training programmes at various places in the country side. Even in such an effort touching only a few, follow up measures are yet to be planned.

Regarding Rural Youth and unemployment, out of the India's total population of youth between age of 16-32, rural youth are 10.5 crores. Among them a little less than 50 per cent are females. It is estimated that about 62 per cent of them are illiterates and the literate ones possess very rudimentary technical skills, if at all. Based on census figures of 1961 and subsequent estimates it is reckoned that around 9 millions of these rural youth (males) are non-workers. The rest are either cultivators, agricultural labourers or engaged in household industries, small trades and other services. Among the non-workers about 70 per cent are illiterates. Others may be early school leavers and some might have completed matriculation, but even among these very few have technical or managerial skill of some sort. Certainly special programmes and schemes of assistance are needed for this group of 9 millions boys. This potential force and reservoir of energy have to be shown the way to explore new avenues of self-employment so that they can be retained in the villages.

Critical Appraisal

Planners and administrators in India recognised the imperative necessity of local action for national reconstruction. From the inception of the community development programme in India, arrangements were devised for enlisting people's participation right from the village level onwards. Also

efforts were made to secure maximum cooperation from various voluntary organisations at several levels. Facilities were also provided by the block staff for organising camps of the students during vacation. Representatives of various non-official agencies engaged in the work of community development were invited at regional conference for exchange of views. Efforts were also made to secure people's contribution in the form of skilled and unskilled labour. But for the last half a decade community development in India has come to such a pass that only few like to even talk about it. The morale of C.D. personnel appears to be at the lowest ebb. Interestingly enough, there does not seem to be enough empirical data available proving that community development has failed in India. It may be in the fitness of things to take a second look on C.D. in India.

Community development as a programme should be self-liquidating. The programmes may change nomenclature, administrative forms and even content emphasis. In one situation they may emphasise attitudinal changes in another institutional building, in the third local participation and in the fourth economic goals. Community Development programmes cannot be dispensed with even at higher stages of development. The role of community development emerges as a complementary rather than conflicting with the role of technical agencies. It fosters the process of institution building at the social level which is likely to enhance the participating capability of local people in national life as well as to provide an organisational structure for effective implementation of local programmes. If community development is to be effective in future in India it must look for ways and means of promoting social mobility. Among the possible methods may be greater representation of the less privileged groups in the community councils and other organisations, greater attention to programmes benefitting such groups and encouraging community action at the local level so that the programmes become self-sustaining.

Having realised the value of community organisations for both production and welfare programmes, one has to appreciate that formal establishment of statutory Panchayati Raj institutions in rural India may not be enough for securing community mobilisation in all its facets. It is, of course, necessary to invest them with technical resources and responsibilities and develop other supportive organisations especially of rural youth and women. For promoting such organisations and enabling them to grow in strength and acquire stability it is essential to provide suitable programme content also. Such content, it should be made clear need not be purely cultural or social in nature.

Policy Issues

But mere exhortation may not cut much ice in

generating local community action in rural areas. Certain hard policy decisions are imperative. There are many social situations which remain neglected in the villages and if they are attended to, the return in term of social change and economic development would be ample. Some of these activities have been mentioned at the end of the paper. Now someone at the local level has to be assigned the responsibility of attending to such functions.

(i) *Personnel*

The question of V.L.W. being a multi-purpose worker has been confused by the fact that there is frequently no clear indication of what exactly his task is or he is supposed to do. He is generally apt to have to spend considerable amount of his time doing paper work, filling in forms and making reports and returns etc. He is also expected to co-ordinate technical services a task frequently beyond the abilities and brief training given to him and one which should better be entrusted to a more qualified official. It is now for consideration as to whether the entire block organisation should not be freed from agricultural work and released for local community action. There are so many jobs to be attended at the local level which certainly had indirect relationship with production and there is no one at the village level responsible for such jobs. May be the village level worker should be redesignated as local community worker and the social education organiser, block panchayat officer, block cooperative officer, named as community organisers in their special fields. The Block Development Officer could continue to coordinate the work out of local community action only. The technical advancement of agriculture in India has reached such a stage that the V.L.W. is no longer competent to support further development at his level, and he can very easily be released for this kind of community work.

(ii) *Resource Adjustment*

The climate in the country is such that one should be hesitant to ask for more resources even for activating local action. It is suggested that resource adjustments may be attempted. Crash programme for rural employment has an outlay of Rs. 50 crores per year and we have approximately 50,000 V.L.Ws. in the country. Crash programme is organised at the local level by the V.L.Ws. without any difficulty. For the time being it should be possible for us to allow Rs. 10,000 per year, per V.L.W. centre out of CSRE funds with which he can engage labour for undertaking some of the jobs and stimulate local community for maintaining them in future.

The main policy issue is to keep the structure of community development intact. In fact we cannot dispense with the service of about a lakh of employees and they need to be provided with some work. Fortunately a work worth doing is waiting

for them. They simply need a green signal arising out of the policy decision.

Steps for Action

(i) It is suggested that 5 pilot projects in each zone i.e. Southern, Northern, Eastern, Western and Central be launched experimenting with conviction on the approach of generating community action and reorganising community development set up. We may select all the blocks in one district in each zone.

(ii) It may be necessary to take the views of the State Governments (Chief Ministers and State Ministers of Community Development and Co-operation) to that such an approach is expanded after the pilot stage of three years.

(iii) Different programme Ministries in the Centre such as Social Welfare, Education, Health and Family Planning, having central schemes in the villages have also to be apprised with such a thinking in the Central Government.

(iv) Input and output studies have to be encouraged establishing the impact of social practices to economic development. For this purpose National Institute of Community Development and Universities have to be involved. We may organise an exploratory seminar in this direction.

Local Social Situations

Below are give some illustrative and selective list of local social situations having relation with national development and which need to be attended to at the village level. Out of these the job charts for local community worker, block community organisers and Block Development Officers may be drawn.

(1) *Activising youth groups*—There are about one hundred and ten thousands such groups many of which have become moribund over the past few years. Such an infrastructure need to be enlivened and utilised for various individual and group projects in the villages. These groups have also to be enabled to explore new possibilities and avenues of self-employment. For further widening the horizon of members, block, and district organisations need to be established consisting of representatives of grass root organisations.

(2) *Strengthening Women's Organisations*—There are about 60,000 women's organisations in the villages. Not only these organisations have to be activated and given a programme, new organisations have to be established with an aim that at least every viable village should have an organisation of this type in times to come. Such grass root agencies have to be federated at higher levels to effect more coordination and integration.

(3) *Small Farmers Unions*—The farmers possessing less than 5 acres of land may be organised so as to facilitate meeting their own special needs such as loans, seeds, agricultural implements, irrigation wells, cattle development and helping them to establish allied occupations. The local community organiser can be made responsible for receiving applications from them, arrange technical guidance and see that they are helped in time.

(4) A number of public servants such as school teacher, irrigation worker, village level worker, patwari etc. are available in the village. It is extremely necessary that they should be formed into a team of Government servants as at the block level so that various activities can be coordinated and reinforced with each other's efforts. Local community worker could be designated as first among equals of this proposed team.

(5) *Opinion Leaders*—In the India's rural context the problem is to locate the most effective channel of communication especially when the literacy level is extremely low. Television has not reached the village and the motion pictures are very scanty in the countryside. Opinion leaders are and could further be the primary source of basic information on aspects such as farm credit, marketing, health and education. A recent study conducted in NICD on opinion leadership in India concluded that opinion leaders played a very significant role in the day-to-day life of the ordinary village. They not only dominated the political life of the village but were literally in control of practically the whole range of village life. Thus, opinion leaders have to be organised, trained and utilised for local community action in various ways.

(6) *Organisation of Small Savings*—It will involve distribution of and explaining available literature, organising savings by helping villagers to open savings accounts in the post offices and banks.

(7) *Energising Radio Listening Groups*—It has been seen that generally male members of the rural community are being organised in radio rural forums. Moreover, even these male members meet just once or twice a week. There is a possibility, rather necessity to organise women's radio listening groups because special programmes for them are beamed by All India Radio and its regional stations. Similarly, other special groups need also to be organised to stimulate action for their own development. The potential for initiating action for social as well as economic development of the group member appears to be very great. The local community workers may be assigned to undertake this neglected task. Radio rural forums were superior it has been established by a study (NICD) in bringing about adoption of improved practices in agricultural and health fields. This was so both for

forum participants and non-participants. The impact of radio rural forum was more impressive specially when the total cost on the radio rural forum treatment was much less than any other programmes such as training of community leaders and literacy reading groups.

(8) *Village Library and reading room*. Proper upkeep and maintenance of village library and reading room, organising reading groups, story telling, debates, monthly specialised lectures on various local and national problems.

(9) *Wall Newspaper*. This may be a bi-monthly affair where scientific, political and social news are to be displayed in an unpedantic way for the use of neo-literates.

(10) *Organisation of literacy classes*. The number of illiterates has increased to 380 million despite the increase in literacy by 5%. The local community has to come forward to help in this national task by helping these schemes.

(11) *Village Information Centre*. This may also display pamphlets and leaflets and prospectuses from various educational institutions, technical colleges and employment exchanges for the use of village youth and others.

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ROLE OF EDUCATION IN POPULATION AND FAMILY PLANNING PROGRAMMES

David Kline

THERE is widespread agreement that population and family planning programmes must not only establish policy, train personnel, provide services, and do research and evaluation but must also influence people so they are aware of the problem and take some action to solve the problem. There is considerable disagreement and ambiguity, however, about what is meant by "influence". Some people think it is advertising, using incentives or handing out leaflets. Others think of influence as having leaders set an example or rewarding desired behaviour. Still others conceive of it as persuading a person through rational argument, educating him to believe he has some control over his future, or demonstrating to him the value of a given act.

In this article "influence" or "social influence" in relation to population and family planning programmes will mean any part or all of the process of (1) providing information of all types and by all means about population/family planning problems, (2) persuading (through incentives, rational argument, demonstration etc.) persons to experiment with alternative solutions to population problems; and (3) reinforcing attitudes and behaviour that help in solving population problems.

Two organized or institutionalized means are available for managing the social influence process in population and family planning programmes—communi-

cations and education. Communications, especially the use of mass media, has been more widely used. Indeed, many programme planners believe that no planning of the social influence component of population and family planning programmes can take place without the participation of a communications expert and the involvement of communications institutions.

One reason for this primacy is that the communications people became involved and active in population problems before educators. Another is that a first step in any population or family planning efforts is to inform those of reproductive age about population problems and mass communications media are effective in reaching this group quickly. Finally, some form of communications is a vital element of all social influence activities.

There have been, however, at least two unfortunate outgrowths of this primacy of communications. First, the field has tended to develop a special language and cliquishness, an attitude that communications is the necessary key or catalyst for the success of family planning and that there is no need to cooperate with other social influence institutions.

A second effect is an ambiguity about and wide variance in definition and understanding of the role of education in population and family planning efforts. One indication of this uncertainty is the different labels used by population and family planning organizations for their units that are responsible for social influence. The U.S. Agency for International Development, for example, refers to its unit as "Information, Education and Communications";

the Population Council calls its section the "Information Office" and International Planned Parenthood Federation and Unesco refer to Information and Communications.

Education Undervalued

The result is a tendency to regard education as a minor and unimportant social channel in population and family planning efforts. At a recent conference at the University of Chicago for "Blueprinting Plans to Support the Information/Communications Components of Family Planning Programmes During the 1970's," education was not considered a significant factor, even though the conference clearly intended to plan the social influence components of family planning programmes. One of the stated purposes of the conference was "to elicit the views and counsel of information / education / communication leaders of programme-assisting institutions and agencies relating to longer-run priority needs of population programmes for varying types of publication communications/adult education support." But of the 50 or so participants, only three represented population education.

An introductory paper for the conference suggested ten issues that the conference should consider. The first of these was, "How can we get communications integrated into the personal organisations and into the budget of the family planning organization?" The suggested response was that three cents per capita per year should be budgeted for family planning—one cent for mass media (mass mailing, radio, TV, newspaper, cinema, puppet shows, folk entertainment, posters, etc.), one cent

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for personal contact (field work), and one cent to subsidize clinic services. Nowhere is any mention made of educational involvement. In other words, according to this position paper, the social influence component of family planning programmes breaks down into mass communications and field-worker home visits.

Another indication that education is undervalued is that educational techniques and organizations are being subsumed under the label of "communications." At the Chicago conference, for instance, in a model presented to show the organization of the "social influence" component of family planning programmes, communications was equated with overall "social influence" process. Two sub-areas were identified—mass mailing and mass media, and in-school education was included but only as a token to satisfy the representatives of population education who were present. In addition, nonformal education was completely subsumed under mass media.

I hasten to add that this tendency to relegate education to a minor role was not common to everyone or even the majority at the conference. But its existence at all was disturbing, and symptomatic. Neither the unique contribution nor the separate organizational structure of education has been adequately recognized as a useful force in population programmes.

The narrowness and provincialism of this approach causes administrators and planners to neglect education potentially an effective ally. To counteract this tendency, in the remainder of this article I hope to identify the unique and necessary role of education in population and family planning programmes.

The Role of Education

Most of the ambiguity about the exact roles of education and communications in the social influence process revolves around the

failure to distinguish between "to communicate" and "to educate" as verbs, on one hand and "communication" and "education" as nouns on the other. As verbs, both "to communicate" and "to educate" refer to acts and processes. As an act the verb "to communicate" refers to the most basic element of the communication process the act of transmitting information, verbally or nonverbally, from one person to another. The process of communicating refers to a sequence of acts in which a communicator selects a target audience, creates a message, selects a medium for transmission of the message, and transmits the message to the receiver, who interprets it and may feed back information to the communicator who may begin the process all over again.

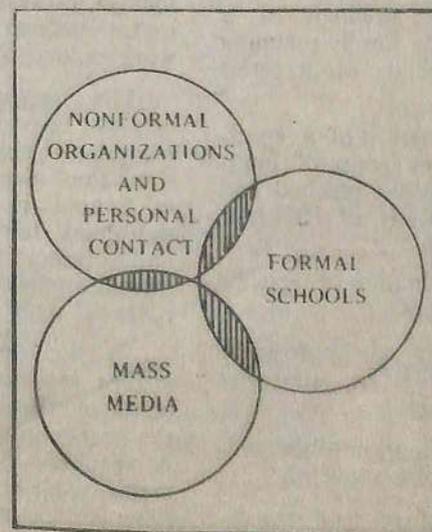
Similarly the act of educating refers to the most basic element of the educational process—the teaching and learning of a single new fact, idea, behavioural skill, or attitude. The process of educating refers to a sequence of activities that incorporates the teaching and learning of separate attitudes, skills, ideas, and facts, a linking together of these elements, and obtaining feedback or reinforcement from one's sur-

roundings that may or may not cause the person to incorporate the new attitude or behaviour into his or her personality or behaviour.

The relationship between the processes of communicating and educating is fairly clear. In each case information is provided, persuasion is attempted, and changes in attitude and behaviours are reinforced. The processes of educating and communicating are essentially the social influence processes.

Neither process is unique, therefore, and any distinction must be found in the use of "communications" and "education" as nouns. Here differences do become apparent, for as nouns they refer to institutions and organizations.

The first point to be made is that most social influence organizations can be classified as either communications or education. Television, for instance, can be both an education and a communications institution, and so can schools. I suggest therefore that it would be useful for the purposes of differentiating between education and communications organizations to classify them according to the scheme shown in Fig. 1.



Here mass media refers to radio, television, cinema, newspapers, magazines, posters, mass mailings and so on. Formal schools are elementary schools, colleges, universities, technical and vocational schools. Non-formal organizations and personal contact refer to adult education and literacy programmes, community development organizations, field worker home visits, labour and credit unions, campesine/organizations, cooperatives, discussion groups and workshops, agricultural extension work, and the like. The three categories occasionally overlap. In certain countries, for instance, television is not only a mass medium, but also an educational device both in formal schools and in nonformal organizations. Some colleges have night schools mainly for adults not regularly enrolled in college. For the most part, however, they are distinct and separate.

Further evidence of this distinctness can be obtained by examining the process of planning and designing the social influence component of population and family planning programmes.

Designing a Social Influence Component

The design of any social motivational component of a population and family planning programme depends on a series of factors:

1. Identification of a specific target group of audience to be reached and an analysis of its characteristics.
2. Determination of specific objectives.
3. Selection of appropriate techniques or strategies of influence.
4. Determination of the content of the approach.
5. Determination of the organization to be used

(formal, non-formal, or mass media).

Here we are concerned with the interaction of these five factors, and in particular with the following question: Can any of the first four factors assist in a decision on the fifth? Are there any characteristics of the target group, or of the objectives, techniques, or content that will help us to delineate the unique qualities of the three organizations (formal schools, non-formal organizations, and mass media), and thereby aid us in the decision of which will best serve us in given situation?

"For persuading, however, non-formal organizations and personal contacts are almost always more effective".

Target Groups

A useful way of dividing a population into separate target groups for population and family planning programmes is as follows (1) reproductive age groups—single males, single females, married males, married females; (2) nonreproductive age groups—preschool children, in school youth, post-reproductive adults, and (3) special groups—leaders and policy makers, professional administrators, medical personnel, field workers, teachers.

The reproductive age groups can best be reached through mass media and nonformal organizations since most of them are not in school in countries where radio and television are scarce and literacy rates are low, non-formal organizations have greater potential than mass media.

In the nonreproductive age groups, in school youth are best contacted through formal schools; the post-reproductive age group is reached most easily by mass media or by nonformal organizations (subject again to the literacy rate and availability of radio and

television); preschool children would rarely be contacted.

Leaders and policy makers as well as population and family planning professionals can be initially contacted by mass media. But for specific purposes, these key groups may be more effectively reached through nonformal seminars and workshops.

Objectives

If the social influence process is defined as informing, persuading, and reinforcing, and if education and communications are seen as means of carrying out these functions, then one way of defining objectives is in terms of either; (1) informing members of target groups about population problems; (2) persuading them to consider and choose among alternative solutions; or (3) reinforcing attitudes and behaviour that aid in solving the population problem.

Comparing these three objectives with the characteristics of the three organizations leads to some interesting conclusions. First, informing (except for in-school youth) is best accomplished by the mass media. This is particularly true for the reproductive age group. For persuading, however, nonformal organizations and personal contacts are almost always more effective, since they entail the give and take of face-to-face contact and group discussion. Likewise, reinforcement is best achieved through nonformal means since contiguity in time and space is an important factor.

All three organizations, of course, contribute in one way or another to the accomplishment of each objective. The above analysis is intended only to emphasize that one or another is best suited for reaching a particular objective.

Techniques

There are many techniques or strategies of social influence. One

possible general classification scheme presented below, is:

1. Face-to-face discussion in which two or more persons participate in a mutual exchange of ideas and arguments.
2. Formal classroom teaching. Where one person lectures to one or more persons.
3. Printed materials for reading only or for reading and doing written exercises.
4. Demonstration of the advantages and disadvantages of a given behaviour through presentation of real like examples.
5. Simulating the advantages and disadvantages of a given behaviour by presenting a model or representation of real life (as in a television drama or puppet show demonstrating the effects of many children on the welfare of a family).
6. Increasing the likelihood of a given attitude or behaviour being adopted by behavioural conditioning (rewarding or punishing a given attitude or behaviour).
7. Increasing the likelihood of a given attitude or behaviour being adopted by associating the desired attitude or behaviour with an object or person valued by the target person.
8. Computer-assisted instruction (CAI) of facts, ideas, or skills.
9. Subliminal perception (influencing a person through his five senses without his being aware of it).

An analysis of these nine techniques in relation to the three education and communication organizations suggests that the advertising types of techniques—

simulation, association and subliminal perception—are best utilized by mass media. The traditional school instructional techniques—lectures and computer-assisted instruction are most effective in formal schools. Face-to-face discussion, demonstration, and behavioural conditioning are most effective in non-formal settings. Printed material can be used effectively by all three but cannot be used unless the target population is literate.

Content

The content of the social influence component of population and family planning programmes may be classified according to the specific purpose of the programme (for example, population awareness, sex education, family welfare education) or according to the variable factors influencing individuals' decisions about population issues. The latter approach is used here.

Most variables affecting a person's family planning decision can be classified according to these six categories:

1. Demographic (e.g. preference for certain family size).
2. Reproductive (e.g. preference for particular contraceptive technique).
3. Cultural and psychological (e.g. desire to prove fertility or virility).
4. Religious and moral (e.g. opposition to mechanical contraception by certain religious groups).
5. Economic (e.g. cost of contraception, cost of child-rearing).
6. Political and administrative (e.g. availability of family planning services, desire for large population for political reasons).

(Continued on page 19)

Table 1
Suitability of Institutions

	<i>Mass Communications</i>	<i>Formal Education</i>	<i>Nonformal Organisations</i>
Target	Reproductive age Post-reproductive age Leaders, Professionals	In-school youth	Reproductive age Post-reproductive age Leaders Professionals
Objective	Information	Information	Persuasion Reinforcement
Technique	Association Simulation Subliminal perception	Lecture Printed Material Computer aided information	Face-to-face discussion Behavioural conditioning Demonstration
Content	Economic Political/ administrative	Cultural/ psychological Demographic	Reproduction Religious/moral Economic/ cultural

Reports From The Field

*Workers' Social Education Institute,
Indore*

Report for 1971-72

THE Institute, established in 1960 as a Pilot Project by the Government of India in the field of Adult Education, conducted its various activities for the uplift of workers alone in the past ten years. However, since last year its sphere has been enlarged so as to include all adult illiterate population of the industrial city of Indore.

The Institute carried out the following activities during 1971-72:—

Regular Activities

(1) Functional Literacy Classes

To increase the productive capacity of the workers two courses each in spinning and weaving were conducted in the three Textile Mills viz Hukumchand, Malwa and Swadeshi. 240 workers received the training.

(2) Adult Literacy Centres

17 Adult Literacy Centres in pursuance of literacy campaign in densely populated labour localities were conducted. 700 males and females were made literate during the two sessions, each of six months duration.

In addition to those centres seven literacy classes, each of one hour's duration and both for men and women were conducted. The Panchayat & Social Welfare Department of the Madhya Pradesh Government has given a grant-in-aid of Rs. 1125/- to the Institute for this activity.

(3) Mahila Kendras

The Institute conducted 9 mahila kendras during the year under report. A new mahila kendra was opened during the year. Nearly 450 adult women attended the Rashtra Bhasha classes and 417 women joined the Handicrafts and Tailoring classes conducted at these Kendras.

Besides conducting these classes useful general information pertaining to child care, health, hygiene, nutrition, family planning etc. through organization

of various functions such as Mahila Sabha, Film Show, Bhajan and Kirtan etc. is also given to the women attending these kendras.

(4) Coaching Classes for Women

As a continuous education programme for women coaching classes for VIII and XI standards are conducted. 60 women took advantage of these classes during the year under report.

(5) Community Centres

Two Community Centres organised in the two predominant labour and backward localities form the nucleus of multipurpose activities. Reading Rooms have been provided at these centres. From time to time activities such as Shram-Goshti, Film-show, Drama, Bhajans, Mushaira etc. are conducted at these centres to create social awakening and interest and desire to lead a healthy and cultured life among the inhabitants.

(6) Library

The Institute maintains a Central Library having a stock of 10357 volumes. It also conducts Box Library System to feed the Community Centres, Mahila Kendras and Literacy classes with sets of 50 to 60 books, in rotation. During the year under report 13001 volumes were lent for home-reading, and the membership stood at 1035. 641 books were added to the library during the year.

The library is open to all. To borrow a book a person has simply to deposit Rs. 3/- only. The library is open for 8 hours a day i.e. from 10 a.m. to 6 p.m.

38 periodicals were received in the Reading Room of the Library.

Advantage of the study centre conducted in the Library was taken by nearly 100 private students.

Occasional Activities

Besides conducting the above mentioned regular activities, the Institute organized the following programmes:

(1) Celebration of Important Days

The Institute celebrated the International Literacy Day, Social Education Day, Independence Day and Republic Day, by organizing Prabhat Pheris, meetings and literacy fairs in the localities. In the nights, drama and film shows were also arranged.

(2) Centenaries & Anniversaries

The Institute observed the Gandhi Jayanti Week (2 to 9 October), Nehru Jayanti as well as anniversaries of Nehru and Shastri by holding meetings, competitions, Shramdan, and lectures by experts.

(3) Social Gatherings

Social Gatherings of the Functional Literacy classes, Adult Literacy Centres, Mahila Kendras and Coaching classes were held in order to develop personal contacts and to sustain interest in the activities conducted by the Institute.

A noteworthy feature of these gatherings was the contribution to the National Defence Fund to the tune of Rs. 534/- by women who voluntarily cancelled their annual dinner.

(4) Literacy Fairs

Organisation of 'Literacy Fairs' in labour areas had been another special feature of the year 1971-72. 3 such fairs were held.

(5) Training Courses and Seminar

Two Training Courses were organised during

the year. The first one was held from 25 to 30 November, 1971 with the cooperation of the 'Literacy House' Lucknow for the teachers engaged in Adult Literacy Work.

The Second Training Course organised for the Sanchalikas of the Mahila Kendras was in the form of a Refreshers' Course. It was conducted from 20 to 26 March with the cooperation of local Girls Degree College and Regional Family Planning Training Centre.

A Seminar on 'University Youths' Contribution in the Functional Literacy Programme' was held from 29 to 31 March 1972 with the cooperation of the Indore College of Social Work.

Besides the above mentioned activities other programmes such as film shows, dramas, Harikatha, Sangeet Sabha, etc. were also held at various centres during the year from time to time.

Role of Education in Population and Family Planning Programmes

(Continued from page 17)

Which of the organizations we are considering will deal most effectively with the content of the social influence component?

The demographic and the cultural and psychological variables that are formed early in life can be most effectively influenced by the formal school. The reproductive and the religious and moral variables are probably best transmitted by non-formal means because of their private and sensitive nature. The political and administrative variables, since they are the least sensitive and have general application to a whole population are well suited to mass media. Economic variables can be influenced effectively by either mass media or nonformal means.

The table on page 17 indicates which target groups, objectives, techniques, and content are best suited to mass communications, formal education or nonformal organizations.

This is not to suggest that the usefulness of the organization is limited to those factors listed. In one way or another each of the three organizations affects all target groups, contributes to the accomplishment of all objectives, utilizes all techniques, and transmits all types of content. Outlining the factors most suited to each organization does show, however, that no single organization could effectively implement all social influence activities in a population and family planning programme.

Concluding Note. If we are to influence people effectively about population and family planning problems, then profes-

sionals in both fields must cooperate—plan together, work together exchange information, combine forces in every possible way.

Functional Literacy Experimental Pilot Project in Zambia: Reasons for Drop-out

(Continued from page 5)

of it (part of 11). The large number of participants dropping out due to change of place is common to both the studies. Another interesting difference we see is that very few students dropped out in other countries due to illness (Institutes' 9) whereas here this effected quite a large number of students (31 or 14 per cent). We presume that this was due to the emphasis in teaching that participants, especially mothers and would be mothers, should visit clinics frequently.

Inclusion of Adult Education in Development Projects Stressed

THE UNESCO's International Consultative Liaison Committee for Literacy in its meeting in Paris in March 1972 stressed the value of including literacy work and adult education in development projects receiving international assistance and relating to illiterate populations. The Committee expressed its conviction that any such project which did not include an adult education programme would fall short of requirements.

The Committee recognised the importance of research, more particularly research directly centred on the methods of implementation of literacy programmes. The Committee also stressed the value of exchanges of specialists belonging to countries within the same region because of the similarity of social conditions, situations and problems.

The Committee urged that new ways should be found of providing funds for the Special Account for voluntary contributions for literacy work. The Committee favourably considered the idea of an international literacy foundation to be set up under aegis of Unesco; this foundation should have as its head an expert of international renown who could visit industrially advanced countries for the purpose of raising funds for the financing of literacy work.

The Committee emphasised that literacy should not be a matter for educators alone, technicians and people responsible for economic action should likewise participate actively in literacy work.

Recommendations

The Committee made the following specific recommendations to UNESCO.

(1) To envisage the establishment of an international centre for linguistic questions to serve the needs of education and, in particular, those of adult literacy.

(2) To invite teacher-training establishments set-up under the auspices of Unesco or operating with its assistance to include in their curricula literacy problems and techniques.

(3) To encourage States to mobilise all available resources, whether financial (for example, the use of special taxes) human (teachers), physical (school premises) or technical (radio, television, etc.)

(4) To establish a close link between planning for adult literacy and planning for the development of in-school education.

(5) To seek increased external assistance for national literacy programmes.

(6) In the context of International Book Year, to encourage the members of the book-buying public to interest themselves in the fate of those who cannot use books because they cannot read.

(7) In connection with International Literacy Day, to institute a world wide collection to provide funds for the Special Account for voluntary contributions for literacy work.

(8) To analyse the experiences gained from various national literacy programmes in depth and to compare the results with those of the World Education Experimental Literacy Programme. On the basis of this comparison, to construct action models suitable for use both in mass literacy campaigns and in selective programmes.

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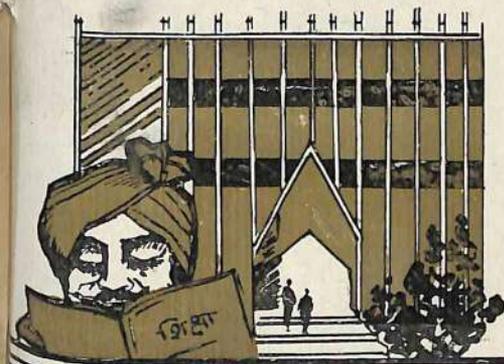
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NEHRU LITERACY AWARD FOR SATYEN MAITRA

THE 1972 Nehru Literacy Award of the Indian Adult Education Association has been awarded to 56 year old Shri Satyen Maitra, General Secretary, Bengal Social Service League, Calcutta, for his outstanding contribution to the promotion of literacy and enlightenment among the masses of India.

The award was announced on September 8, 1972, the International Literacy Day.

Shri Maitra, social worker and an adult educator has a long and distinguished career of dedicated and devoted service to the cause of adult education in the country.

The decision to give this award to Shri Maitra 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. L.M. Singhvi, Executive Chairman, Institute of Constitutional and Parliamentary Studies, New Delhi, Shri J.C. Mathur, Member UNESCO's International Advisory Committee on Out-of-School Education and Shri S.C. Dutta, Chairman, Asian-South Pacific Bureau of Adult Education and General Secretary, Indian Adult Education Association. The Award Committee had examined the recommendations received from State Governments, Voluntary Agencies and outstanding adult educators from all parts of the country.

All India Adult Education Conference Bombay, October 30 to November 3, 1972

The Indian Adult Education Association is organising the 25th All India Adult Education Conference in Bombay from October 30 to November 3, 1972. The theme of the Conference is "Life-long Education—Its Implications for India's 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 October 5, 1972. Those who have already paid the delegation fee in 1971 for the Jaipur Conference which was postponed need not pay again, but send an intimation.

The Nehru Literacy Award was first awarded in 1968 to Dr. (Mrs.) Welthy H. Fisher, founder of Literacy House, Lucknow. The other recipients have been Smt. Kulsum Sayani, Vice-President, Bombay City Social Education Committee, Mysore State Adult Education Council, and Dr. (Mrs) Durgabai Deshmukh, President, Andhra Mahila Sabha, Hyderabad.

NEWS & EVENTS

Mohammed Reza Pahlavi Prize for Gram Shikshan Mohim

DR. V.P. Kahr, UNESCO representative in India said in New Delhi on September 8, 1972, the International Literacy Day, that the 1972 Mohammed Reza Pahlavi Prize of Unesco worth \$ 5,000 has been awarded to Gram Shikshan Mohim of Maharashtra for making 9.7 million people literate in the State.

Shri Radha Raman, Chief Executive Councillor of Delhi, speaking on the occasion, called for all-out effort to eradicate illiteracy. He said that the defunct adult education centres for males would be started again to promote literacy in Delhi.

He distributed certificates to 1200 adults, trained under the functional literacy scheme. He also gave away certificates to those who have passed the higher secondary and middle school examinations from the seven adult schools run by the Delhi Administration.

The International Literacy Day was jointly celebrated by the Delhi Administration, Delhi Municipal Corporation, New Delhi Municipal Committee, the Indian Adult Education Association, the Directorate of Adult Education and other agencies working in the field of Adult Education.

Qualitative Role of Voluntary Agencies

Shri J.P. Naik, Adviser, Ministry of Education and Social Welfare, said in New Delhi on August 22 that voluntary agencies had only a qualitative role in the eradication of illiteracy in this country. He said that voluntary organisations with limited resources should undertake pilot projects of pioneering nature to test certain hypothesis. The results of the experimental projects should be passed on to the Government for tackling the problem on a massive scale, he added.

Shri Naik was inaugurating the Leaders' Literacy Training Seminar jointly sponsored by YMCA and YWCA.

Shri Naik said that more than half the world's illiterate—about 38 crores are in India where the percentage of literacy showed only a slow growth rate. The concept of universal primary education in the Plans had failed because it was only a single point entry system.

Symposium on Reading Materials for Neo-literates

A symposium on "Reading Materials for Neo-literates" was organised by the Indian Adult Education Association in cooperation with the Delhi Adult Education Association as part of International Literacy Week on September 5, 1972. Shri C. Bonanni, Unesco Expert on Materials for Functional Literacy presided.

Shri Bonanni urged the social education workers to introduce the books to the masses of adults. Any book or books that can be understood by them should be given to them. The workers should help them in reading these books.

He said that the books besides giving knowledge and education to the adults can change the destiny and very pattern of life of the millions of the people. He said that some books had made great impact on Gandhi and Lenin and transformed their lives. Therefore vigorous efforts should be made to introduce the books to the adults and see that they are read by them, he concluded.

Among those who spoke on the occasion were Dr. N.A. Ansari and Shri K.B. Rege of the Directorate of Adult Education, Shri B.R. Vyas, Deputy Director of Education, Delhi Administration, Sarvshri N.R. Gupta, S.R. Pathik and S.P. Milind.

Saiyidain Memorial Committee

To commemorate the distinguished services of Dr. K.G. Saiyidain to the cause of education, the Saiyidain Memorial Committee under the presidency of Nawab Ali Yavar Jung proposes to institute annual lectures to be delivered by eminent Indian scholars and by scholars of other countries. The committee proposes to collect from individuals, organisations and Governments subscriptions amounting to one hundred and fifty thousands rupees for this purpose.

The Memorial Committee has made an appeal for donating to the Memorial Fund. The donation can be sent to Col. B.H. Zaidi, Secretary and Treasurer, K.G. Saiyidain Memorial Committee, Zaidi Villa, Jamia Nagar, New Delhi-25

He suggested that different types of schools could be opened to attract students with different age levels of 11 years and 14 years and within one or two years it was not difficult to absorb them in the regular schools. What the present law amounted to was the denial of education to the poor.

Since the adult illiterates could be roped in for literacy programmes only if there was some economic incentives it was worthwhile to try to connect the literacy programmes with the rural employment projects which would be taken up during the fifth Five-Year Plan, he said.

The ten day training seminar was attended by 30 participants from different parts of the country. Dr. T.A. Koshy, was the Director and Shri S.C. Dutta was the Associate Director of the Seminar.

Functional Literacy Methodology and Its Implications for the Broader Field of Adult Education

C. Bonanni*

1. Adult Education: to-morrow

APPROXIMATELY 50% of the school age population of the Third World, because of the low rate of initial enrolment and because of the high rate of dropouts, is, at present, not receiving any formal education. Thus, many children of today, reaching the age range of fifteen to twenty in the 1980's, will be in need of Adult Education.

From then, more than 15 millions young people will enter each year into the family of the adult learners. The young population explosion and the consequent paralysis of the institutionalised educational structures will, certainly, increase in the future the demand for out of school education. The contemporary growth, in geometric progression, of technology, science and knowledge will extend, at a later stage, the educational processes further into the adult life.

2. Its dilemma

Is Adult Education ready for this immense new task? Is there any indication about plans, objectives, designs, methods, technologies, the adoption of which will best serve adult education in its future performances? Which audience has to be reached in priority? How to conciliate the general educational needs of a population with the specific goals of given groups, and with the diversified natures and rhythms of maturity of each individual? How to formulate the Adult Education universal principle in a context which is far from having a common credo about the finality of the man's existence? How the scientific spirit of our times has to pervade the Adult Education processes? How to determine the appropriate strategies of approach, the contents of the programmes, the organizational patterns and the "delivery systems" to be adopted? How to correlate educational activities and developmental processes and which will be their interaction? Which qualitative and quantitative segments of knowledge have to be imparted to the adults, and how?

3. The Functional Literacy Experience**

The experience gained, during six years of field

*The author works in New Delhi as Unesco Specialist in Functional Literacy Materials Preparation. This article has been prepared by him in his own capacity, and does not necessarily reflect the views held by Unesco.

**The expression "Functional Literacy" should be taken to mean, herein, an instructional process integrating the teaching of reading, writing and written calculation with the accelerate intensive training in given developmental areas, such as: advanced agriculture, upgraded industrial work, family life planning, applied nutrition, etc.: i.e. in the acceptance, historically, given to it after the 1965 Teheran World Congress of Ministers of Education".

work, by the various Functional Literacy Projects in Asia, Africa and Latin America, within the frame of the "U.N.D.P. World Experimental Literacy Programme" has offered initial answers to some of the above mentioned questions; particularly to those concerned with the methodology of designing curricula and transferring knowledge, skills and aptitudes to adult workers, living in developing situations and approached by outside their working floors. We list the most relevant among those answers in the following paragraphs of this article. They have been mainly inspired from the Functional Literacy experiences conducted in Iran and in India.

4. The New Criterion of Homogeneity

Groups of the same sex, age interval, family status, performing the same working activities, or pertaining to the same professional categories have been, in the past, "a priori": often considered *homogeneous*. For this reason Adult Education programmes have been "ad hoc" prepared for: women, youth, farmers, industrial workers, craftsmen, etc. But the Functional Literacy field experience has taught us that in developing situations, members of the same professional category carry with them objectives, needs and interests which are frequently heterogeneous and mobile, because their adhesion to, and their involvement in, a specific trade have been determined, in many cases, by hazard and under constraints, more than by a free choice. Many adult workers living in developing situations, are mixed labourers; they have a chronomadic professional mobility within a working day, which often for them is constituted of sixteen hours and of three vocations: industry, farm and small business.*

Therefore, a better criterion to be followed in constituting homogeneous groups might be that of gathering together persons who have decided to attain in *common* new existential objectives, vis-a-vis of which their actual conditions of life appear inadequate and the need for change arises in full consciousness. The selection of those persons who share common aspirations, and the consequent identification of their common training needs, can be attempted only through a deep dialogue among adult educators and adult learners to be established and developed at grass-root level, in the same

*See my article: "Autodafe of an Adult Literacy Worker" Convergence. Vol. 4—No. 1. Page 24, also: "W.O.A.L. P.P.—Iran—Evaluation Studies—Nos. 3-4-5, Esfahan. 1969/70; (particularly: N. 3, Tables from I to VIII, concerned with the characteristics of the participants to the Esfahan Functional Literacy industrial and agricultural programmes).

zone of influence. This dialogue, which has to be propaedeutic to any operational activity, had to permit, at last, a *synchronic* selection of the Adult Education programmes' target-audience and content-areas. No preconceived Adult Education programme can be prescribed by outsiders, as solution for hypothetical needs of certain groups; only by involving the adults themselves in an auto-diagnostic process, aiming to the identification of objectives and needs, the constitution of homogeneous groups and the definition of appropriate content-areas will be naturally and rightly achieved. This involvement, moreover, represents in itself the attainment of an educational target.

5. The educational objectives

If we look to the roles traditionally assigned to Adult Education, we will find that they have been often defined as follows: it has to pursue the self-realization of a man in a social context; it has to awake his political consciousness and self-reliance; it has to lead to the betterment of the individual within his social and cultural environment; etc.

When we have asked to the members of adult literacy groups organized in developing countries, which returns were they expecting from their participation to the educational activities, generally, the majority of them answered: *more income*.** Some of them wish to get more income by mastering new working techniques, others by being trained in new jobs, few by obtaining a primary school diploma. They are right. They cannot be interested, indeed, in self-realization within their own social context, *except in this very way*. They are poor, they fight each day for basic survival; many of them are scarcely fed, afraid of hunger, in bad health, inadequately clothed, full of debts, mortgages, and other pains. What they really need is what they are asking, i.e. a higher level of income because at their actual one there is no possibility of dignity, justice, equality and freedom. There is only room for a slavish condition, which is sterile soil for any educational approach.

They need to earn more, or better: they need to *know more for earning more*: this is their primary developmental target. i.e. for them education and development have the same meaning, as it is by the diachronic etymologies of both words.

We can affirm, therefore, that the educational and training needs of adult workers living in developing situations are never purely epistemological, on the contrary, they are ergological. Knowledge and skills are specifically requested by the adults to be transformed in working energy and this latter is needed by them for executing given tasks, which are planned for attaining concrete, utilitarian, goals.

**See: W.O.A.L.P.P. Iran—Evaluation Study, No. 3, page 15—Table IX—Esfahan 1970.

6. The work-oriented curriculum

(a) On the wake of this discovery the Functional Literacy projects have developed new methodological parameters for designing Adult Literacy syllabi and curricula addressed to active adults of developing countries.* These parameters are shown here below as they have been chronologically applied.

Exploration phase

- (i) Identification by an opinion field-survey of the *problems*, faced by the future participants to the Functional Literacy programme, while pursuing, in full consciousness, the attainment of a beneficial target; (*problem*—a situation in which the attainment of a *wanted* developmental target is delayed or prevented due to the lack of particular experience, knowledge or skills).
- (ii) Confrontation of the adults' perceptions of the problems with the diagnoses given by the specialists competent in the content-areas inherent to the identified problems.
- (iii) Final assesment of the real nature of the problem.
- (iv) Classification of problems by priority and selection of those among them which are *crucial* and *common* to the target-audiences.
- (v) Recognition of the linguistic patterns—phonological, lexical, grammatical and syntactical—of the daily spoken language of the adults, by analysing the texts of the group-interviews, which have been recorded on tape during the above mentioned opinion field-survey.

Curriculum development phase

- (vi) Inventory of the remedial measures required for the solution of the problems. These measures have been prescribed by local or regional specialists in the respective content-areas, and in consultation, when and if needed, with national institutes of research and study.
- (vii) Sequencing of the remedial measures required for the solution of the problems, according to the order in which they have to be implemented: a sequence per each problem.
- (viii) Juxtaposition of the different sequences, according to the calender of adoption of the measures included in them.

*See: (1) Farmers Training Functional Literacy Programme, India—Preliminary Report on the Problem-Survey, preparatory to the construction of a Functional Literacy curriculum in Jaipur District, "Directorate of Adult Education, Ministry of Education, Government of India, October, 1971.
 (2) W.O.A.L. P.P. Iran—Educational studies and documentation, no. 5, "The Taj group: brief account of a F.L. experiment in a textile factory"—Esfahan 1969.

- (ix) Interweaving of the above mentioned sequences in a unique list, in which the various remedial measures will be distributed according to their progressive chronological order of adoption. The outcome has been a list of innovative working tasks to be added to those traditionally executed by the adult workers. This list has been discussed with them, and only after having been approved by them it has been officially adopted as the *syllabus* of the Functional Literacy Programme.
- (x) Break-out of the planned working tasks, in their primary working operations, if and when required by their complexity.
- (xi) Inventory of the *skills* the *knowledge* and the *socio-economic information* needed by the adults for implementing, in a right, conscious and autonomous way, each one of the working tasks or operations.
- (xii) Organisation of the "corpus" of skills, knowledge and socio-economic information, needed for the implementation of each working task or operation, within separate instructional units. —This organization has been achieved by adopting *the principle of integration*, i.e. all the instructional different components of a unit have been put in convergence towards a common core: *the working task*, and in such a way that a linkage has been established between theory and practice; a close linkage, but not synchronic, as we will see later in the paragraph No. 9 of this article.
- (xiii) Preparation of simple written, verbal and numerical, expressions, clearly conveying the contents of each instructional unit. The structures of these programmes have been very carefully designed by dosing, in a balanced and harmonic way, the logical patterns of the farmers' language and mind, identified in the exploration phase, and the innovative syntactical schemes required by the technicality of the given content area. They have been accompanied by visual aids, such as posters, maps, working places, diagrams and graphs. All together constituting: the Functional Literacy materials.—
- (xiv) Elaboration of worksheets, handout sheets and cards, containing progressive exercises for the analysis and fixation of the basic articulations composing the verbal and numerical expressions, and for the development of reading, writing and written calculation mechanisms. Each instructional unit has been endowed with an exhaustive set of exercises; the themes of which have been strictly related to the verbal and numerical expressions of the same unit.—
- (xv) Preparation of an Instructors' Guide, offering specific advice on the presentation of the contents of each instructional unit and on the utilization of the related Functional Literacy materials, exercises-cards and supporting aids.
- (xvi) Establishment of tests and of other measurement tools for an effective continuative, "process-evaluation" and for a final "summative evaluation."
- (b) The entire set of instructional units required for the solution of the crucial, common problems faced by the adult workers composing the target-audiences, constitutes the *Functional Literacy curriculum*, which represents the instructional reformulation of the *syllabus*. A curriculum: no longer breviary of various topics selected according to the judgment of professional educators, but *itinerary for a journey towards practical and intensive targets*. Not knowledge-oriented, but work and *wealth oriented*, if we utilize the word: *wealth* in the acceptation, given by Buckminster Fuller, of energy compounded with intellect's know-how.
- (c) It seems to us, that the Functional Literacy curriculum design and structures may give answers to many actual dilemma of Adult Education, such as the following ones: "Which parts out of the immense galaxies of the actual knowledge have to be transferred to the adult learner? How to abolish the artificial chemical division of the knowledge in subject-matters and to attempt the process of learning as unit? How to avoid, while imparting work-oriented training the danger of doing dressage instead of educating? How to teach the adult the reasoning, exploring, discovering processes for himself? How to integrate knowledge into the inner "ego", of the adult, creating an harmonic and unified personality, endowed not only with an "avoir educatif" but also with an "etre educatif"? Let us spell out the answers in a more exhaustive way.
- (i) *What has to be transferred to the adults?* Only those segments of knowledge and skills, only those aptitudes, intensively needed by the adults for the implementation of the operations considered by them urgent and crucial for the attainment of their specific and practical goals.
- (ii) *How to achieve their integration and globalization?* By establishing a curriculum distributed in modular units, having as a core functional tasks, on which all the various elements of the training are geared of. These various elements, once taken out from the frames of given subject matters and aggregated in a centripetal way around the common core, lose their artificial connotations and acquire a new ecological nature, which corresponds perfectly to the experience of the adults. For them, indeed, each specific action is closely interrelated with different aspects of their every day life and it is pluralistically felt, within a 360° horizon. On the contrary the approach adopted by the content-areas specialists

often pulverizes the adults' experience in a series of various, parallel and monographic topics.

(iii) *Is this intensive and work oriented training more a dressage than education?* The mastery of given knowledge related to working experiences, and the application of the rational principles elicited from them to analogical new situations, is for the adults an inestimable source of continuous energy, vitality and faith. There is more educational change in such accelerate training for life than in many years of scholastic humanities. In the light of the first qualitative results of our actual field experiences, this statement should no longer be considered as an hypothesis.

(iv) *How to give the adults the power for a continuative self-determining and self-renewing education?* If we look at the work-oriented curriculum having in mind the "product" of its adoption, we can say that the information and the instruction provided by it, being applied to concrete situations and merged into activities, will be naturally recalled whenever those activities are again required; and if we look at it as "process" then we can say that it aims at giving the adults a consciousness of their capacities of solving rationally any problem can they encounter in the future. Both these aspects can be considered as the learners' *take off* towards an autonomous, permanent education.

(v) *How knowledge can be integrated into life?* Experience has shown that inducing attitudinal changes is a necessary gradual process. Neither indoctrination nor demonstration are of much use in achieving lasting changes. Rather the adult learner must be brought, by degree, to develop habits and accept an outlook conducive to the types of behaviour that he is being induced to acquire. We think, indeed, that the work-oriented curriculum contains in each unit an inducement to new attitudes, values and behaviours. By providing the learners with the opportunity to reflect, rational, upon their working experiences, it is hoped that, little by little, they could shift from an unthinking acceptance of the realities to a critical understanding of them. By making them witnesses of the socio-economic implications and of the historic dimension of their functions it is expected to instill in them a new consciousness of their social rights and responsibilities. Both processes in fact aim at last to free the learner from any fatalistic acceptance and to make him aware of his capacity to influence his natural and social milieu.

7. The adult mind's process of learning

Another delicate aspect of the Adult Education methodology is that concerned with the "adequatio" between the communicating processes and the adult mind learning processes. Generally, concepts are given in unnatural isolation and in vertical progression, with a full respect of the so-called logic of the pedagogy, which is generally, foreign to the adult mind. The adult learner, indeed, possesses

quick logical processes of association and inter-relationship, together with the capacity of assimilating knowledge horizontally and "per saltus", i.e. not systematically. This, particularly, when knowledge is connected with the deeds of his existential experience. It is for this reason that scholastic teaching procedures have to be considered incompatible with the learning processes of the adult mind. Let us give an example of this incompatibility. In Iran during the first two years of the Esfahan Functional Literacy Scheme, while the farmers following the "General agriculture" programme showed high mental capacities for calculation, their achievements in written calculation were very poor. The reason for this inefficiency appeared to reside in the above-mentioned dichotomy between the procedures adopted by the teachers on the blackboard and those followed by the adult mind. Encouraging results were achieved when, finally, the method for teaching basic arithmetic was based on adult's mental approach, as shown by the tables given on the next page.

We can affirm, therefore, that before to start any transfer of specific knowledge to an adult learner, the inner processes adopted by the adult mind in dealing pragmatically with that given field of knowledge have to be known and used in preference to the scholastic ones.

8. The delivery system

Which will be the optimum duration of an Adult Education stage, the best time in a day for organizing the meetings, the best Adult Education floor, the best type of Adult Education agents, and the most appropriate organizational arrangements for its implementation? The selection of the best "delivery system" cannot be made simply by choosing from among existing prototypes; on the contrary it has to be "ad hoc" designed according to the characteristics, human and physical, of the "milieux" in which the programme has to be implemented.

If we consider again the findings of the Iranian Functional Literacy field experience, we can say that the adult learners working and living in its zone of influence were, in general, busy and rarely free." Many of them were constantly engaged in some ephemeral occupation, because their life was at subsistence level. In some cases, the were also seasonal immigrants, six month here, six there. If: farmers: they were totally employed and completely unavailable during the most important seasonal cultivating operations, such as harvest time. If workers in an industry: they had to spend, sometimes, two hours for reaching the duty station from their far dormitory villages. And they had also to respect the many cultural, religious and national holidays. Often in the moment in which the adult learners were free adult educators were not with them, being on leave or engaged in other activities.*

*See: W.O.A.L.P.P. Iran. Evaluation Study No. 2 "Registration, Participation and Attendance in Functional Literacy Courses"—Graphs 1 to 10—Esfahan 1970.

A. Addition and Subtraction, based on Adults' Mental Approach, as distinct from the Scholastic One

$$\begin{array}{r} 279+ \\ 183 \\ \hline \end{array}$$

$$\begin{array}{r} 365- \\ 128 \\ \hline \end{array}$$

1. *Read Aloud*
 "Two hundred and seventy-nine plus one hundred and eighty-three"

1. *The approach is by "making up" from the lower to the higher number (as when counting out change)*

2. *Write down as said*

$$\begin{array}{r} 200 \quad 70 \quad 9 \\ 100 \quad 80 \quad 3 \end{array}$$

e.g. $128 \text{ to } 130 = 2$
 $130 \text{ to } 150 = 20$
 $150 \text{ to } 200 = 50$
 $200 \text{ to } 300 = 100$
 $300 \text{ to } 365 = 65$

3. *Add the parts in the order which is simplest to the operator (this will vary from person to person)*

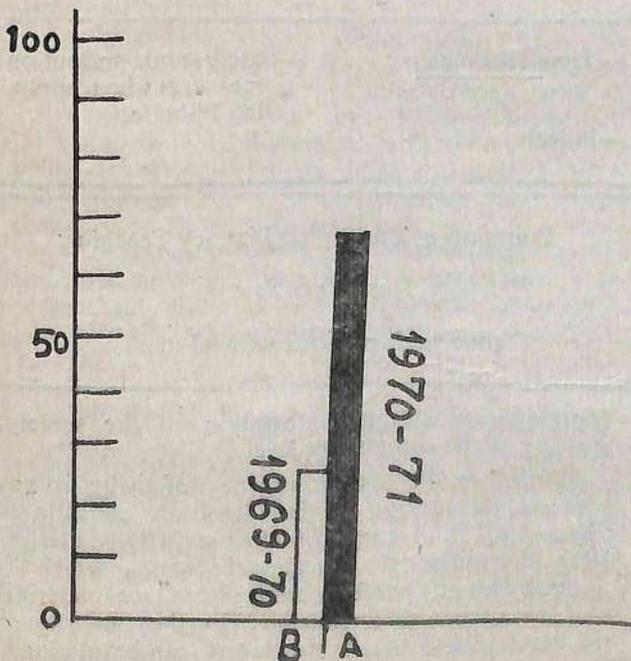
2. *Now proceed with addition; read aloud and write as said:*

e.g. (i) $200 + 100 = 300$
 $70 + 80 = 150$
 $9 + 3 = 12$

(ii) $300 + 150 = 450$
 $450 + 12 = 462$

$$\begin{array}{r} \\ 2 \\ 20 \\ 50 \\ 100 60 \\ \hline 100 7 = 237 \end{array}$$

B. Comparison of test-results in Arithmetics before and after the change in the Teaching Method



For these reasons the adoption of a delivery system designed without paying the right attention

to the various external factors limiting the adults participation to the courses may jeopardize the success of present and future Adult Education programmes.

9. "From the Complex to the Simple"

The situations and the data introduced in the preceding paragraphs will also lead us towards an other important consideration. The Adult Education curricula to be designed for workers living in developing situations cannot be rigid and closed. They have to be open and adaptable to the different concrete exigencies of the groups. Their contents cannot be distributed following pre-established graded pedagogical progressions, but only the order in which they are required for the implementation of the planned tasks. This nullified the pedagogical principle demanding a teaching process going from simple to complex. If necessary: complex concepts can be given from the very first day, because they are urgently needed by the adults and because the adult mind will have, at beginning and at the end, equal capacity to grasp them. At the same time, the curricular units have to be liberated from the chain of a continuous rhythm. Each unit has to be, as far as possible, an all in itself, has to have an inner, complete, exhaustive nature and logic, in such a way that it could be, ideally, transferred and assimilated without knowing neither about the preceding nor about the following.

10. Theory's and Practice's Diachronism

Each unit of an Adult Education curriculum has to be grounded on the execution of a given practice and strictly focussed on its adoption time. But the assumption of a strict synchronic integration between the educational and the adoption calendar has to be given up, because of the intermittance, irregularity and discontinuity of the adult partici-

pation, as we have seen before, and because of the fact that the rhythms of an agricultural cycle or of an industrial circuit are quicker and more intense than those of the educational process, as shown by the example given in the following table elicited from the Functional Literacy Curriculum developed for the farmers cultivating Hybrid Bajra (millit) in the Jaipur District of the Rajasthan State of the Union of India:

A—Remedial Measures: Application of Phorate 10% against White Grub. (*Holstrichia consanguinea*)

—B— Working operations	—C— Technical Contents of the Related Instructional Units		
	<i>Skills</i>	<i>Knowledge Math. and Science</i>	<i>Socio-econ. information</i>
1. Provision of Phorate 10%	—Phorate 10% —How much is needed? —How to get it?	—Percentage —Quantity = Area × Quant/Unit Area —Action; effects	—Suppliers and Supplying price —Expected benefits —Safe storage
2. Detection of White Grub	—When and How to detect the adult beetle?	—Life cycle of the White Grub —Progression	—Natural equilibrium
3. Application of Phorate 10%	—When and How to apply Phorate 10% —Furrowing techniques	—Time-Distance Speed —Poison	—Safety and precaution measures when applying Phorate.

Duration of the operations:

c. Seven days

Duration of Functional Literacy Teaching:

Twenty-one days

(one week per instructional unit)

11. Who has to prepare the Adult Education Curricula?

The Adult Education Curriculum cannot be prepared by educationists only, it needs to be elaborated by a high skilled interdisciplinary staff, working as a team in the same environment of the groups.** What in other words means: impossibility of realizing an effective educational process, without true dialogue between white and blue collars, members of the same community. Continuing Adult Education will remain a dream, without achieving a

contemporary cultural integration of the society, starting at the community level.

Therefore, there is an urgency of giving to any professional working at field level on educational dimension, an urgency of finding ways for materializing the potential educational charge, which is merged with any professional tasks. Once materialized it will become irreducible. In the majority of the developing countries this target can be attained, because there is to-day a wealth of intellectual resources; a wealth which, unfortunately, has not yet been fully utilized in the benefit of the national societies.

(Continued on page 20)

*See: W.O.A.L.P.P. Iran—Educational Studies, No. 2—Table no. 23: "Elaboration of curricula Phases and interdisciplinary organization"—Esfahan 1970.

A LOOK AT ADULT EDUCATION IN THE SEVENTIES

(A Research Survey in U.S.A.)

ADULT educators frequently hear and read about how things ought to be but it is sometimes good to look at where they are, and to have a frame of reference in order to compare their own situations and local programmes with those in other communities. Such an opportunity is provided through data gathered by a 1971 survey by the National Association for Public Continuing and Adult Education Research Committee. A four-page questionnaire was mailed to administrators of 722 community adult education programmes across the country. Replies were received from 438, thus making a 60.7 percent response. Identified in the responses were: 349 high school and unified school district adult education programmes, 47 community colleges and 42 that indicated "other," including technical schools, community schools, and specialized adult school programmes. In the spring of 1971, these programmes registered 1,440,453 part time and 187,564 full-time adult students.

ADULT EDUCATION TEACHERS

Programmes responding to the survey reported a total of 37,162 teachers of which 3,738 (roughly 10 percent) are full-time teachers; the remainder are part-time adult education teachers. Of the total number, 17,233 (or 51.6 percent) are full-time teachers in other segments of education—elementary, secondary, or college. Nearly half are business and professional people and others from within the community with special skills. Those who are part-time are usually paid on an hourly basis with a salary range from less than \$ 5.00 to more than \$ 12.00 an hour. The median in 1970-71 was \$ 7.10 a hour. Teaching experience was considered as a basis for some differentiation in the part-time pay of adult education teachers in 37 percent of the local adult education programmes. Professional training was considered as a factor in the hourly salary in 24 percent of the schools, and type of class (such as lecture or lab) was considered in 12 percent of the schools.

ADULT EDUCATION ADMINISTRATORS

Adult education administrators are usually employed under the title of director or principal. Sometimes both titles are used in combination. They tend to remain in their jobs for fairly long periods of time. Twenty-one percent were serving their first or second years in their positions, but a similar percentage had held their present positions for more than 10 years. Fifty-eight percent had been in their positions for periods of from three to ten years. Most have had professional training and previous professional experience in adult education. Seventy-five percent reported that they had taken profession-

al courses in the field of adult education. Sixty-five percent had held previous positions in adult education as teachers, counsellors, or administrators.

Median, annual salary for adult education administrators responding to the survey was \$ 18,000 in 1970-71, but twenty-four percent reported salaries of \$ 20,000 and over. One-third of the high school district adult education administrators indicated that their adult education responsibilities were part-time once and that teaching, counseling, or other administrative duties made up the remainder of their jobs. Seventy-one percent of the administrators hold masters degree and nine percent have doctorates.

SCHOOL AND COMMUNITY FACILITIES

Adult education classes meet in a variety of locations in order to bring educational opportunities to the community. **Most adult education programmes (77.6 percent) share facilities with the day time secondary or community college, thus extending the useful hours of the school plant by nearly half-a-day.** A surprising 24 percent reported separate facilities for adult education classes, suggesting that a number of day and evening programmes operate in their own buildings with some expansion into other school plants in the evening. Churches and community recreation buildings are often used when adult education programmes are taken out of the schools and into the community. See detailed data below:—

<i>Adult Education Facilities</i>	<i>Percentage</i>
Shared use of day school facilities ...	77.6
Separate facilities for exclusive adult use ...	24.0
Classes meeting in churches ...	36.0
Classes meeting in community recreation facilities ...	32.2
Used space provided by industry ...	26.9
Classes meeting in rented buildings ...	24.4
Meeting in senior citizens' housing projects ...	18.5
Classes meeting in public libraries ...	14.8
Classes meeting in private homes ...	10.0
Other miscellaneous types of facilities ...	11.4

VARIED AND FLEXIBLE CURRICULUM

Variety and flexibility are key words in the curriculum of public continuing and adult education in the 1970s. Not only are classes offered in a variety of locations but they are also offered at times to meet student convenience. The fact that adult education has outgrown the "night school" label is indicated by the response that only 23 percent of the schools indicated that they offered classes only

in the evening. Most adult education programmes schedule both day and evening classes. Forty-five percent run classes in the summer as well as during the traditional, academic year. Twenty-six percent of the programmes offer Saturday classes.

The following list illustrates the various purposes served by adult education classes in a community, along with the percentage of programmes reporting course offerings for each purpose:

<i>Adult Education Purposes</i>	<i>Percentage</i>
Adults learning to speak, read, and write English	67.3
Adults who may earn a high school diploma	64.8
Adults who may take high school equivalency tests (G.E.D.)	62.1
Vocational courses for job entry	60.0
Vocational course for job advancement	60.0
Classes for out-of-school youth	48.1
Classes to assist the disadvantaged	41.7
Adults who may earn an elementary school certificate	38.1
Classes serving the needs of the aging	29.9
Classes promoting understanding of racial & ethnic minorities	25.8
Classes for handicapped adults	21.2

Regular high school students are permitted to attend adult school classes in 81.2 percent of the programmes, usually to take classes for graduation credits or to take courses that are not available in the daytime, high school curriculum.

ADVISORY COMMITTEES

Advisory committees serve as a bridge between the school administration and the community and help to ascertain the educational needs of the adult population, while little more than one-third of the programmes reporting in the survey indicated an overall, community advisory committee only 19 percent stated that they did not have advisory committees at all. Other types of advisory committees include: vocational committees, subject-area committees, faculty advisory committees, and student body organisations.

<i>Advisory Committees</i>	<i>Percentage</i>
Overall advisory committees functioning in the community	35.8
Some subject areas having advisory committees	27.4
Advisory committees for vocational courses	25.8
Schools having an adult school student body organisation	12.7
Schools having a faculty advisory committee	11.2
All subject areas having advisory committees	3.9
Schools not having advisory committees	19.0

OTHER LEVELS COULD LOOK TO ADULT EDUCATION

Adult education administrators and teachers agree that teaching adults is different from teaching children. Sixty-four percent of those answering the survey questionnaire also agreed that elementary and secondary education might profitably look at some of the practices and experiences in the adult education field. Specifically, they pointed to adult education's flexibility, its relevancy to the students, and its closer student-teacher relationships. Following are comments by adult education administrators:

"Adult education is willing to teach what the consumer (pupil) wants to learn".

"Is some instances, it seems that adult educators are more successful with disadvantaged and under-educated persons and are better able to provide a meaningful experience for them".

"Adult school teachers who also work with children and youth seem to possess more empathy for their young students as a result of their adult work.

"Classes are practical and geared to the needs of adults. The approach is a mature one. High school teachers would find greater success if they would meet their classes on the same basis".

"Open enrollment; individualized instruction; opportunity for acceleration; few traditional, negative regulations—all are assets in continuing education programmes."

"Teachers realize that they must 'sell' themselves to maintain voluntary enrollments."

"Adult education has more experience in the vocational field."

"The concept of lifelong learning adopted by adult educators must become a part of the elementary-secondary philosophy".

"Giving a student credit when he has completed a certain amount of work at a certain level of competency rather than during a given number of hours and weeks is a strong plus in adult education."

PROBLEM AREAS

When asked to indicate the most important problem facing adult education in the 1970s, 58 percent of the respondents listed finances. Better facilities ranked second and was mentioned by only seven percent. Federal support has helped adult basic education and vocational education in recent years. State support varies from no support at all to something just under the levels of elementary and secondary school funding; neither seems quite adequate for the job to be done if lifelong learning is to become a universal promise for adults in America.

—Swap Shop (Washington)

Adult Education in Haryana

K.L. Zakir

HARYANA is a small State comprising seven districts.

The approximate population of the State according to the census report of 1971 is one crore. The over all literacy percentage is 26.6, but among the women the literacy percentage is only 14.68. Keeping in view the high rate of illiteracy in the State, various programmes for the eradication of illiteracy among the men and women have been organised in all the districts of the State.

At present there are three schemes of Adult Education under implementation in various districts of the State.

1. Farmer's Education and Functional Literacy Programme.
2. Gram Shikshan Mohim on the Maharashtra Pattern.
3. Mobile Social Education Squads.

FARMERS' EDUCATION AND FUNCTIONAL LITERACY PROGRAMME

This is a centrally sponsored scheme and the Government of India renders cent per cent assistance. This scheme was started in Rohtak District for the first time in March, 1969. Six Blocks in this district were selected for this programme with 10 villages in each block. The total number of villages in which the programme was started was 60. The Government of India trained the supervisory staff and this staff imparted further training to the instructors who were supposed to run these Functional Literacy Centres. This programme has already passed through two phases in these villages and now the adults are passing through the third phase.

The Government of Haryana, selected two more districts i.e. Gurgaon and Hissar for starting Farmers' Functional Literacy programme in the year 1970-71. This scheme is now functioning in 12 blocks of these two

districts covering 120 selected villages. The Government of India has now selected another district that is, Karnal for the implementation of this programmes from this year.

The Farmer's Functional Literacy Programme has received a very good response from the petty farmers who have small pieces of land for agricultural purpose. The Department of Agriculture is closely cooperating with the Education Department to make this programme a success.

GRAM SHIKSHAN MOHIM ON THE MAHARASHTRA PATTERN

Under this programme three districts have been selected for bringing about cent percent literacy in 100 selected villages of each district. The districts where this programme is under operation are Ambala, Karnal and Rohtak. These adult education centres are run by the primary school teachers who get an honorarium of Rs. 20/- per month for the actual teaching work for the first four months and Rs. 15/- for the follow-up programme during the remaining months of the year. The education Department proposes to extend this scheme in two more districts, that is, Gurgaon and Hissar during this year.

MOBILE SOCIAL EDUCATION SQUADAS

Under this programme, two mobile Social Education Squads, one each in the District of Mohindergarh and Jind are functioning in the State. Each of these Squadas cover 30 centres at a time in a area for one year. Then these centres are shifted to another area and follow-up programme is organized in the villages which have already been covered. Each Mobile Education Squad has two Supervisors—one for supervising the Men Centres and the other for supervising the Women Centres. These squads co-operate with the other Departments—

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Agriculture, Health etc. for bringing about an all round development in the villages selected under this programme. There is a Mobile Cinema Van which arranges film shows in the villages where the Adult Education class functions. The Public Relation Department helps in creating a public opinion for the adult literacy programmes.

STATE CO-ORDINATION COMMITTEE FOR FUNCTIONAL LITERACY

A State Co-ordination Committee for Functional Literacy has been constituted having heads of the concerned Departments as members and the Education Minister as its Chairman. The Co-ordination committees at the district and the block level have also been constituted.

STATE BOARD OF ADULT EDUCATION

The State Board of Adult Education has also been set up. Besides, heads of the concerned Departments some non-official members have also been put on the Board. This Board also functions under the Chairmanship of the Education Minister, Haryana.

The State Co-ordination Committee for the Functional Literacy and the State Board of Adult Education have been constituted to streamline the working of the various Adult Education programmes and also to ensure the desired co-ordination among the various departments concerned with this gigantic work.

PROVISION OF READING MATERIALS

The provision of adequate reading materials for the target groups is very essential for helping the adults to retain their reading and writing ability. The Education Department felt this urgent need and organised a Writers' Workshop in November, 1971. In this workshop only these writers were invited who

were well acquainted with the needs of the adults living in rural areas and were also actively involved in the adult education programmes in one capacity or the other. Besides, experts from the Directorate of Adult Education, Government of India, experts from UNESCO also guided the participants of the workshop. At the end of one week the participants were able to produce 10 manuscripts. These manuscripts were pretested before giving them a final shape in a group of adult illiterates belonging to various categories. Immediate steps are being taken to print these manuscripts, so that these could be made available to the Adults attending the adult education and the functional literacy centres.

Another Writers' Workshop for preparing reading material on Population Education to be integrated with literacy programmes is also being planned. This would help in the production of some more reading material for the target groups.

By the end of fourth Five Year Plan, it would be possible to have one library at each district headquarters. In order to make library service available to more people it is proposed to start 12 libraries at Sub-Division headquarters and also introduce the system of Mobile Libraries in three Sub-Divisions. Thus in all

there is a proposal to start 15 libraries, besides, strengthening and extending district libraries by giving them more grants for the purchase of books.

SUPERVISION

The District Education Officer of a district, is overall incharge of the entire adult education programme in a particular district. One Deputy Education Officer, is made incharge of this scheme who looks after the Adult Education Centres being supervised by his Block Education Officers. The Adult Education Centres are actually run by the school teachers. At the headquarters there is one officer who is incharge of the work of Adult Education in the entire State.

Haryana is a small State as compared to some other States of the country. But, it proposes to take all possible steps to raise the literacy percentage among men and women both, in the age group of 14-45, besides, extending primary education to the school children of low age group. It would be interesting to note that the average radius in kms. of the availability of the Educational facilities has decreased very much since re-organisation of the State (Nov. 66). The average radius in kms. by the primary schools in 1966-67 was 1.59 kms. and now in 1972-73 it is only 1.52 kms.

Recently Published

Manual for Adult Literacy Teachers

by N.R. Gupta

Rs. 10.00, Abroad \$ 2.75

(Rs. 5.00 for IAEA members)

Available from

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

THIRD INTERNATIONAL CONFERENCE ON ADULT EDUCATION

THE Third UNESCO World Conference on Adult Education was held from July 25 to August 7, 1972 in Tokyo, Japan, on "Adult Education in the Context of Life-long Education."

The Conference examined the trends in adult education during the last decade. It studied the functions of adult education within the overall educational development conceived in the perspective of life-long integrated learning. It also examined 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 Second Development Decade.

Delegates were divided into two commissions. They dealt with the following aspects: planning, administration and financing; development of adult education through international cooperation, utilisation of mass communication media; and mobilisation and training of personnel required for the expansion of adult education.

The Conference brought together delegates from 82 member states of UNESCO and 3 non-member states. There were also representatives from 37 intergovernmental and non-governmental organisations which represented such varied interests as universities, family planning, mass media, libraries and women.

Recommendations

The following are the main recommendations of the Conference:

A. Education and Human Needs

- (a) Education is both a product of society and an influence shaping it. Changes in society and the developmental objectives of the community therefore, entail alteration in the systems of education: conversely, educational goals usually call for social, economic, cultural or political reforms. It is the duty of adult educators to identify and suggest such reforms.
- (b) No groups or individuals in society should be denied access to adult education. Participation should be as broadly based as possible. This requires that barriers to access should be removed and that the motivation for adults to learn be specially studied. It should be particularly noted that many adults lack the time and resources to participate in education. Paid study leave, day release and security of

employment during study should therefore, be guaranteed through appropriate legislation. Unemployed workers should have the right to occupational training and to be paid during training. Workers' education and trade union and cooperative education should be promoted. The main thrust of adult education in the 1970's in developing programmes should be to meet the educational needs of traditional under-privileged groups in many societies. Among these can particularly be mentioned unemployed within these groups. Girls and women are often particularly disadvantaged.

- (c) If the access to adult education is to be widened, educational counselling services are needed. Adults must become aware of opportunities open to them and be advised on the requirements and consequences of different methods of study and of various programmes.
2. (a) The eradication of illiteracy is a key factor in development. Literacy is a cornerstone of adult education. But it is a means to an end, not an end in itself.
 - (b) Rural development on the scale and at the speed required in most countries calls for extensive adult education provision, especially directed at the subsistence farmer and the landless agricultural worker in conjunction with social and economic reforms. Industrial development, too carries with it a need for adult education programmes to enable the adult to participate in it and help direct the scientific and technical changes involved.
 - (c) A study and understanding of environmental issues including erosion, water conservation, pollution and population questions should be a major concern of adult education.
3. Education must be transformed from an essentially formal process into functional one. Adult education must move out into society, merging with work, leisure and civic pursuits.
- ### B. Participation
4. (a) Since the participation of people at the grass-root level is essential, adult learners should play an active part in the planning, management and conduct of their own studies. Adult educators should therefore,

reach people in their own natural environment so that these adults may feel secure and be genuinely motivated.

(b) In order to make rewarding opportunities available for creative participation by adults in the cultural life of their communities, the cultural dimensions of adult education should receive special attention; adult education and cultural development are interdependent.

(c) The conventional teacher-student relationship should become a partnership based on participation and mutual learning in which the application of knowledge and the problem-solving approach is stressed.

5. The mass media should be more extensively and expertly used to ensure economic, social and cultural development. In such use the public interest should be placed above commercial or private interests, the participation of adult learners at various levels of educational programming in the mass media should be strengthened.

C. Administration, Organisation and Finance

6. Governments must be committed to adult education and should accord its status equal to that of the formal school system. Member States should therefore substantially increase their budgetary support for adult education. International agencies and organisations such as Unesco and bilateral agencies of development, co-operation should devote a considerably larger proportion of their resources to adult education.

7. The strength of adult education lies in its diversity; adult education functions should be widely diffused throughout society through such institutions and organisations as trade unions, governmental bodies, enterprises, agricultural units and co-operatives. The essential role of voluntary organisations and popular movements in adult education should continue to be recognised by governments. They are often able to reach and involve the educationally underprivileged when statutory bodies cannot do so. Efforts should also be made to ensure collaboration between providing agencies at all levels.

8. (a) In order to facilitate the creation of a functional system of life-long education, schools should be concerned with the whole community. The school should be viewed as only one of many learning agents. Teaching pupils how to learn should be its chief task.

(b) Adult educationalists should be strongly represented on educational policy-making bodies, and teachers at all levels should receive at least some training in adult education methods and techniques.

9. (a) The role of the universities in adult education should be widened. Formal uni-

versity entrance qualifications based on school examinations should be waived so that mature adults with the requisite knowledge and skills, acquired through mature age entry schemes or in other ways, should have an opportunity for study. Universities should identify and carry out their research and training tasks in relation to the needs of the total society and not only privileged segments.

(b) Adequate academic status should be accorded to adult education as a discipline. More professional adult educators must be trained and adult education research intensified. Such research should be problem-oriented and multi-disciplinary in its approach.

D. International Co-operation

10. (a) International co-operation and the exchange of ideas in the field of adult education should be encouraged. In this respect, the needs and problems of the Third World should be given major attention. Special note should be taken of the close relation between adult education goals and the promotion of world peace.

(b) There should be more regular and formalised consultation and collaboration between the various international agencies and bodies that have programmes of adult education. Regional meetings on adult education should be held, particularly in the Third World.

E. Universities

11. Member States should encourage the universities and other institutions of higher education:

(a) to recognize adult education as a discipline, and to undertake inquiries and research in this field as an important and necessary aspect of their functions;

(b) to establish, as a necessary step in the professional development of adult education, courses for the training of adult educators which should include both short in-service courses and longer courses leading to the award of certificates, diplomas or degrees;

(c) to participate in programmes of adult education of appropriate kinds and to make substantial provisions for extension and refresher courses;

(d) to establish in the Faculties of Education or equivalent units courses for the training of teachers and specialists in adult education as well as to set up intensive courses of short duration for the emergency training of such personnel.

- (e) to operate special links with existing institutions of adult education, to exchange visiting lecturers and technicians and to exchange journals and other publications;

F. Training

12. Member States should give high priority to the training of adult education personnel and for this purpose:

- (a) adult education studies be included in the curricula of teacher education, and in the training of librarians and other educational personnel;
- (b) programmes be developed for training teachers who are specialized in adult education, programmes being appropriately co-ordinated with the teacher training system at the third level of education;
- (c) seminars and courses for adult education personnel be an integral part of the education system, including short-term courses for the training of trainers, full-time training officers in industry, adult educators and administrators;
- (d) broadcasting, television, printed material, correspondence courses and audio-visual aids be used in combination in the training of adult education personnel.

13. Member States should take account of the following factors in developing their training systems for adult education personnel:

- (a) the need to train adult educators as social leaders with a deep awareness of the social aspects of their functions and the capacity to stimulate and mobilize the community's human resources for responsible participation in adult education;
- (b) the need to provide young people with opportunities to deal directly with the educational and social problems of the people so that they may receive from the community the stimulus which will also enrich their general and vocational training;
- (c) the need to make systematic efforts for discovering, recruiting and training adult educators from among the local potential leaders, despite the fact that they may lack formal training;

- (d) the need to train adult educators so that they may be able to develop materials and methods in their adult education programmes which are adapted and relevant to local traditions, customs and heritage.

Conclusions

- (a) Learning is life-long; the education of adults and of children and youth are inseparable. But to be an effective agent of change, education must engage the active commitment and participation of adults. It should seek to improve living conditions and the general quality of life. Apathy, poverty, disease, and hunger are major human evils facing the world today. They can be eradicated only by making people aware of what causes them and how to conquer them. Social improvement and adult education are thus complementary.
- (b) The widening gap between nations, groups and individuals constitutes the greatest moral challenge of our time. To close the gap is more than a question of social justice. In an era of ever-growing interdependence between countries and of increasing human wants, it is an economic imperative and a pre-condition of world peace.
- (c) This inequality is due also to the unequal distribution of knowledge. But it cannot be solved simply by enlarging existing educational facilities. Experience shows that the provision of more education in most communities tends to favour most the already well-educated, the educationally under-privileged have yet to claim their rights. Adult education is no exception to the rule, for those adults who most need education have been largely neglected—*they are the forgotten people*.
- (d) Thus the major task of adult education during the Second Development Decade of the United Nations is to seek out and serve these forgotten people.

—Based on an interview with Dr N.A. Ansari, Deputy Director, Directorate of Adult Education, who represented India at the World Conference.

Adult Education and the Second Development Decade

Anibal Buitron, Literacy Division, Unesco

WHAT I propose to do is point out some of the economic, social, cultural, and political problems that make the development of education in the developing countries very difficult, if not impossible. What I am going to say may apply in different degrees to the developing countries in Africa and Asia, but it should be remembered that my comments are based largely on my experience in Latin America.

The fact that the literacy campaigns and community development projects have been running year after year in practically every developing country without much apparent gain is, in my opinion, a clear sign of their failure. If we need another indication, it will be enough to remember that in the last ten years the number of illiterates in the world has increased from 740,000,000 to 810,000,000, and that at present only about one half of the school-age children go to school. Furthermore, the living and working conditions of the people in these countries are not improving significantly. In fact, in some countries, the per capita income has gone down instead of up.

The first and most important mistake we have made, and continue to make, is, in my opinion, our belief that we can solve all the economic, social, cultural, and political problems through education alone. We have to realize that under certain economic, social, cultural, and political conditions, education cannot be of interest to the people or of much help in raising their standard of living. The lack of careful adaptation of the educational programs to local conditions is, I believe, the reason why so many literacy campaigns and adult education and community development projects have failed.

In those countries where 80 percent of the land belongs to two percent of the population, it is very difficult, if not impossible, to arouse interest and demonstrate the value of education, unless that situation is first changed through an agrarian reform. I would like to illustrate what I am trying to say with one example I know quite well. In one of the Latin American countries, a considerable proportion of the red Indians, who make up about 50 percent of the total population, live and work on *haciendas*, or large landholdings. In exchange for a small piece of land that the *haciendado*, or landlord, assigns to an Indian, the Indian must work for the landlord at whatever he is ordered to do, usually from Monday to Saturday, from sunrise to sunset, day after day, year after year. Whatever the family can produce on their small piece of land is their means of subsisting. In addition, all these Indians, together with their families, have to take turns working as domestic servants at the main house of the *hacienda*, doing all kinds of errands, cooking, washing, cleaning, bringing

water and firewood, with very little, if any, additional remuneration.

The work these people do is no different from that done by their ancestors hundreds of years ago. The methods and tools they use have not changed since the time of the Spanish colony. What I want to point out is that these people are busy all the time, doing only what they are ordered to do, keeping long and exhausting hours, without any hope of ever doing anything different, or in a different way.

How can we expect people living under these conditions to be interested in learning to read and write, or in how to produce more corn or potatoes? Why should they learn to read and write if they have no time for reading and writing, if there is nothing for them to read or write, if there is really no use for reading and writing in the life they live? And why should they learn to produce more corn or potatoes? To make their landlord richer? To tell him that there are new and better methods and tools for working the land? In this particular case, it seems to me that the first objective should be a better distribution of the land.

I believe that it will be possible to achieve better education in a much shorter time, after land reform has taken place, than it would be to achieve land reform after the education of the people has improved. The quickest and most effective way to take these people out of bondage and put them on the road to progress and development is to make them the owners of the land they work and live on. Only then will they have the time and the freedom to exercise their own initiative, to discover the outside world, to look for other sources of income, to appreciate the practical value of education, to recognize the importance of learning the official language of their country. The ownership of land for these people has not only an economic value but that which is equally important for the introduction of change, a psychological value.

This value is shown in the case of a few Indian groups who do own the land they work and who, through their own initiative and effort, have managed to develop some handicrafts as a source of income supplementary to agriculture. They travel around looking for customers for their products, and to see other places and meet other people. All this has made them realize the importance and practical value of knowing how to read and write, of being able to speak the language of other peoples, and so on. These Indians, without any prodding or urging, are learning to read and write, are sending their children to school, are learning the official language of their country, are improving their homes, their diets, and their living and working conditions in

general. The ownership of a piece of land provided all the motivation that was necessary.

To try to educate landless people as a preliminary step towards agrarian reform and a better life seems to me a very long, difficult, and doubtful proposition, because in addition to the lack of motivation there is the blocking and delaying action of powerful groups who are perfectly happy with the present status quo, and do not see why it should be changed.

I would like to say here that the problem of knowing to whom we can teach literacy or anything else profitably, and to whom we cannot, seems to be taken care of by functional literacy, which is, among other things and in contrast to traditional literacy, selective. This means that in the teaching of literacy, preference is given to those people who need it and who can profit from it right away. But literacy can no longer be limited to the teaching of reading and writing, and it can no longer be taught in isolation from the daily problems faced by the people. To be functional, it has to take into account the real interests of the people in order to help them achieve a better life. This means that, in addition to teaching them to read and write, they must be taught better methods of farming if they are farmers, better carpentry techniques if they are carpenters, and so on. It also means that if the illiterates do not have a trade, they should be taught one while they are learning to read and write. In short, it means teaching literacy in function or in relation to the occupations and preoccupations of the people.

For this new kind of teaching of literacy, it is no longer enough to have a literacy teacher and one or two books, as has been and still is the case in the traditional adult literacy programmes. For teaching this new kind of literacy, we need, in addition to the literacy teacher, specialists in agriculture, animal husbandry, handicrafts, home economics, and so on.

Functional literacy cannot be the responsibility of the ministry of education alone. The whole government has to assume responsibility. The cooperation of other ministries is required and becomes the key to the success or failure of this new type of literacy.

This brings us to a consideration of other important problems that make the development of education very difficult. They are the political and social problems: political instability, favouritism, lack of coordination and collaboration, and so on. We know that one of the characteristics of most of the developing countries is political instability and political interference in practically every aspect of the life of the country. With each change of government comes a change in plans and programmes. Since there is usually not a well-organized and strong civil service, there is a constant turnover of government officials, not only at the top level but

at all levels. The new government usually disagrees with what the previous government was doing and feels compelled to change it and start its own programme.

The situation in these countries, therefore, is one of constantly beginning but never finishing. I remember a minister of education who thought that what his country needed was more Normal Schools to train more teachers. After he was appointed, he began opening Normal Schools throughout the country, but long before the students in these schools could graduate, this minister was replaced. The man who succeeded him felt that it was not Normal Schools that the country needed, but schools to train artisans and technicians, so he closed the Normal Schools and began to open technical schools.

I should mention that in practically all these countries there are planning offices, which have been busy preparing development plans. But these plans usually serve only to show how different the action of the government is when compared with the plans that have been formulated. The locations for new schools, for instance, are chosen according to the interests and recommendations of senators, congressmen, ministers, generals, and other people of importance, rather than according to the recommendations of the planning office.

Another problem arising from the political situation in some developing countries is the disregard for proper qualifications when appointing government officials at all levels, but especially those at the top. This is a particularly serious situation because outside of the government there are few opportunities for employment, since the private sector is not yet sufficiently developed. The result is that there is not enough incentive for getting an education.

Let us now turn to the question of planning. The time to plan realistic action is now, at the start of the Second Development Decade. We know that a lot of progress has been made during the First Development Decade, especially from the quantitative point of view, but we also know that much remains to be done and that the mistakes made in the past must be corrected, through a better knowledge of the problems involved and a better adjustment of the programmes to the local conditions. We have wasted much money, time, and effort because our plans did not take into account all the factors involved, especially those factors outside the field of education.

It is not so much the lack of educational resources, teachers, school buildings, and books that prevents people from enjoying their right to education. It is rather the economic, social, political, and cultural conditions that I have tried to describe in this paper. Unfortunately, while it is relatively simple to increase the number and improve

the training of teachers or to increase the number and improve the quality of school buildings and books, it is much more complicated, difficult and time-consuming to start an effective redistribution of land, an effective collaboration of different government departments, an effective coordination of activities to avoid duplication, an effective selection of personnel based on merit rather than on political recommendation, and so on. We must realize that the economic, social, political, and cultural problems hindering the development of education are here to stay for some time. They are all very complex problems and it is going to take a long time, much effort and plenty of ingenuity to solve them. Meanwhile, we should try to adopt or adjust the educational programmes to these conditions, to these facts.

Education has been unable to maintain the same rate of progress as science and technology. For example, while agriculture has changed profoundly, even in some of the developing countries, education has undergone little or no change. We have already said that even the richer countries face a crisis in education because their educational systems have not been adapted to the needs of a world in a rapid process of change. In effect, are we not still maintaining the educational systems conceived in the nineteenth century, and are we not forcing through these systems children who will live a large part of their lives in the twenty-first century? The U.S. Office of Education estimates that 70 per cent of those children enrolled in primary school will eventually work in occupations that do not now exist.

At present, 50 percent of the working population in the West hold jobs that did not exist at the start of the century—for example, those jobs connected with the airplane, the automobile, the use of oil, atomic energy, plastics, refrigeration, and so on. In twenty years, it is likely that industrialized countries will require university training for nearly 25 per cent of all jobs. It is predicted that the total technological working force of 1965 will be obsolete by the year 2000.

This situation is even more complicated, for recent studies show that the most important influence on the accomplishment of students in a school is not the teacher or his training, nor the laboratory equipment, but the dynamism or stagnation of the economic and social environment in which the school exists. It is also estimated that about 50 per

cent of the difference in the achievements of children eleven years old can be accounted for by their home backgrounds and the ambitions of their parents, as against 20 per cent for all educational factors.

We have seen that an advanced modern technological economy requires a workforce of high educational level. In the past, vocational training, which was very limited, could be acquired within the family itself and was part of the general process of socialization. Education—by attaching itself ever more closely to the needs of the economy and its development; by ceasing to be, as it was predominantly in the past, a means of obtaining social prestige; by converting itself into a tremendous instrument for technological innovation and social change; by increasing its possibilities, potential as well as actual—has come to a point of confrontation in a profound crisis. Even though this crisis does not endanger the existence of education, it makes necessary an expansion of its functions and social responsibilities, to which it must adapt by changing its philosophy, objectives, and methods, and transforming its organization.

A contradiction results from the application of modern teaching methods to archaic educational systems. This is shown in the case of programmed instruction. "Although it permits each student to progress in the acquisition of knowledge according to his own interest and capacity, without restriction of time, it is used within established systems that subject the progress of the individual student to the group to which he belongs and to a calendar of apprenticeship with pre-established promotions. All the advantages of this method are therefore limited or lost, and what remains is just a supplementary method, a novelty. Following the same line of thought, we can say that adequate and efficient use of television cannot be made if it serves only to show the students the same image they have seen before and see every day in their classrooms—the teacher and the blackboard.

We cannot introduce modern techniques of education into educational systems that do not permit advantage to be taken of their effectiveness. The truth is that the rhythm of progress today is inevitably leading to a society in constant flux, in which education also must continue to change its structures and methods. Accepting this reality is not easy because it obliges us to give up many of the habits that constitute the very foundation of our lives.

Reports From The Field

Ban-Kyn-Shew-Jing-Tip Adults Night School Lyngkyrdem (Meghalaya)

The Ban-Kyn-Shew-Jing-Tip Adults Night School in Khasi Hills, Meghalaya was started in May 1970. The institution aims at the removal of illiteracy from among the masses of the adult population. It also aims at improving the standard of living of the inhabitants and the general uplift of the local community.

The institution at the time being is being run in the building of the District Council Lower Primary School, Lyngkyrdem. It covers about 2000 inhabitants. The percentage of literacy in Lyngkyrdem is ten per cent.

The Project is classified into two sections

- (1) Literacy classes
- (2) General Education classes

Literacy Classes

The literacy classes are conducted for one year. This is further divided into two phases: (a) preliminary grade (b) advanced grade. The duration in these grades is for six months each.

General Education Classes

These classes are conducted in accordance with the prescribed courses of the State Governments of Assam and Meghalaya. Any learner from the literacy class who desires to proceed further to higher classes, is welcomed for the general education classes. There are six graded classes under this scheme.

The institution is run 2½ hours a day (7 p.m.—9.30 p.m.) for five days in a week. The Hindi classes have also been introduced from the middle of this year.

The school also runs social, cultural and recreational activities. Debate, social work, extempore speech, music shows etc. are regularly organised.

To celebrate the International Literacy Day, the institution has launched a literacy campaign from July, 1972. About 50 adults have been made literate in 1½ months. A separate function to celebrate the day has also been organised.

Functional Literacy Helps Make Operation Peanut a Success

Seven years ago the commercial production of peanuts (groundnuts), an important item in the economy of Mali, had slumped badly in that west

African country. To mend the situation, the government came up with Operation Arachide (Peanut).

The operation was aimed at improving the farmers' working methods, increasing peanut production and building better marketing facilities.

From 1969 onward, an integral part of the scheme has been a functional literacy programme that combines training in agriculture with learning to read and write.

The programmes were begun in villages where there would be at least 30 students between the ages of 15 and 35.

The villagers undertook to open their own literacy centres, constructing the building to house them when no suitable structures existed.

Operation Peanut personnel conducted the literacy courses, assisted by one or more literate farmers. These farmers, working on a volunteer basis, gradually took on more and more responsibility for the courses. Supporting them were local literacy committee made up of village leaders.

In 1969, the first year, 20 villages took part in Operation Peanut. The results were gratifying. The operation had clearly helped raise the commercial peanut crop from 18,000 tons in 1967-68 to 38,000 tons in 1969-70.

By early 1971, 225 literacy centres were at work with 10,200 students in Mali's peanut producing zone. And by 1970-71, 49,000 tons of peanuts were being produced annually for commercial use.

—Unesco Features

Education Programme for Smokers

A very innovative adult education programme with a very pragmatic objective to assist participants to kick the smoking habit has been developed by the Washington Sanitarium and Hospital in Washington, D.C. in U.S.A. The ten day-programme, the first held in the East, is sponsored in cooperation with Coolfont Recreation, a mountain resort near Washington, D.C., where programme participants will reside during the smoking clinic. The ten-day plan includes a seven-day stay at Coolfont plus two follow-up periods at later dates. The ten day plan is supervised by physicians, physical educators, nutritionists and others. The programme approaches tobacco addiction from three angles: educational, physical, and motivational. According to Dr. Dunn, Director of Preventive Medicine at Washington Sanitarium and Hospital, the seclusion, beauty, and recreational facilities of Coolfont are an integral part of the programme. Coolfont is an 1,800 acre family vacation complex and conference centre in West-Virginia's mountains near Washington, D.C. Further information about the programme may be obtained by writing the Washington Sanitarium and Hospital, 7600 Carroll Ave., Takoma Park, Md. 20012.

Functional Literacy Methodology and Its Implications for the Broader Field of Adult Education

(Continued from page 8)

12. The Training of the Cadres

The topics uniformly suggested for a syllabus of a training course addressed to adult educators are generally the following ones: "History and Philosophy of Adult Education; Sociology of Adult Education; Psychology of Adult Education; Administration; Education and Development etc." But, if the lesson of the field experience has to be learnt, and Adult Education programmes have to be differentiate according to the educational needs of the adult groups, which differ from place to place, from area to area, from state to state, then the syllabi of Training Courses for Adult Educators must be completely revised. They have to be conceived taking into consideration the relativism of the operational approaches and to be focussed, consequently, more on the methodological than on the contentual aspects of an Adult Education process. The trainees should be enlightened, e.g., on the appropriate *criteria, methods, techniques and tools*, required for :

- (i) —defining Adult Education objectives congenial to a given target-audience;
- (ii) —recognizing the target-audience's socio-educational needs;
- (iii) —identifying the target-audience's training needs, and selecting the respective training-areas of the programme;
- (iv) —designing differentiate curricula, tailor made for the various homogeneous groups of the target-audience;
- (v) —preparing sets of instructional materials, specifically related to each differentiate curriculum;

- (vi) —devising of a delivery system, appropriate to the target-audience and to the given zone of operations;
- (vii) —adequating, constantly, the educational process to the mobility of the situations;
- (viii) —evaluating the intermediate and final results of the programme.

13. The adults' participation

This topic is purposely considered at end of the article, as "viaticum", because we want to emphasize its great value, and strongly call the attention of our colleagues on the fact that, as the Functional Literacy experience has clearly indicated to field workers, *the success or the failure of an Adult Education process is mainly determined by the level of the adults' active participation in it.*

For this reason, they have to be called in, from the very beginning. They have to be associated with the educators in the definition of the educational objectives, in the recognition of their training needs, in the preparation of the syllabus and the curriculum, in all the phases of the implementation of the programme, in the evaluation of the achievements, in the envisagement of improvements, when needed. They have to share with the cadres and the agents the responsibility of organizing and directing their own training programme.

By exercising themselves in having opinions, in taking options and in operating accordingly, they will discover how unlimited are their potentialities of understanding and doing and, may be, little by little, *how to formulate freely their own objectives and their own values; this has to be considered as the final, and may be the only, target of Adult Education.*

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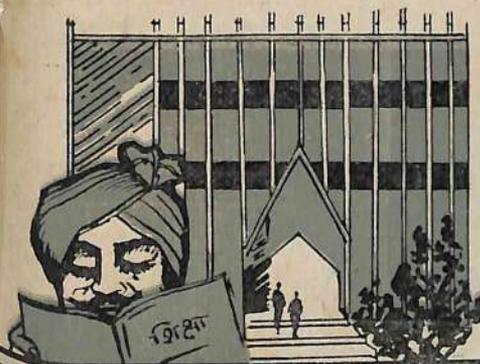
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A LOOK AT THE BOMBAY CONFERENCE

About 200 delegates are likely to participate in the All India Adult Education Conference of the Indian Adult Education Association to be held in Bombay from October 30 to November 3, this year. Shri A.N. Namjoshi, Education Minister of Maharashtra is expected to preside over the conference.

Theme of the conference is "Life-long Education—Its Implications for India's Adult Education Programmes". The conference is likely to be inaugurated by the Chief Minister of Maharashtra, Shri V.P. Naik.

The key-note address will be delivered by Shri J.C. Mathur, Member, Unesco's International Advisory Committee on Out-of-School Education, and Vice-President, Indian Adult Education Association.

The conference will study the functions of adult education in the context of life-long education. It will examine the place of adult education programmes in the context of life-long education. It will make recommendations on the new methods and techniques of adult education and training of adult educators in the context of life-long education.

Among others, the plenary sessions of the conference will be addressed by Mr. A. Deleon, Adviser, Ministry of Education, Government of India on "The Place of Adult Education Programmes in the Context of Life-long Education", Dr. Amrik Singh Secretary, Inter-University Board and the Indian

Mujeeb to Deliver Zakir Husain Memorial Lecture

Prof. M. Mujeeb, Vice-Chancellor of Jamia Millia Islamia will deliver the Second Zakir Husain Memorial Lecture in Bombay on November 2, 1972. The subject is "How Man is Made".

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

The first memorial lecture on "Humanism of Dr. Zakir Husain" was delivered by Dr. K.G. Saiyidain in Madras in December, 1970.

University Association for Continuing Education on "New Methods and Techniques of Adult Education in the Context of Life-long Education".

The Social Education Officer, Bombay City Social Education Committee, Adarsh Nagar, Worli, Bombay, will be incharge of local arrangements. The King George High School, Dadar, Bombay will be the venue of the Conference.

A Souvenir is being brought out on the occasion.

NEWS & EVENTS

Correspondence Courses Seminar in Mysore

The Indian University Association for Continuing Education, New Delhi, in collaboration with the University of Mysore, is organising a Seminar on Correspondence Courses in Mysore from October 26 to 28, 1972.

The Seminar will study problems in the running of Correspondence Courses and the rate of drop-outs. It will also examine the media of mass contact and the finances involved in the working of correspondence courses. The Chief Minister of Mysore, Shri D.R. Urs, is expected to inaugurate the Seminar.

About a dozen Universities involved in correspondence courses are participating in the seminar.

DR. RANGANATHAN PASSES AWAY

We deeply regret to record the death of Dr. S.R. Ranganathan, National Research Professor in Library Science who died on September 27, 1972 at Bangalore. He was 80.

Dr. Ranganathan was General Secretary of the Indian Adult Education Association from 1948 to 1952 and Vice-President from 1953 to 1956. He presided over the Sixth All India Adult Education Conference in Mysore in 1948.

The Minister of Education and Social Welfare, Prof. Nurul Hasan said that in the death of Dr. Ranganathan "The Library movement of this country has lost a stalwart and its greatest pioneer."

Dr. Ranganathan was born in 1892 and educated at Madras and London Universities.

After teaching mathematics at several Madras colleges he became University Librarian and Head of the Library School, Madras in 1924, holding the post until 1944. From 1945 to 1947 he was University Librarian and Professor of Library Science, Banaras Hindu University. In 1948 Delhi University conferred on him an honorary doctorate of literature. The University of Pittsburgh (USA) conferred D. Litt. on him in 1965.

Dr. Ranganathan was regarded as the father of library science in this country. He was a prolific writer and has brought out 50 standard works and about a thousand articles.

Adult Education Conference in Norway

The European Bureau of Adult Education, in cooperation with the Norwegian National Body for Adult Education is organising a conference on Adult Education Legislation in Norway: Comparative Aspects, in Oslo from December 3 to 9, 1972. For more information write: European Bureau of Adult Education, Nieuweweg 4, P.O. Box 367, Amersfoort, The Netherlands.

Libyan Education Delegation Visits India

A four-man delegation led by Mr. Salem Shweihdi, Director-in-Chief of Technical Affairs, Ministry of Education, visited India recently to study the Adult Education programmes. The following were the other members of the delegation.

1. Mr. Mohammad Syala, Director of Finance and Administration, Ministry of Education.
2. Mr. Taher Shellid, Director of the Department of Literacy and Adult Education, Ministry of Education.
3. Mr. Abdul Hamid Zoubi, Asstt. Secretary General of the National Commission for Unesco, Ministry of Education.

The delegation had discussions with the Education Minister, Prof. Nurul Hasan and officers of the Ministries of Education, Agriculture and Information and Broadcasting.

The delegation visited various adult education projects and centres in different parts of the country both urban and rural, including those in industrial undertakings and many other educational institutes.

They also visited Films Division Auditorium, Film Institute, Poona, Polyvalent Adult Education Centre and Bombay City Social Education Committee, Bombay.

National Seminar on People's Action For Agricultural Production

A National Seminar on "People's Action for Agricultural Production" was held in New Delhi from September 12 to 16, 1972.

The seminar convened by the Central Institute of Public Cooperation in collaboration with Indian Freedom from Hunger Campaign Society studied the objectives and priorities for Freedom from Hunger Campaign (FFHC) Projects in India. It also examined the existing criteria and procedures for formulating, processing and finalising the FFHC Projects, the problems in the organisation and implementation of projects and ways and means to meet them. The Seminar also made recommendations on the mechanics of involving people and their organisations in the projects, problems of financing projects and assessment, evaluation and reporting of the progress and achievements of the projects.

About 150 delegates from 16 States and Union Territories attended the Seminar.

Designing a Scheme for Polyvalent Adult Education Centres in Asian Countries: A Suggested Outline

B.C. Rokadiya

Introduction

PROGRAMMES of Adult Education in one form or another have been organised in the Asian countries. Most of the Asian countries also have a long tradition of educating the masses through various folkways and forms adopted by sages and saints, mainly for making the people realise their moral and social obligations. These traditional forms, however, failed to take into account the needs of adults which changed with time, circumstances, and environment. Organising adult education programmes in the modern sense is a recent phenomenon in these countries. The results of these sporadic and stray attempts have not been very encouraging. This is so, mainly because the approach to adult education has been either too 'comprehensive' to be implemented, or been a fragmentary one in the sense that in various schemes the emphasis has been on only one aspect of the life of an adult such as literacy, vocational education, civic education, trade union education and general or social education. Too frequently consciously designed projects have ended in disappointment, the initial enthusiasm turned into indifference and resulted in withdrawal by the participants because aspirations were not realised or because the outcome appeared to be unrelated to the objectives as understood by the participants of the programme. Besides, there has been a lack of coordination in activities and programmes run by different agencies. Adult Education has been for the most part a marginal educational activity in most Asian countries, specially because the education of the young has become the major educational concern. But now, the developing Asian countries are increasingly recognising the need and significance of institutionalising the adult education programme. To be effective, any programme of adult education in Asian countries will have to be linked with the social and economic needs of the individuals who will be participating in them and which are related to the technological development and social and economic changes in which they live and work.

2. The problems which most Asian countries are generally faced with, are—the level of literacy, predominantly rural population, lack of stable and trained industrial labour force to fill jobs in modern economy in farms and in factories, a constant drift of active population from rural to urban industrial complexes, lack of capital for investment in adult

education and need for greater political awareness and social consciousness among the citizens. In this situation it is essential especially for the developing countries in Asia to devise an integrated approach to adult education, which meets the developmental needs of the country concerned and is found functionally useful by all working men and women whose interest in education is characteristically voluntary, optional, and part-time. The polyvalent adult education approach appears to be a viable solution. From the experience of the working of the Polyvalent Adult Education Centres started by Government of India under assistance from UNESCO, the polyvalent approach to adult education appears to be a viable solution.

Usage of the term 'Polyvalent Adult Education' and the 'Polyvalent Adult Education Centre'

3. It would be appropriate, at the outset, to give a brief explanation as to the usage of the term 'Polyvalent Adult Education' and 'Polyvalent Adult Education Centres'. It is to be inferred from the Indian experience that the term 'Polyvalent Adult Education' is used to indicate a multifaceted approach to adult education and the 'Polyvalent Adult Education Centre' is intended as an organisational structure distinctly for adult education purposes to provide a variety of 'need based' courses for the working population. Normally the non-school age-group may be considered the target population to be served through the programme of Polyvalent Adult Education Centre. It is however suggested that each country may have a corresponding name which is considered appropriate by it. As the Centre should be distinctly of adult education in character, the name to be given should reflect, to the extent possible, this basic theme. As far as possible the name should also be such that there would be no conflict between the Polyvalent Adult Education Centre and other institutions, particularly for workers operated under different adult education and training schemes in the country concerned.

Purpose of the Scheme

4. It is suggested that, in the first instance, a few centres may be established as a pilot project under this scheme. The purpose of the pilot project should be to plan, and develop 'need based' and 'tailor made' educational and training courses of various duration for different categories of working men and women through the establishment of Polyvalent Adult Education Centres and thus demonstrate to the country—the government, the industries,

The author is Assistant Director, Directorate of Adult Education, Ministry of Education & Social Welfare, Government of India, New Delhi.

business concerns, trade unions and adult education organisation etc., how functionally valuable and financially economical programme of continuing education could be organised for a large number of working adults having different levels of skills, educational background, and working in variety of settings, so as to make them better workers by increasing their job efficiency leading to increase in their productive ability and at the same time enriching their personal and social lives. Such Polyvalent Adult Education Centres should be organised at places, which are at different levels of industrial or urban development and where concrete cooperation and support from the local community, government, industries, universities etc. are likely to be forthcoming for the establishment of the centre. Although the Indian experience has been confined to urban and industrial areas, it should be worthwhile also to set-up Polyvalent Adult Education Centres, on an experimental basis, adapted to the rural setting where, with the revolution in farm technology, mechanisation, electrification, and communication, need for imparting relevant knowledge, skills, and new orientation to value system, is quite clearly recognised both by people and the adult educators.

Polyvalent Adult Education Centre: Its Organisation and Structure

(a) Scope

5. A Polyvalent Adult Education Centre suggested under this scheme is to provide a nucleus or organisational structure to serve the educational and training needs of different categories of working men and women, and non-school going youth. To achieve this, each centre may develop specific need based programme for men, women and non-school going youth of the community whether urban or rural in which it is located.

(b) Objectives

6. The objectives of the centre may vary according to the level of development of the communities it would serve, broadly, they may be conceived as follows :

- (i) to enrich the life of adults through knowledge and better understanding of their environment,
- (ii) to prepare them adequately for vocational and technical training through literacy and general education,
- (iii) to improve vocational skills and technical knowledge of working adults for their efficiency and increasing their productive ability,
- (iv) to develop right perspective in them towards work, and
- (v) to enrich the life of working adults through

suitable civic, cultural, and aesthetic education.

(c) Functions

7. The functions which a Polyvalent Adult Education Centre may undertake could be :

- (i) to provide 'need based' and to a logical extent integrated educational and training courses of various duration at places and time convenient to working adults.
- (ii) to conduct surveys and studies for determining the needs and programming of courses of different durations, and organisations of seminar, workshop etc.
- (iii) to provide consultation services to other organisations in the field of training and education of their workers.
- (iv) to give orientation and training to the instructors.
- (v) to provide library and documentation services.

(d) Approach to Programming

8. Educational and training courses of different duration to be developed by each Polyvalent Adult Education Centre will be based on the needs of particularly identified group of working adults ascertained systematically by the staff of the centres. On the basis of specific needs, interests, inclinations, and requirements of prospective participants, separate course curricula will have to be designed in consultation with the competent and experienced subject-matter specialists and the employing organisations concerned. The courses offered will have to be conducted at different agencies in such a way that learning becomes functionally valuable to those who participate in these courses.

(e) Programming

9. The diverse learning needs of working adults should be reflected in the programme organised by each Centre. This can be done if the approach is flexible enough to provide for a variety of human requirements, educational needs, backgrounds, interests and functions to be covered in designing its integrated courses. The exact nature of programme to be developed by the Centre may differ from country to country and will actually depend much on the needs of individuals and the social milieu in which they work and live. Generally speaking the programme of the Centre should have provision for general education, vocational skills, occupational and technical training, civic, cultural and aesthetic education.

10. As the large majority of working adults in developing countries have limited opportunity to receive general education which includes learning at all levels from literacy upwards, it would be appropriate to provide general education courses. Literacy

education may, however, be designed to integrate illiterate or semi-illiterate adults rapidly into the occupational and social groups and provided to those who really feel handicapped because of the lack of literacy skills. Literacy may be offered not in the form of mass campaign but to be organised for the selected working adults by integrating it with other courses. In such courses the literacy skills of reading, writing, calculation have to be related to the occupation of the participant and to be integrated to the maximum extent possible with the courses having occupational bias. In other cases (where participants are literate), selected elements of general education may have to be included as pre-requisite in a technical training programme, such as elements of physics, chemistry, algebra, electricity, psychology, economics or accountancy, whichever might be recognised as pre-requirement for skill training for a particular group of adult participants, may have to be integrated with the skill training courses. General Education may also be planned to prepare working adults to take formal examinations for attaining recognised level of education, such as middle or higher secondary educational standards. The centre may provide the necessary tutorial facilities to prepare for such examinations. The need to learn a particular language for functional use in one's occupation or social relations may require offering of such language courses.

11. Most of the occupational, technical and vocational training courses will have to be developed in area where need is felt by the employer, workers themselves or by trade unions. The elements or contents to be included in the curricula of such courses would be those which have direct relevance to participants' regular job or the new job he liked be prepared for. Such a courses should have technical or occupational bias and could be organised for the employed workers, self-employed housewives, or such other groups engaged in non-factory establishments as dry cleaners, shopkeepers, laundry men, salesmen and motor or tractor drivers and bus conductors.

12. Literacy skill or technical competence by itself is usually insufficient to enable a person to make his or her fullest contribution to the well being of his or her family and society. The programme to be developed by the Polyvalent Adult Education Centre should, therefore, also include provision for more informal kind of adult education whereby men and women can be stimulated to take keen interest in environment in which they live and work. This form of adult education could be related to the aspects of citizenship, cultural and social changes or aesthetic appreciation. For some, this kind of programme may appear to meet their social and economic needs and for others for improving their social capacities such as ability to get along with fellow workers, receiving or giving instructions, and such other aspects of the environment. Education related to these aspects should be designed in

response to the problems to be solved or needs to be met by the participants or to help them understand the economic factors involved in production processes and relation of his own work with the total work and quality of output. Information regarding welfare amenities and measures, and topics such as labour legislation as it affects the life and work within and outside enterprises, preventing of health hazards, safety measures, personal relations, work discipline, orientation to the civic and cultural life in the city etc. could be incorporated and dealt with to the extent they seem pertinent for the participant in the course. Courses for cultural and aesthetic appreciation such as music, dance, drama, literature, painting etc. in the form considered appropriate may also be provided. Population education, family planning, marriage counselling, child care and home management and nutrition could also be organised under courses for groups which need these most.

13. While it may be desirable in some cases that formal general education or vocational training should be provided separately as an opportunity for preparing to take recognised examination, it is useful in developing need-based courses to have an integration of different elements to the extent logically desirable. The stress in the programme of the centre and the underlying concept in its development is to view different aspects as being complementary and not as separate programme which emphasise one or the other aspect of the life of the participant.

14. Library services, if non-existent in the places where such centres are located could also be included in the programme. Library services may however be common for all men and women, and non-school going youth. For this purpose the centre may have the main library-cum-reading room and a network of area libraries. The area libraries could be fed by the main library and could be organised in collaboration with and cooperation of industries and other economic enterprises, trade unions, schools, and community organisations at several different places which are made available for use on rent free basis and considered convenient to readers. Documentation services would be useful to staff and instructors of the centre.

(f) Methods, material and forms of teaching

Teaching methods and material used in the courses should be directly related to the content of each course to be taught, the educational level of participants and the duration of the course. Developments in the educational technology offer several methods, media and techniques for use now by adult educators. Use of particular method and form for teaching would call for skill in selecting the most appropriate ones. No particular method which could be applicable universally could be recommended. However, a combination of methods may be found useful to induce learning. The adult learner

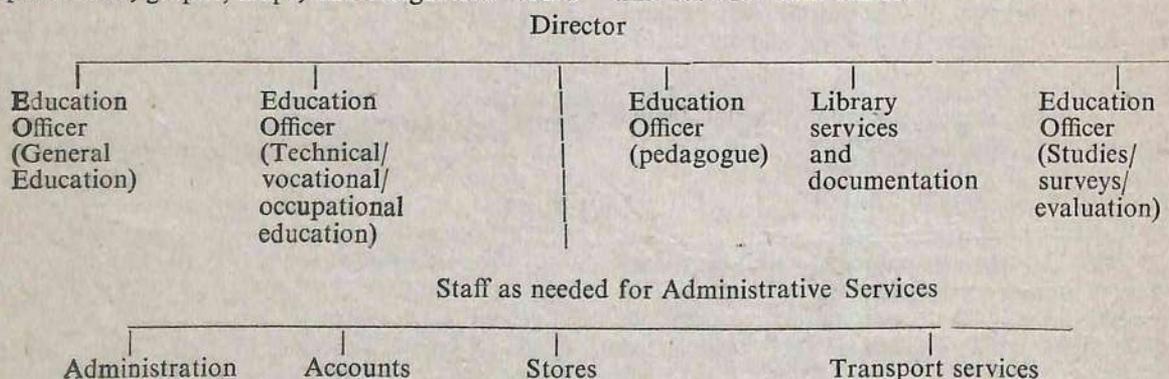
will respond best where he feels that he is fully involved in the learning process. It would be essential for teachers to have access to teaching aids, black boards, flannel graphs, maps, charts, models and to know how to use them. The form of conducting the course i.e. whether it is to be group discussion, seminar, panel discussion or demonstration or field visit is to be decided by the organisers of the programme. Such decisions should be taken keeping in view the subject to be taught, the learners, and the teachers available for teaching.

16. The courses organised by the centre being 'tailor made' it would not be appropriate to recommend any pre-designed text-book or educational material. In fact suitable teaching and learning materials will vary from course to course and arrangements will have to be made to get them prepared specifically, or borrowed from others for adaptation or use. Specially prepared mimeographed notes, graphs, maps, and designs etc. could

be useful and as a rule provided to the participants. Each participant may be supplied with a file or a folder in which he may keep the material supplied for his reference during the course and afterwards also. Audio-visual aids may be helpful in the process of teaching and learning and conscious efforts should be made to use them to the maximum advantage.

(g) Staff

17. The number of full-time staff required will depend on the degree of development and the needs of each centre. It may, however, be suggested that each centre may have a nucleus of professionally qualified and experienced full-time staff for the organisation of the programme, developing contacts with industries, trade unions, prospective participants and for the general administration of the centre. The following is a suggested pattern of full-time staff for each centre.



PART TIME INSTRUCTORS

18. The expertise of the full-time staff will lie mainly in their ability to identify the various groups of adults and in determining precisely their educational needs, in developing the need-based curriculum, in selecting the appropriate instructors and providing them training in teaching the adults, in procuring the adequate teaching and learning materials in time, in organising and supervising courses at several different places, involving community agencies in programme development and implementation, and in maintaining the records for evaluation and feed back. The organisation of the programme of the centre being a complex task the full-time staff of the centre besides having the professional competence, should also have skill in planning, organising and supervising the educational programmes.

19. The participants being part-time learners, the centre may have only part-time instructors as per teaching requirement in each course rather than maintain a team of such instructors on a full-time permanent and regular basis. This would not only be economical but will be helpful also in

keeping the quality of instruction high. Competent persons and specialists who have living touch with the field of their speciality, who are not only willing but also able to apply their knowledge, skills, and experience in a form which the participants, having low level of general education, could understand, should be selected to teach on part-time basis. Budget limitations can severely hamper the procurement of competent instructors. Therefore, care may have to be taken for making a liberal provision in the budget of the centre for payment of honorarium to the part-time instructors. For the part-time instructors teaching in the courses of the Polyvalent Centre may be a brand new experience. It would therefore be essential to provide them some kind of orientation through group or individual meetings so that they get acquainted not only with the working of the centre but also with the methods of teaching adults in particular courses. During such orientations it would be worthwhile to provide relevant literature about the centre, about

(Continued on page 19)

Impact of Functional Literacy Programme on the Learners in Kerala

K.S. Pillai

Department of Education, University of Kerala, Trivandrum

ACCORDING to the 1971 census, Kerala which has secured the maximum literacy percentage among the Indian States, has illiterates to about 39.84 per cent of its population. This situation, which is quite appalling, attracted the attention of the Kerala Grandhasala Sangham, which is a voluntary association of about 3,700 rural libraries in the state doing yeoman service even in the remotest parts of the country. The Sangham submitted an elaborate scheme of starting 1,000 literacy centres and sought for financial assistance from the Government of India. After examining the proposal, the Government sanctioned two pilot projects of 10 centres each, at Athiyannur in the south and Malappuram in the north. Financial assistance to the tune of 75 per cent was also sanctioned for this purpose.

A bench mark survey was conducted in the selected areas and illiterates and drop-outs were identified. Centres were allocated attached to the rural libraries affiliated to the Sangham. Four voluntary workers were selected from each of the centres and were given an orientation course by experts in the field. The expert committee constituted for implementing the pilot project drafted a syllabus, evolved a time table and scheme of work and prepared lessons for the teachers. A 'Padayatra' was organised in order to enlighten the masses. After all these preliminaries were completed, the centres started work on the 1st of December 1971 in the Athiyannur Block and on the 1st of January 1972 in the Malappuram Block.

The Programme

During the six months a

learner studied for 150 hours—2 hours per day and 3 days per week. The subjects taught were Fisheries, Agriculture, Poultry, Health Education, Social Studies, Arithmetic and Bee-keeping. There were two main streams—Agriculture (main) and Fisheries (subsidiary) and vice versa. In certain centres where Weaving, Bee-keeping or Coir work was the main occupation of the learners, that was considered an effective medium of imparting instruction. The functional aspect was taken care of in all the centres. The vocabulary was not introduced as such but occasionally the learners were taught reading, writing, arithmetic and health habits, citizenship etc.

The teachers were given in-service training once in a month and their problems were discussed and solutions were arrived at. The Members of the Expert Committee, Officials of the Grandhasala Sangham, Officers of the Education, Health, Agriculture, Fisheries Departments, press reporters and A.I.R. correspondents and visiting teams from Government of India, UNESCO etc. also visited the centres at work with and without notice. The visitor's diary maintained in the centres will testify to the satisfaction each centre gave to the visitors. The teachers were asked to keep a diary indicating portions covered, difficulties encountered, problems raised etc. Though some of these might appear routine, they were felt necessary for establishing rapport and for maintaining some kind of a uniformity.

The classes were conducted mostly from 6 to 9 or 9.30 in the evening. Either the library halls or sheds prepared for this purpose were used as class

rooms. In one case a local school was placed at the disposal of the teachers for conducting classes. New roads were built in at least two places just because of this programme. Film shows were organised and cultural activities arranged at the centres to keep up the interest of the learners.

Why this Study?

Having had the opportunity to visit all the 10 centres more than once, in the Athiyannur Block, as a member of the expert committee for the implementation of this project and as a member of the evaluation team, I thought it necessary to study the impact of this programme on the learners.

Objectives

The scheme was worked out with a view to enabling illiterates learn to read, write and do some arithmetic besides acquiring better skill and technical know-how in their occupations. This was extended to school drop-outs also as they have mostly lapsed into illiteracy in course of time. Many who have studied upto 3rd Std. and then discontinued, were found unable to read and write. Hence in all the centres sanction was given to admit drop-outs who really are eager to study and enrol as many illiterates as possible. The strength in each centre was limited to 30 but in many cases this had to be raised to 40. Another noteworthy feature is that only men of the age range 15 to 35 were admitted in these centres. It was felt that women could be taken up later and if possible separate centres could be started for them.

The Inventory

An inventory form was prepared. These were filled in by the teachers eliciting responses from the learners. Whether they had been to school, how far they have studied, why they discontinued, why they want to join the centre, what their age, profession, marital status etc. are, have been included in the proforma. In the case of drop-outs how far they could read or recognise words or alphabets was also ascertained. These really helped in studying the impact of this programme.

Assessment of learners

A final test was arranged in the second half of April in every centre. Learners were asked to write words, answer questions relating to the content they studied, do certain mental sums, read unseen passages of children's books etc. Based on the scores the learners were grouped into four categories A, B, C, & D. These denote learners who score above 75%, between 51 & 75% between 26 and 50% and less than 25% respectively. Out of the 287 learners who took the test, 96, 120, 53, 18 were classi-

fied into A,B,C,D categories respectively.

Analysis of data

Based on the fact whether they had no schooling, studied 1,2,3 or 4 years in the school, another classification was attempted. This was to reveal the actual gain of learners in different categories. A two-way table has been prepared as given below :

Category	Grades	Total	Grade A	B	C	D
			more than 75%	51-75%	26-50%	less than 25%
C1	Studied more than 3 classes and then discontinued	63	32	27	4	0
C2	Passed class 2 or failed in class 3 and then discontinued	87	33	37	11	6
C3	Passed class 1 or failed in class 2 and then discontinued	60	17	29	12	2
C4	Not gone to school or dropped out during the 1st year itself	77	14	27	26	10
		287	96	120	53	18

Contingency Coefficient

In order to find out whether there is some relationship among the variables (factors or categories), a contingency table was prepared. The table thus obtained is given below. The figures in brackets in each cell are the expected frequencies.

Category	Grade	A	B	C	D	Total
C1		32	27	4	0	63
		(21)	(26)	(12)	(4)	
C2		33	37	11	6	87
		(20)	(36)	(16)	(5)	
C3		17	29	12	2	60
		(20)	(25)	(11)	(4)	
C4		14	27	26	10	77
		(26)	(32)	(14)	(5)	
Total		96	120	53	18	287

Here $S=338$ $N=287$

Contingency coefficient

$$C = \frac{\sqrt{S-N}}{S} = 0.39$$

The max. value for a four-fold table is 0.87

Hence the corrected

$$C = \frac{0.39}{0.87} = 0.45$$

This shows that there is positive relationship between the categories and the outcomes of the programme.

Applying the formula

$$C = \sqrt{\frac{X^2}{N+X^2}}, X^2$$

(Chisquare) is 0.51.

For 9 degrees of freedom (since it is a 4×4 table) this value of X^2 is far beyond the .01 level. It can be safely concluded that the results are highly significant.

Phi. Coefficient

Again pairing the achievement levels and previous ability, a two way classification has been obtained as follows:

(Continued on page 18)

ADULT EDUCATION IN MUSEUMS

S.M. Grabowski

Adult Clientele

THE Museum is one of the newest forms of educational institutions in U.S.A., a product of this century. Today there are more than 5,000 museums in the U.S.A., with many of them having some kind of educational programmes for adults.

The American Association of Museums, in a survey of educational programmes of 600 museums, discovered that these museums were conducting formally organized classes and lectures for 4,500,000 adults.

Toledo's Museum is not unusual in the kind of adult clientele it attracts. They regularly enroll approximately one thousand adults in Museum classes, besides attracting thousands of other adults to the Museum, usually with a group or club for lectures in the galleries pertaining to specific aspects of the Museum's collection.

In a sense, it can be said that everything in a museum has educational connotation. Just visiting a museum is an education to many people, and to see various kinds of exhibitions, both in the permanent collections and in special exhibitions is another form of education.

Several writers, such as Lee and Screven, have noted that the museum, in addition to its curatorial and scholarly functions is a learning environment providing an alternative place for something called "education" to take place. The museum as a place for education may have some unique advantages over more formalized public education for persons of all types and ages. The museum is an *open* learning environment which, potentially at least, is an exciting alternative to the conventional, restrictive classroom. Museums have no classrooms, no coercive forces, and no grades. The museum visitor is in an exploratory situation, able to move about at his own pace and on his own terms. Unlike formal schools, the museum is basically a "nonword"

environment filled with "things" and experience presented in real-life proportions. In sharp contrast to public schools as now constituted, the museum is an ideal place for the practicing of investigatory behaviours, where the visitor is free to choose his own topics for investigation and discover the consequences of his own decisions and inquiries.

Adult Activities

The adult audience of a museum is extremely varied, and to serve such a diverse group of people, there is need for a variety of activities. These activities range from nothing more than exhibitions, to extensive programmes consisting of lectures, workshops, and other methods, including programmed instruction. Here are a few examples of the diversity which can be found among adult education programmes in museums.

For the past several years, the Art Institute of Chicago has conducted a seminar for the graduate students of nine universities in the midwest area giving a Ph.D. in Art History. In addition, the department in cooperation with eight Community Associate groups made up of suburban members, puts on a number of programmes, not only in its own community, but arranges special visits for its members and guests to the Art Institute.

The Montclair (New Jersey) Art Museum holds film animation workshops where adult students make experimental films.

The Evansville (Illinois) Museum of Arts and Science conducts classes in a variety of subjects including painting, sculpture, crafts, home decorations, and languages.

Tours to museums, historical restorations and areas of historic or artistic significance are sponsored by the Albany Institute of History and Art in cooperation with Russell Sage College.

Exhibit Analysis Study

Many adult visitors to museums are not interested in spending the time and effort for serious educational ends. Since this kind of voluntary audience is freely moving, and often hurrying, along the hallways and exhibition rooms, there isn't much time to "educate" the visitors. Screven's study investigated some adaptations of response feedback devices, programmed learning, and a systems approach to exhibit analysis to determine if such methods would facilitate learning in the open learning environment of the public museum.

The project was conducted in the Milwaukee Public Museum, where the visitor was controlled by the use of individualized audio cassettes, a punch-board response device, and game-like testing and quiz machines.

Results indicated that (1) both audio with

punchboard and audio alone were equally very effective in facilitating learning with about 40% of the participants obtaining 92-100% posttest scores; (2) taking a (no feedback) pretest prior to studying the exhibit facilitated learning from the exhibit without supportive aids; (3) little or no learning took place from studying the exhibit alone if no such pretest was given; (4) the posttest performance which was obtained from these conditions was maintained on posttests given 2 and 16 days later; (5) the audio cassette and punchboard system was more effective in attracting younger (below 18) visitors to participate than it was in attracting older visitors (only about 25% of the participants were over 18.)

The project as a whole supported the idea that substantive learning *can* occur in the public museum and that museum exhibits are subject to the same kind of evaluation as any would-be instructional or communication system. But, it suggested that, for public access learning, some sort of control over visitor observing behaviours in relation to specific learning goals is needed. The project was not able to investigate the many different ways that this could be done, but several approaches to responsive systems within the museum environment were discussed: (1) the use of individualized programmed

audio-cassette tapes and/or responsive question-answering devices coordinated with existing exhibits for specific instructional objectives; (2) self-quiz (recycling) machines in an exhibit area to help the visitor process exhibit information by himself using performance-continuing free-play tokens or some other motivational method to encourage repeated effort; (3) public-access audio-visual "teaching machines" or small computers placed within exhibit areas to supplement the exhibit's ideas using short sections of existing off-the-shelf programmes adopted for the public-access devices; (4) inter active displays using small computer terminals or some other response and feedback system and programmed to achieve individualized instructional goals within the framework of the museum's exhibits, including the development of abilities for inquiry, investigation and evaluation.

Future

Museums, along with libraries, are entering upon a new era regarding adult education. If museums are to expand and make more effective their adult education role, they must do the following: (1) clarify their objective; (2) conduct more research in adult education through museums (especially communication effectiveness of exhibits); and (3) project an image which puts adult education through museums in perspective.

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BARAMATI. (Poona)



Use of Audio-Visual Materials in Social Education in Punjab

Dr. (Mrs) B.K. Saini

Introduction

THE audio-visual materials are being recognised as effective tools at all levels of education, pre-primary, primary, secondary, university and social education. These are not only used at all educational levels but also in other fields of national reconstruction especially in agriculture and community development. The Department of Teaching Aids under the NCERT promotes audio-visual education at the national level. Film Libraries are also maintained by Central as well as State Governments. Many Teachers' Training Colleges have introduced audio-visual education as one of the compulsory subjects of study. The Central Institute of Education, Delhi has experimented in producing cheap audio-visual materials.

The importance of audio-visual materials was for the first time considered at the All India Educational Conference held in January, 1948. A few months later the Government of India appointed a Committee to examine the problem of audio-visual materials at different levels of education. The importance of audio-visual materials in social education was realized as soon as the social education programmes were launched in India. The Conference of Provincial Social Education Officers which was held in New Delhi in 1949 recommended that charts, maps and folk musical instruments should be included in the equipment of Social Education Centres. The Government of India was requested to help by arranging bulk purchase of equipment

like petromax lamps, projectors, films, film strips, gramophones and gramophone records. (Min. of Educ. Govt. of India, 1954). By 1951 most of the States had radios, vans, gramophones, projectors and films in the service of Social Education. During this year Punjab had 134 radios and 2 mobile vans for the purpose of Social Education whereas Delhi owned 130 radios and 3 mobile vans in the service of Social Education (Min. of Educ., Govt. of India, 1954).

Realising the importance of audio-visual materials in Social Education, the Government of India called a conference of experts in this field in 1951-52. A training course in audio-visual materials was conducted in Delhi under the direction of UNESCO experts and a similar course was also started in Mysore. In the more recent years more and more attention is being paid to the utility of audio-visual material in social education.

The Objectives

The aim of the present investigation was to find out the availability, appropriateness and usefulness of audio-visual materials which are being used by the Social Education Workers in Punjab. The study also sought information about the training of Social Educators regarding the use of audio-visual materials.

Sample

The problem in hand was of normative survey type. It comprised of all the Social Education Centres in Jullundur Circle of Punjab State. There are two Social Education Circles in Punjab i.e. Jullundur and Patiala. In Jullundur Circle at the time of investigation theoretically there were 90 centres but only 70 of them were working with their

Social Education Teachers technically called Social Education Workers. In the present investigation these 70 Centres were included. Out of the 700 students studying in these 70 centres 300 were taken randomly to make the sample for the present study. Thus the sample of the study included 70 Social Education Workers working in these 70 centres and 300 students of Social Education.

Procedure

In the present investigation the tools employed to collect data included Questionnaire, Interview and Observation. Two questionnaires were prepared by the investigators for this study. One 24 item questionnaire was prepared for Social Education Workers which was designed to elicit information on all the aspects of the use of audio-visual materials in the Social Education Centres. A similar questionnaire consisting of 14 items was prepared to collect relevant data from Social Education students to validate the results obtained through the first questionnaire.

The Social Education Workers were contacted during their visit to the Squad headquarters which they make once a month to discuss their difficulties with the Squad Supervisor. The investigators made a personal visit to all the three Squad headquarters and got the questionnaires filled by the 70 Social Education Workers. The second questionnaire forms were handed over to the Social Workers to be filled by the Social Education Students. In this way the 100 forms were got completed. Two hundred more forms were got completed by the Social Education Students through personal interview.

At the time of personal visit to the Squad-headquarter and

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Centres the investigators conducted unstructured interviews with all the 70 teachers and group interviews were arranged to collect information from 200 students at the different Social Education Centres to ensure the results of the first questionnaire. To obtain further information regarding the audio-visual materials being used in Jullundur Circle, Circle Social Education Officer and Squad Supervisors were contacted. The investigators visited 40 out of the 70 centres to observe how the audio-visual materials were being used in the classroom.

Major Findings

The study revealed that 100 per cent of the Social Education workers were using traditional instructional materials such as charts and maps. Only 3 per cent of the Social Education workers were found to be making use of radio. The fact is that in Jullundur Circle only 13 radio sets were present and at the time of investigation 8 of them were out of order. The Social Education workers did not have any funds to get them repaired. None of the workers was using puppets, slides and tape recorders because these were also not available. Thirty-six gramophone records were available but none of the workers was found to be using them. Films were used by 2 per cent of the Social Education Workers. It was found that in all 33 films were available. Out of these, 24 were in Hindi, 4 in English 2 in Punjabi and 3 were silent moving pictures. The investigation further revealed that a majority of the workers (79 per cent) were using lecture method for imparting Social Education and only 11 per cent were making use of dramas.

The responses of Social Education Workers indicate that the adult students were taking keen interest in all kinds of audio-visual materials but were especially interested in the modern instructional materials and

methods such as films, dramas and puppet-shows.

The adult students were found to be interested in radio, films, dramas and puppet shows. But it was also found that there was a scarcity of costly materials at the Circle headquarters. The material was so scarce that the turn of one centre could not come more than once or twice in a session. Besides, the Circle headquarters had only one heavy film van which could not be driven easily on rough roads.

The study points out to a shocking fact that Social Education Workers were not even aware about the different sources from which they could obtain the audio-visual materials. All the workers included in the study reported that they did not know of any other source besides Education Department from which they could obtain such material. They were ignorant about the fact that such materials could be obtained from Film Library of the Department of Teaching Aids at Delhi.

Regarding the effort involving in obtaining audio-visual materials Social Education Workers reported that the material which was needed for staging dramas could be had from the department with a great deal of effort. Thus not only was there a scarcity of audio-visual materials but lot of effort was involved in procuring these materials for use in the classroom.

The Social Education Workers reported that they could not spend more than ten rupees on audio-visual material during the total session which consists of 3 months. This they found to be a very meagre amount. The workers were not authorised to spend more money than this. Only a few charts and maps could be bought with this amount. The workers suggested that they should be provided with a greater amount of money or all the needful materials should be made available to them by the Education Department.

It was discouraging to note that only 1 per cent of the Social Education Workers had obtained any pre-service training and only 7 per cent had obtained in-service training regarding the preparation or use of audio-visual materials. The rest of the 92 per cent workers had no training whatsoever in the use of audio-visual material. Because the workers had no training regarding the proper use of audio-visuals materials they were not in a position to use them effectively. While asked regarding the use of films, 59 per cent of the workers reported that they were in favour of telling about the films after the completion of the actual show, 30 per cent favoured interpretation of the film before starting the actual show and 11 per cent believed that show and interpretation should be simultaneous. It may be mentioned here that Hollis (1904) has shown that the film followed by verbal discussion is more effective than the presentation of film following the discussion. With respect to clarification of the points of view presented through the radio, the workers reported that they were ready to clarify the points whenever the students needed. It was also found that the timings of radio programmes were fixed by the radio authorities without the consultation of Social Education Workers and students.

It was interesting to find that as reported by Social Education Workers cent per cent of students attended the Centre when films and dramas were shown. In general approximately 93 per cent of the students attended the centre when puppet shows were shown.

As already mentioned to validate the results obtained from Social Education Workers, one questionnaire was got completed by Social education students. The answers of social education students to the questionnaire revealed that these adult students felt that the audio-visual material used in their class was very

meager. In conformity with what the Social Education Workers had reported 100 per cent of adult students also reported that charts and maps were used by their teachers. About 30 per cent of the students reported that radio was used twice or thrice in the whole session. The adult students also indicated that slides, tape recorders, gramophones, puppet-shows were not used. The adult students indicated that they were interested in radio, films, dramas and puppet-shows. Regarding the use of film shows, 70 per cent of the students wanted the film to be interpreted before the show, 23 per cent wanted the interpretation after the show and 7 per cent liked the show and interpretation to go hand in hand. They explained that the interruption during the show lessens their enjoyment. With respect to the use of radio the social education students mentioned that they liked to ask questions to clarify their doubts raised during the radio talk. In line with what the Social Education Workers had reported, 100 per cent of adult students also pointed out that they make it a point to attend the centre when films and dramas are being shown. It may be pointed out that villagers take interest in films, dramas and puppet-shows because of their novelty.

Conclusion and Suggestions

The present study shows that all of the Social Education Workers included in the present study were making use of traditional instructional materials such as charts and maps. Only 3 per cent of the workers were using radio as an instructional aid. It was found that in the Jullundur Circle out of a total of 13 radio sets available for social education work, 8 were out of order at the time of investigation. The Social Education Workers did not have any funds available to get them repaired. Only 2 per cent of workers were making use of films. A majority of workers (79 per cent were found

to be relying mostly on lecture method. The study thus revealed that although adult students take keen interest in audio-visual aids there was a scarcity of audio-visual materials for social education purposes. It is, therefore, suggested that more audio-visual materials should be made available to the Social Education Workers and also whatever audio-visual aids are available should be kept in good working condition.

The Social Education workers were not even aware of all the sources from which they could obtain audio-visual material. The squad supervisors should see to this fact and inform these workers regarding the various facilities in this connection which are available. It may also be recommended that the audio-visual materials which are owned by the Education Department should be made available to the workers without their having to make much effort.

The Social Education Workers are not trained regarding the use of instructional material. It would be worthwhile if they are given an opportunity to receive in-service training in the use of different audio-visual materials. The workers reported that they are not provided with enough money to buy new materials or pay for repairs. The Social Education Workers would be able to make the required use

of such materials more effectively if more money is granted to them to buy new instructional materials as well as to get the needful repair done.

As reported both by the Social Education teachers and students, students take keen interest in film shows, dramas and puppet shows. Therefore, more use should be made of these materials and methods. It may also be suggested that since radio programmes can make an effective contribution to social education work more use should be made of radio programmes. Social Education Workers should be consulted in making a decision regarding the kind and timing of radio programmes aimed at providing social education.

To conclude with, we may say that more and varied audio-visual materials should be made available for use by the Social Education Workers. The workers should be given in-service training regarding use of modern instructional materials and methods. Film shows, dramas, puppet shows and other new instructional devices should be used by the workers. Social Education Workers should be involved in the preparation of audio-visual materials. Also, the kind and timing of radio programmes for imparting social education should be determined in consultation with Social Education Workers.

Still Available

Manual for Adult Literacy Teachers

by N.R. Gupta

Rs. 10.00, Abroad \$ 2.75
(Rs. 5.00 for IAEA members)

Available from

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

Women 32 Years Behind Men in Literacy

ANY real 'women's lib' movement in India has to begin with women's literacy. The tradition of reserving education for sons alone has effectively prevented women from reaching even the 20 per cent mark in literacy. Men have already reached the level where 39.5 per cent can read and write.

Apart from keeping the nation's overall literacy level down to a woebegone 29.3 per cent, the failure to draw girls and women into the educational mainstream poses a serious obstacle to socio-economic development. A United Nations report on community development points out that the key to success in community development lies in the "intelligent participation of women". A woman who has benefited from a well-planned functional literacy programme is clearly going to be an asset in moving her whole family unit forward on the road to socio-economic emancipation. But neither educational nor social planners appear to have been able to nurture the seeds of such a programme in our rural soil.

According to statistics compiled by the National Board of Adult Education in late July this year, the literacy graph for women has risen from 1.7 per cent in 1901, to 2.4 per cent by 1931, 7.9 per cent in 1951, 12.8 per cent in 1961—to 18.4 per cent in the 1971 census. The male literacy figures for the same years are 11.5 per cent, 15.3 per cent, 24.9 per cent, 33.9 per cent—and 39.5 per cent in 1971. Women today are thus only as literate as men in the 1940's.

If rural women are considered separately, the figures are even bleaker. In 1951, literacy among rural men was 19.0 per cent and among their womenfolk, 4.9 per cent. Literacy among urban women in that census period was 22.3 per cent. By 1961, rural men's literacy stood at 29.0 per cent, rural women at 8.5 per cent, and urban women at 34.6 per cent. In the last census, rural men had reached 33.8 per cent,

rural women lagged far behind at 12.9 per cent. Urban women's literacy had inched up to 41.9 per cent—but urban men had forged from 45 per cent in 1951, to 61.5 per cent in 1971.

Where do the women begin to lag? The toll taken by tradition is clearly indicated in 'drop out' statistics on Indian children. In the 6-11 age group, 80.5 per cent of boys and 40.4 per cent of girls were at school in 1960-61. By 1965-66, the figures had risen to 90.4 per cent and 61.6 per cent respectively. The dropping out begins in the 11-14 age group. In 1960-61, only 10.8 per cent of the girls of this group were still at school, and in 1965-66, only 16.5 per cent. The percentage of boys was 34.3 in the earlier period, and 39.9 in 1965-66. Of girls, in the 14-17 age group, only 4.2 per cent were still at school in 1960-61, and a meagre 6.9 per cent had made it in 1965-66. Approximately four times as many boys—18.4 per cent in 1960-61, and 23.7 per cent in 1965-66—managed to stay on in school. Of the tiny percentage of girls who hung on to their books, the vast majority were town-dwellers. Domestic customs or financial problems had sucked rural girls out of the scope of education at the primary level.

The same situation persists today. Over 15 crores of Indians, most of them women, are illiterate in the 15-45 age group. It would cost an estimated Rs 450 crores—and too much time—to educate them by conventional means. The solution will clearly have to be functional rather than conventional. And literacy will have to be encapsulated with education for living' in one integrated programme. This need to make literacy a vital means rather than an end in social development was stressed as long ago as 1965 at the World Conference on Illiteracy at Teheran. "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. It should lead to increased productivity, greater participation in civic life and a better understanding of the surrounding world," the conference report said.

The realisation that the education of the rural population is pivotal to overall progress has dawned in this country. Some courses for farmers have been launched. Rural women are supposed to be covered by these courses; so far no special programme of education geared specifically to their needs and aspirations has been designed. Most efforts made by 'gram sevikas' and health or family planning workers have failed because they ignore the conflicting influence of the rural woman's environment. Family planning education in particular has flopped in many areas because 'converted' women had to contend with their 'unconverted' men. Education planners stress that a functional literacy plan for rural women has to free them from the shackles of outdated norms without disregarding the setting in which the 'liberation' movement has to be continued.

A recent seminar on literacy training organised by the YMCA and YWCA has highlighted a possible plan under which a basic course of functional literacy, community-based general knowledge and health education would be compulsory for all women in the 14-45 age-group. Optional higher education along the same lines, as well as vocational training, are chalked out in a graded pattern in the plan. Implementation of the plan may not greatly raise the school enrolment of rural girls but it may serve to take educational opportunities to their doorstep, and improve the chances of the rural family unit becoming the nucleus of a peaceful revolution against ignorance and dead habit.

—Courtesy Indian Express



BOOK REVIEWS

AN APPRAISAL OF THE TRAINING PROGRAMMES FOR SOCIAL EDUCATION WORKERS IN INDIA

by N.A. Ansari, Delhi Central Institute of Education, National Council of Educational Research and Training, 1970, p. 54, Rs. 1.70.

THIS publication is in the series 'CIE Studies in Education and Psychology' and is a summary of the doctoral work carried out by the author under the University of Delhi. It is an All-India study dealing with various aspects of the training programmes organised for Social Education workers at different levels in different parts of the country. The appraisal relates to the period between 1953-1966 and examines in detail the type and objectives of training programmes organised for various categories of personnel engaged in social education work; the time devoted and emphasis given to training in the total programme; impact and utility of the training programmes and ways of making training more effective.

After the Introduction, Chapter II of the report deals with the methodology followed in conducting the study and describes the sample studied, method of data collection and the tools used for collecting the data. Chapter III discusses the Background against which Social Education concept evolved and how it underwent several changes in name and content during the past and how the corresponding training programmes were initiated. In the review of literature on the subject, the author gives a brief note on the two studies conducted in this field. In the subsequent section, the findings of the study are enumerated separately for district and block level staff engaged in Social Education. The main recommendations of the study are given in the next chapter. These relate to the objectives of the training

programmes ('training courses needed an adequate practical bias and field orientation so that the job efficiency of workers could improve'); clarity of concept of Social Education ('coordination between the Central Ministries dealing with Social Education was needed because lack or its inadequacy had led to ambiguity rather than 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'); syllabi, methods and materials of training ('Inter-disciplinary teams of educators, social scientists and field workers could chalk out a field-based, realistic and useful syllabus of training for different levels of workers'); consultation and liaison between State Governments and training centres ('for evaluation of performance of the trainees, encouraging good trainees and better selection procedures for deputing trainees'); follow-up of ex-trainees ('through correspondence, visits of instructors, issue of bulletins, organisation of refresher courses and orientation seminars and cooperative research and study projects') and research and evaluation (to strengthen the training programmes by suggesting solutions to the field workers' problems').

As mentioned by the author, the main limitations of the study are that: its field of inquiry was restricted only to in-service training programmes and does not touch pre-service programmes and academic and professional training undergone by the Social Education workers which are equally important, a comparative study of the syllabi of training programmes was not possible because of the changes in job-description of the workers during the study period; different methods used in imparting training could not be covered in as detailed and intensive a manner as was desired for which probably another study would be needed, just as it would be necessary for the study of educational absolutes, features of syllabus construction and organisation of field work; the impact of the training programmes was judged by taking the responses of the workers and could not be supplemented with an assessment of the change in their performance in field after the training. In spite of these limitations the study makes a definite contribution to the field of research and suggests some very valuable areas of research in Social Education field which were not aimed at in the present investigation.

R.S. Mathur
Directorate of Adult Education
(Ministry of Education & Social Welfare)
New Delhi

Reports From The Field

NSS in South Gujarat University

By

Dilip Shah, Field Work Coordinator, N.S.S.

The South Gujarat University is situated in the southern part of Gujarat State. This year the University has prepared the NSS programme which will be carried out during the current academic year.

The main activity of the year will be adult education and adult literacy. Three-week-end training camps (at district zonal level) in coordination with the Gujarat State Samaj Shikshan Samiti, Surat have been organised. Under this activity it is intended to cover about 250 students. A few villages have been taken up for this work. Before starting this work, students have surveyed the area and collected necessary information. The necessary atmosphere for literacy education has also been created. At present classes have been started in five colleges. Work has been started and about 200 adults have been enrolled in the campaign. Besides the literacy education they are also providing the knowledge of health, hygiene and sanitation. The work will be done with the help of experts who have sufficient knowledge in the field. It is proposed to extend the NSS scheme to 11 colleges and enroll about 1590 students.

It is hoped that the illiteracy will be gradually removed from the surrounding villages and areas of the university.

International Conference: Adult Education and Community Development

The "International Conference: Adult Education and Community Development" was held June 5-9 at the University of Liverpool in England. The aim of the conference was to explore international trends and viewpoints in Adult Education and Community Development and attempt to provide means of exploring the common grounds between them. The conference was under the direction of Professor Thomas Kelly and Dr. Alexander N. Charters and sponsored by the Universities of Liverpool, Edinburgh and Syracuse.

Vocational Literacy Project Recommended

The Department of Adult Education, University of Ibadan, organised a national conference of trade union leaders and managers in industry from all over Nigeria on collective bargaining in Ibadan from August 23 to September 1, 1972. It was attended by 64 delegates.

The paper on workers education presented by an expert stressed:

- that a harmonious relationship between employees and employers can be enhanced, if the former are literate, aware of the need for mutual understanding and cooperation;
- that, in bargaining, trade union leaders will be strong if they are backed by literate masses (members) who understand them fully and know what they are fighting for;
- that the improvement of the welfare of workers, particularly in industrial enterprises which have a trade test system for promotion/wage increase, can be achieved only by education;
- that the most neglected workers are the lowest groups which, in Nigeria, are largely illiterate.

Education, therefore, should be directed more to these groups. Illiterate workers, as in the past, can be provided with basic general literacy teaching before entering a vocational training course but this has proved to be not so attractive and or successful. The normal method of on-the-job training takes too much time and demands too much patience from illiterates, and in many cases is not sufficient to enable its trainees to pass a trade test which normally require some literacy abilities.

The expert then elaborated the work-oriented literacy concept, taking as examples work-oriented projects for wheat farmers, cotton growers, farmers co-operative members, and tobacco growers.

Positive steps to be taken for the introduction of a vocational literacy project were recommended. The expert did not see any financial difficulty, provided agreement could be reached between union leaders and managers. He suggested that the Industrial Training Fund, accumulated by the Government be used partly for such projects, for the benefit of workers, trade unions and enterprises. The expert also explained that international labour and professional organisations have issued resolutions and pledge to foster the new concept, and to assist projects wherever possible. Bankers, financiers, economists, industrial enterprisers etc. have also recognized work-oriented literacy as a positive investment.

International Literacy Day Celebrated in West Bengal

THE International Literacy Day was celebrated by the West Bengal Adult Education Association at Students Hall, Calcutta on September 8, 1972. Dr. Hiranmay Banerjee, Former Vice-Chancellor of Rabindra Bharati University and the President of the Association, presided over a public meeting which was largely attended by veteran educationists, university and college students and representatives of Social Welfare Organisations of the State. Rural Adult Education Centres numbering 102 set up by the Association also observed the Literacy Day with a week long programme in different districts of West Bengal which was concluded on September 14. Thousands of illiterate adults took a solemn pledge at their own, to make an end of this scourge of illiteracy and took admission into these Centres as prospective students.

2. In his address, Dr. Banerjee urged both the public and private welfare agencies to come forward unitedly with great zeal and determination to render practical help in conducting literacy classes based on a strong and workable project.

3. Sri Nikhil Ranjan Roy, Former Assistant Director of Public Instruction, West Bengal, presented statistical figures showing the growth of literacy in India since the attainment of independence and made an appeal to educated people and specially to students community to fight the menace of illiteracy with joint efforts and keen determination by taking active role towards the advancement of adult literacy of the State.

4. Sri Roby Mookerjee, Secretary of the Association presented a brief resume of the Association and stated that during the last one year 1667 adult illiterates passed literacy tests in Centres run by the Association and stressed that for want of suitable literature for the neo-literates much of work suffered. The adult literacy movement will not bring any lasting effect to the society if we fail to publish books for illiterates and neo-literates, he added.

5. Sri Nani Dutta, Associate Secretary of the Association said that with the help and active co-operation received from the adult education teachers and trained students volunteers a "Literacy Brigade" has been formed in the State under the banner of this Association. The Brigade will be busy in organising adult education centres covering all the Districts of West Bengal and will increase its strength immediately to 1000 in the near future. Further, under the guidance of this Association a Society for Writers and Publishers for rapid production of literature for neo-literates has started functioning from this day and it is expected that the Society will publish series of literature for neo-literates within a short period.

Unesco's Second Literacy Award Goes to Iran's Literacy Corps

The Nadezhda K. Krupskaya Prize of Unesco worth 5,000 roubles has been awarded to Iran's Literacy Corps.

Iran's Literacy Corps is manned by high-school graduates who have been drafted into the army for national service. They are trained for four months in teaching methods and then go into the villages where they work under the government's school and literacy programmes for another fourteen months. Since the corps was established in October 1962 almost 75,000 youths and more than 9,000 young women have taught more than a million children and 550,000 adults to read and write.

The Mohammed Reza Pahlavi Prize of Unesco was won by Gram Shikshan Mohim of Maharashtra in India.

6. At the end of the meeting a popular drama entitled 'SAPATH NILAM' written by Sati Kumar Nag was successfully staged by 37 boys and girls students who received certificates in Adult Education after completing a course of training organised by the Association.

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Impact of Functional Literacy Programme.....

(Continued from page 8)

	Below average performance	Above average performance	
Above average previous ability	21 (B)	129 (A)	150 A+B
Below average previous ability	50 (D)	87 (C)	137 C+D
	71 (B+D)	216 (A+C)	287

The ϕ (phi) coefficient is obtained applying the formula

$$\phi = \frac{AD-BC}{\sqrt{(A+B)(C+D)(A+C)(B+D)}} \quad \text{and}$$

was found to be 0.27

This when judged in terms of X^2 using the relationship $X^2 = N\phi^2$, X^2 is 20.95. This is highly significant for 1 d.f., as it is a 2×2 table.

Further if the standard error of Q found out using

$$S.E\phi = \frac{1}{\sqrt{N}}$$

comes to 0.06. The value of ϕ coefficient obtained is more than 4 times this value and it can be safely concluded that the same is highly significant.

These analyses help one conclude that there was positive effect of teaching in the literacy centres on the gains achieved in the literacy and numeracy aspects. The fact that nearly 1/3 of the learners read unseen passages at a satisfactory speed also indicates the effectiveness of the instruction imparted.

Interviews

The interviews-structured as well as unstructured—with the learners and the teachers revealed the following facts.

1. The learners were punctual and regular in attendance. They were eager to write words and sentences in the work-books. They raised doubts and cooperated with the teachers in emphasising and drilling major points.

2. The attitude of the learners have changed a lot. They have now resorted to saving something from their earnings, new techniques in their vocation, cooperative endeavours and give their children every support and facility for study.

3. Kitchen gardening, poultrying etc., have been attempted by many of the participants, though at a smaller level.

4. They have decided to continue studies somehow or other. They expressed the hope that the centres should continue and that the learners be supplied with reading materials.

5. The learners are anxious to see places and gather first hand information on things, machinery, human body, crops, dams, etc.

6. Ability to read name-boards in buses, to read newspapers, write letters to close relatives, apply mathematical problems in daily life and to live as contributing citizens enjoying fundamental rights and observing duties and responsibilities are among the motives which they could achieve during their course,

7. The teachers expressed satisfaction in the co-operation extended to them by the local people. A need-oriented and properly motivated educative process alone, according to them, will succeed in our state.

8. Radio listener's clubs have been organised in some of the centres and others are expected to follow suit.

9. The learners were filled with joy and pride when they heard their voices along with that of the teacher in the actual learning situation transmitted back to them through the A.I.R., Trivandrum.

10. Both the teachers and the taught desire to have visits by experts in various subject fields so that they could clear their doubts and get themselves exposed to "great men."

11. Most of the learners attribute this chance of learning as a 'God given' one, but for establishing these centres and for implementing these programmes they are immensely thankful to the Kerala Grandhasala Sangham and the selfless, sincere, untiring workers behind it.

Conclusion

The public enquiring about the starting of new batches, necessarily gives every visitor a clear idea of the impact of this programme in the locality.

It is hoped that the successful completion of the pilot project will tempt the Government of India and other agencies interested in the eradication of illiteracy to give liberal grants to such programmes and to sanction more centres and to implement schemes for bringing out books for the neo-literates.

Designing A Scheme for Polyvalent.....

(Continued from page 6)

the course, the participants, the collaborative agencies, time schedule and methods of teaching etc. to the part-time instructors.

(h) Financing and budgeting

20. Since the education of children and youth is considered to be a cardinal issue in most Asian countries, it is assumed that there would be less possibility to get funds diverted from primary and secondary schooling into adult education even in cases, where national income allotted to education as a whole is more. Efforts, despite all possible arguments to emphasise importance of adult education have not been able to get any priority claim for it. Adult education programme being a concern of adults who are by themselves earners, and so also education and training being of direct or indirect value to the bearers of economic enterprises such as industries, the programmes of the Polyvalent Adult Education Centre are to be a self-financing and self-supporting activity to a certain extent. It has to be recognised that no adult education programme can completely depend on the state funds. This does not however, absolve responsibility of the government to provide necessary support and assistance. It is, however, indispensable that State, at least initially, must provide funds for the establishment, and expenditure such as the salaries of the full-time employed staff, rent of the premises, buildings for use, transport etc. The State may continue giving such support to the centre until the time it is able to develop other methods of self-support and self-financing. For a scheme of this kind to be successful, it must have wholehearted approval of the public at large as well as of employers, university and local authorities. As the courses of the centre begin to demonstrate the functional value both to the employers and to the participants, it would be possible to get necessary support from them to meet the expenditure involved. The participants themselves may be found willing to contribute something in terms of fees. It should however not be expected that they do so beyond a reasonable limit. Industries, business concerns, trade unions, schools and universities could be approached to permit the use of furnished class room facilities, and also lend other facilities. Economic enterprises may also be expected to provide in kind assistance for teaching-learning-materials, use of workshops, machines, and tools, transport facilities, and to a certain extent cash contribution by way of reimbursement of cost involved in organising courses particularly for the workers sponsored by them. Experience suggests that many a trade union organisations will also cooperate in organisation of courses through making facilities available in kind or by making cash contributions. The local authorities and municipal corporation will also be expected to lend support to

the centre functioning for the education of adults in their jurisdiction. Thus, as the work of the centre registers progress, it would be possible to tap several resources required to expand the activities.

21. In preparing budget estimates for establishment of such centres the main heading for expenditure could be as follows:

- (i) Salaries and allowances of the full-time staff.
- (ii) Honoraria to the part-time instructors and resource persons.
- (iii) Rent of buildings.
- (iv) Office expenses (stationery, printing, telephone charges, postage etc.)
- (v) Library books and periodicals.
- (vi) Organisation of programme (materials and equipment etc.).
- (vii) Maintenance and repairs of vehicle and audio-visual equipment.
- (viii) Contingencies.

22. The budget for each centre will depend upon the extent of financial assistance which the government in each country may give to these centres. It would be worthwhile for government to have some criteria for giving financial assistance which would ensure continuity and be useful for long range planning and realistic budgeting. In addition to the heads of expenditure mentioned above it may be appropriate to have for each centre a provision of special grant to meet non-recurring expenditure on items such as audio-visual aids, duplicating machines, typewriters etc. In view of the nature of the activity and programme, particularly in the evenings, at several different places, it may be necessary for these centres to have an independent transport of their own. It is suggested that either a vehicle or an appropriate sum may be provided to purchase the multi-purpose vehicle which will serve various purpose such as mobile library, audio-visual van, transport for teaching and learning aids and materials etc. It is not visualised that the centre may need capital outlay for buildings at least in the beginning.

(i) Management and Organisation

23. The organisation of a Polyvalent Centre is flexible. This flexibility permits the organisation and management of a centre under any auspices such as under state department of education, university, city municipal corporation or voluntary agency. The centre can be best managed, however, by a Board or a committee consisting of members representing polyvalent interests of the local community such as industries, universities, educational institutions, concerned departments of state, municipal corporation, trade unions, etc. What is important is that the interest of all those concerned with the education, training and well being of working adults in particular and citizens in general, are well represented in the Board. The Board can function well through committees' a number of which could be set up to serve specific purpose related to the management,

administration, promotion and development of the programme of the centre.

Central organisation for coordination, guidance and supportive services

24. For selecting the places for establishment of Polyvalent Adult Education Centres, preparing operational plans, guiding the developments of each centre, and providing necessary supportive services, it would be essential to have a Central Organisation, whatever may be its name, for coordination of the work of such centres in each country concerned. Such an organisation can be set up as a special unit of the Ministry or the National organisation concerned with the education, particularly adult education administration. The tasks of central organisation may be as follows:—

- (i) Selection of places and preparation of operational plans for setting up Polyvalent Adult Education Centres under different auspices at selected places.
- (ii) Making assessments of funds required and regulating the release of funds.
- (iii) Provide continued guidance and technical assistance to these centres.
- (iv) Train the staff of the Polyvalent Adult Education Centres from time to time through courses, seminars, group meetings etc.
- (v) Arrange for the production and supply of educational materials and necessary audio-visual aids required by the centres.
- (vi) Arrange for the evaluation and studies relating to the education and training of working adults.

25. The staffing pattern of such an organisation will depend upon the administrative set-up and organisation for adult education which exists in the country concerned. It is suggested that the central organisation should have in addition to a head of the organisation, who should be of fairly high level status, at least two or three officers to provide assistance in guiding the programme, developing the necessary educational materials required by the centres, for evaluation studies and follow-up contacts, and training the staff.

Assistance from International Organisations

26. Each country concerned may have to take initiative to explore the possibility of getting assistance from international organisations like UNESCO, ILO and FAO and others, for planning and developing the Project of Polyvalent Adult Education Centres. Assistance may be sought in terms of specialists or consultants having experience and professional competence of doing similar work, equipment such as audio-visual aids, transport, workshop equipment, and printing machines, and fellowship facilities for providing training to the key persons connected with the project and opportunity for exchange of experience with other countries.

Recommendations of the Seminar on Functional Literacy in Nigeria

THE Institute of African Adult Education, University of Ibadan, Nigeria, organised a seminar on functional literacy in Ibadan from August 23 to 25, 1972. The following are the main recommendations of the Seminar.

Recommendations

1. Realizing the importance of literacy education for the socio-cultural, economic and vocational progress of a citizen, and the teaching of English in post-literacy for the improvement of the quality of a worker, the Seminar was of the opinion that not enough funds have been made available so far by various governmental and voluntary agencies for literacy education.
2. In view of the above, the Seminar suggested that the Federal Ministry of Education should take urgent steps to establish a Division of Adult Education including Functional Literacy through which adequate funds will be channelled to organisations (statutory and voluntary) which execute adult education programmes.
3. The Seminar called upon the Federal Government to set up a National Adult Education Commission with State branches.
4. The Seminar felt that the Federal Government should secure the fund and coordinate with other bodies i.e. external organisations like UNESCO, FAO, UNICEF, ILO, etc. in order to give financial and technical assistance to the executive bodies.
5. The Seminar called upon all universities to allocate some funds from their budget for experiments and research in literacy.
6. Apart from the Federal Government and the State Governments the Seminar was of the opinion that Statutory Corporation, Industrial Enterprises, Commercial Concerns, Voluntary Organisations and Student Participants of adult functional literacy programmes, should also contribute to the programme. For example local communities could be encouraged to raise funds for the purpose of functional literacy education.
7. The Seminar called upon the Industrial Training Fund to provide money for literacy education.

27. In seeking assistance, it is suggested that the country concerned should see that it receives assistance only to the extent it needs, and is able to utilise it properly and in time, once it is made available. The purpose of such assistance should be to promote the development of the programme. The international organisations concerned with the continuing education and training of workers and middle line personnel will certainly like to provide such assistance at least initially.

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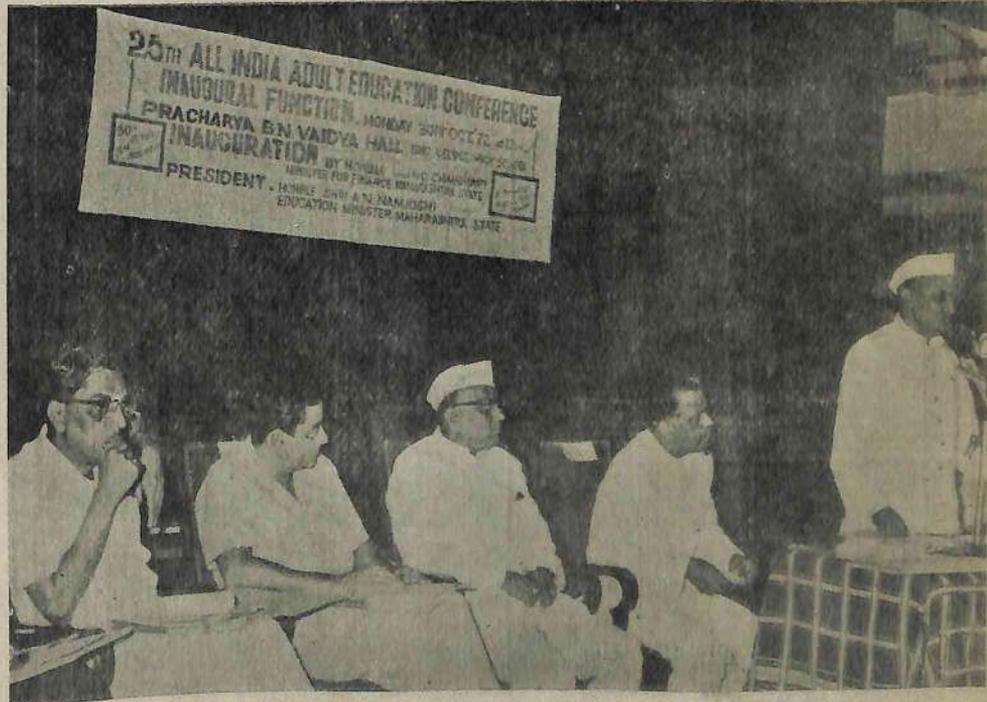
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Shri M.D. Chaudhari, Maharashtra's Minister for Finance, inaugurating the 25th All India Adult Education Conference of the Indian Adult Education Association in Bombay on October 30, 1972. (Report on page 1-3)

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**Indian Adult Education
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CHANGE IN CONCEPT AND CONTENT OF EDUCATION URGED

THE concept and content of education should undergo a change and the true system of education should help the individual to grow his social stature said Shri M.D. Chaudhari, Maharashtra's Minister for Finance while inaugurating the 25th All India Adult Education Conference in Bombay on October 30, 1972.

Shri Chaudhari felt that the terminal concept of education should be discarded in the present social, economic and technological context.

The State Finance Minister emphasised that training in rudimentary knowledge of 3 R's should be replaced by functional literacy programmes.

Presidential Address

Shri A.N. Namjoshi, Education Minister of Maharashtra in his presidential address said that it was no longer possible to conceive of education which would satisfy the needs of modern man once for all. He felt that adult education programmes based on traditional concept were more social service or welfare oriented than education oriented.

The Union Deputy Minister for Education, Shri D.P. Yadav also addressed the conference. He urged upon the necessity of providing adult education opportunities both for the literates and the illiterates.

Shri Yadav said that adult education programmes should be informal in nature and should be organised in such a way so as to enrich and improve

the life of an individual. He said that training and retraining of the people was very important for linking the available manpower with the need of the community.

Shri M.G. Mane, President of the Bombay City Social Education Committee in his welcome address outlined the various activities of the Committee.

Shri S.C. Dutta, Hony. General Secretary of the Indian Adult Education Association presented the report of the Association.

Dr. M.S. Mehta, President of the Indian Adult Education Association proposed a vote of thanks. He said that adult education programmes should have a comprehensive scope so as to cover the sophisticated specialist at the one end and completely ignorant and illiterate person at the other end.

The session which followed the inaugural function discussed the organisational problems brought forward by the delegates.

Key-note Address

Shri J.C. Mathur, Member of Unesco's International Advisory Committee on Out-of-School Education and Vice-President of the Indian Adult Education Association in his key-note address outlined the factors that have necessitated the consideration and scope of education. The factors outlined by him were explosion of knowledge, more leisure time, longer expectation of life, breakdown of

traditions, growth of specialised skills and technocracy, acceptance of parliamentary democracy, gradual disappearance of religion and the continuous influence of education over the human personality.

The five-day conference convened by the Indian Adult Education Association studied the concept of life-long education and its implications on India's Adult Education Programmes. It examined the content of adult education programmes in the context of life-long education. The conference also made recommendations on the new methods and techniques of adult education and of the training of adult educators in the context of life-long education.

Dr. A. Deleon, Adviser, Union Ministry of Education and Social Welfare spoke on the content of adult education programmes in the context of life-long education. He said that life-long education was not part of education but a philosophy of education. Dr. Deleon felt that existing educational institutions should be utilised more comprehensively to try out the concept of life-long education rather than creating new institutions for this purpose.

Dr. Amrik Singh, Secretary Inter-University Board of India and Ceylon and Indian University Association for Continuing Education outlined the new methods and techniques of adult education in the context of life-long education. He was of the opinion that functional literacy and life-long education programmes were only short-term remedies and the vigorous efforts on traditional literacy should continue.

He emphasised the importance of libraries in continuing education programmes for adults. He welcomed the formation of Raja Ram Mohan Roy Library Foundation for the promotion of library service in India and hoped that it would go a long way in meeting the requirements of self-education of the masses.

Dr. J.A. Draper, Resident Director, Shastri Indo-Canadian Institute, New Delhi spoke on the training of adult educators in the context of life-long education. He mentioned the principles for the training of adult educators and the phases of learning.

Groups

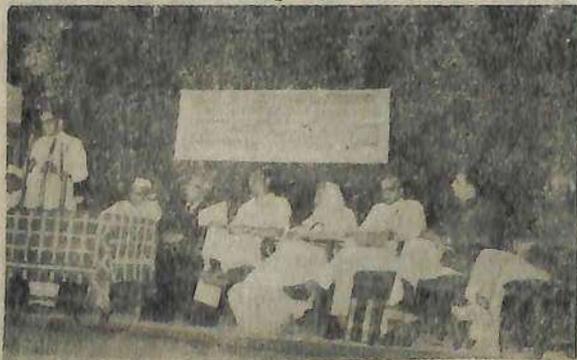
The delegates were divided into four groups with a Chairman and a Rapporteur. The group Chairmen were Dr. N.A. Ansari, Shri N.K. Pant, Shri V.L.N. Reddy and Shri K.S. Muniswamy. The Rapporteurs were Dr. (Miss) Amrit Kaur, Sarvshri J.C. Saxena, B.M. Mathur, and Smt. C.K. Dandiya.

Zakir Husain Memorial Lecture

During the Conference the Second Zakir Husain Memorial Lecture to commemorate the distinguished services of Dr. Zakir Husain to the cause of education and enlightenment of the masses and his close relationship with the Association was delivered by Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia, New Delhi. The subject of the lecture was 'How Man is Made.'

Messages

Messages were received from President of India, Vice-President of India, Prime Minister of India, Union Defence Minister, Finance Minister, Planning Minister, Labour and Rehabilitation Minister and the Education Minister, State Chief Ministers and the Director-General of Unesco. Prof. Nurul Hasan, Union Education Minister in a message has said, "I am happy that the Indian Adult Education Association have chosen the occasion of the 25th All India Conference to discuss Life-long education and its Implications for India's Adult Education Programmes. The concept of life-long education is particularly appropriate in a country where large numbers of the people have been denied the basic educational facilities and even where such facilities



Shri A.N. Namjoshi, Education Minister of Maharashtra, delivering the Presidential Address of the Conference.



Shri D.P. Yadav, Union Deputy Minister for Education, addressing the Conference.

exist, large numbers were unable to avail of the same on account of socio-economic situation. Formal education in this context becomes often a door to the privileged and works against though unintentionally, the goal of a free and just society with equality of opportunities. It is, therefore, imperative that we provide increasing opportunities for all adults to learn according to their interests and needs and to ensure that every person has the opportunity to develop its talent and is not deprived of facilities on account of its failure to go through the formal education system at one stage or another. Further, there is tremendous explosion of knowledge in all fields—natural and physical sciences, in social sciences, in technology and a new awareness in the humanities. This knowledge must reach larger and larger sections of our society so that it permeates and informs our manifold activities for socio-economic development.

I would like to put emphasis on adult educational activities oriented towards two major goals of our society—self—reliance and the reduction of poverty. These goals cannot be achieved without a vast effort for increasing knowledge and skills and at the same time strengthening the social consciousness and the attitudes of the present and future generation. I trust the concept of life-long education as applied to India's adult education programmes would give a new direction for the imparting of values. There are new aspirations and new hopes and a new ferment in this 25th year of our Independence and I, therefore, congratulate the Indian Adult Education Association for selecting

this important and significant theme for their 25th conference and wish them all success for their deliberations.”

Over 200 delegates from 18 States and Union Territories attended the Conference. Ministries of Education, Community Development, and Planning Commission were represented at the Conference. Universities of Delhi, Shri Vankateswara, Calicut, Rajasthan, Punjab Agriculture, Magadh, M.S. University of Baroda, Jabalpur, Ujjain, Punjabi University, SNDT Women's University, Tata Institute of Social Sciences, Mysore, Udaipur, Jadavpur also deputed representatives.

The delegates were given receptions by the Bombay City Social Education Committee and the Shramik Vidyapeeth (Poly-Valent Centre). A cultural programme and visit to notable places in greater Bombay were also arranged.

The conference adopted a number of resolutions which have been published separately on page 5-6 in this issue.

General Body Meeting of the Association

In the General Body Meeting of the Association held on November 3, 1972 report of the Association for 1970-72 and the audited statement of accounts for 1970-71 and 1971-72 were adopted.

On the suggestion of Shri A.R. Deshpande, it was decided by the General Body that the biennial elections of the Office-bearers be postponed till the present constitution under process of amendment was not changed and the new one approved.



Delegates of the Conference.

NEWS & EVENTS

COMMUNITY AND THE COLLEGE SEMINAR IN NEW DELHI

THE Indian University Association for Continuing Education (IUACE) is organising a seminar in New Delhi from January 27 to 29, 1973. The theme of the Seminar would be "The Community and the College".

A meeting of the Preparatory Committee for this Seminar was held in New Delhi on Oct. 14, 1972. It was decided by the Committee that 20 colleges be invited to participate in the Seminar and each college should be represented by its Principal, one member of the staff and one student.

The Committee made the following suggestions among others for consideration of the Seminar :—

- (a) A mobile library may be started in every college to serve the nearby urban and rural areas. The possibility of organising a public library within the premises of the college may also be considered.
- (b) The college may undertake the responsibility of the education of the out-of-school youth of the age group 15-25. The colleges can collaborate with the Nehru Yuvak Kendras and N.S.S. etc., for this purpose. The assistance of Central and State Governments should be sought for this work.
- (c) The colleges may provide consultancy service in regard to civic matters. The engineering colleges and the town planning and architecture colleges should help in such matters.
- (d) The colleges may establish hobby-cum-production centres to introduce work experience into the lives of the students and to help them to acquire skills which can be of use to them both in its productive sense and as a hobby. It was suggested that colleges might enter into collaborative arrangements with enterprising businessmen who could provide the expertise whereas the colleges could provide premises, part of the capital and part-time labour.

Universities and Voluntary Agencies

The Executive Committee of the IUACE in its meeting in Mysore on October 25, 1972 resolved that the universities should collaborate with voluntary agencies in establishing centres of continuing education in their jurisdiction so that the cause of

General Secretary Visits Goa

SOON after the Bombay Conference, the Hony. General Secretary of the Indian Adult Education Association, Shri S.C. Dutta alongwith some staff members of the Association visited Panaji, Goa on November 5 and 6 to meet officials concerned with adult education and the Executive Committee members of the newly established Adult Education Association of Goa, Daman and Diu.

The team met the Director of Education, Shri Manohar H. Sardesai, and the Social Education Officer, Shri Shankar Sardesai and discussed with them the adult education needs of the Union Territory. It was agreed that in order to liquidate illiteracy in a short period a conference of the representatives of the States which have made a significant dent in the extent of illiteracy should be called. This conference, it was hoped, would provide guidelines to the workers for tackling the problem of illiteracy. The possibility of organising an All India Adult Education Conference in Goa was also discussed with the officials.

The team also met Dr. B.D. Wagh, Director of Post-Graduate Studies and Research and convener of the Adult Education Association of Goa, Daman and Diu, Shri C. S. Radhakrishnan, General Secretary and some other members of the Executive Committee of the Association and discussed with them ways and means of increasing the sphere of activities of the local Association. It was suggested that vigorous efforts should be made to enlist the support of a large number of people for the Association. The necessity and urgency of producing suitable follow-up literature for neo-literates was also discussed.

The Adult Education Association of Goa, Daman and Diu is an affiliated organisation of the Indian Adult Education Association.

INTERNATIONAL COUNCIL FOR ADULT EDUCATION FORMED

An International Council for Adult Education has been recently formed in Toronto, Canada.

Dr. M. S. Adiseshiah, former Deputy Director-General of Unesco from India is the President and Dr. Roby Kidd from Canada is the Secretary-General.

adult education may receive further stimulus and additional support.

The Committee urged the State Governments to encourage the State Universities and colleges in their States to extend educational service for the benefit of the adult and out-of-school youths at different levels. This will bring the universities and community closer and will eventually strengthen secular and democratic values of society.

NATION WIDE PROGRAMME TO LIQUIDATE ILLITERACY EMPHASIZED

The following are the resolutions passed at the 25th All India Adult Education Conference of the Indian Adult Education Association, Bombay, October 30 to November 3, 1972.

1. (a) This Conference notes with great concern the steady increase in the number of illiterates in the most productive age group (15 to 45 years) of the adult population. It is estimated to be in the order of 15 crores.

(b) Before Independence the campaigns for the removal of illiteracy among adults were enthusiastically supported as essential programme for national progress. In recent years this feeling has declined, indeed there appears to be an attitude of resignation on the part of the leadership. It is even seriously argued that universal primary education would produce a new generation of literates and until then no serious harm would be done.

(c) The Conference strongly believes that adult literacy is essential at the present stage of our economic development. Both in economic and political life the literate minority today enjoys a distinct advantage over the large mass of small farmers and labourers. Plans for removal of poverty must cover the obligation to provide to the people means of production on a footing of equality. So long as they remain illiterate they will be handicapped.

(d) The Conference earnestly urges the Government and political and economic leadership of the country not to deny to the mass of 150 million people the skill of literacy which is a powerful factor in bringing about equality of opportunity and social justice.

For this purpose, it is the opinion of the Conference that a nation wide programme of literacy be launched in order to liquidate illiteracy within a period of 10 to 15 years, including functional illiteracy for primary producers. Active support and cooperation of non-governmental agencies should be enlisted to make the campaign effective.

Built-in-Training for the Participants

(a) This Conference is convinced that the people in the lowest income-groups i.e. small farmers, landless agricultural labourers, industrial workers, craftsmen and various other kinds of workers, should participate in the process of economic development in order not only to raise their income but also to improve their standards of living.

Appreciates the commitment of the Government to this objective in providing credit facilities to small farmers and agricultural labourers and in helping other handicapped people in other areas of life.

Welcome the declared intention of the Planning Commission to provide in the Fifth Five Year Plan substantial outlays for scheme for raising the

capacity of the poor, backward and handicapped sections of society for gainful employment.

Wishes to bring to the notice of the policy-makers and planners in the country that in very few of the schemes already accepted and the programmes now proposed, has any provision been made for the "built-in" training and education of the small but numerous participants and beneficiaries from the schemes. In the opinion of the Conference, this omission is bound to defeat the accepted objectives of the schemes themselves. It is evident that unless the skills required for new technology of agriculture and industry are known to the farmers and workers, optimum results from their efforts would not be forthcoming.

Secondly, so long as the small worker and farmer is untrained and illiterate, he would have to depend upon some intermediaries for obtaining credit, for keeping accounts, preparing farm-plans etc. and would have to acquire the necessary self-confidence and

Thirdly, without training (including literacy) becoming an integral part (both financially and organisationally) of every scheme of development, its impact would be only marginal.

The Conference, therefore, requests Government and the Planning Commission that for achievement of the objectives of social justice and removal of poverty, they should earmark within the outlays for these schemes for the lowest sections of the society, a small percentage, say five percent for the simultaneous and 'built in' training of the participants and of beneficiaries of the schemes.

The responsibility for the implementation of the training element should be squarely placed upon those responsible for the schemes as a whole. However, for the preparation of the training element, joint teams of the subject matter departments or organisation and concerned officers or institutions of Education Ministry and its concerned organisation both at the Central and States level should be associated with the training of instructors and other personnel.

Life-long Education

3. (a) The Conference is convinced that the terminal concept of education is untenable in the present social, economic and technological context.

(b) The explosion of knowledge following discoveries, scientific inventions and refinements of technology further supports this view. Knowledge acquired at the institutions of formal education becomes out of date in a few years. Moreover, true

education should be a powerful force for the integration of the various facets of human personality.

4. (a) The Conference feels that the concept of life-long education calls for a transformation in the field of formal education too. Moreover, the society needs vast expansion of adult education both for those, who have entered their professions and those in positions of leadership. It will require well-thought action in developing environmental, informal and community-based education. All aspects of education must be inter-related so as to become an on going, integrated and evolutionary process.

(b) Class-room technique is generally inadequate for the education of the adult men and women. Use of correspondence courses, group discussions, the radio, television and numerous other methods have to be employed to make the concept of life-long education a reality.

(c) The Conference affirms that poverty, disease and ignorance are major evils, which affect the present day society in India. They cannot be eradicated without making people aware of their causes and how to conquer them.

5. The Conference feels strongly that the meagre resources provided for adult education have to be increased manifold for the proper economic development of the society and for stabilising its democratic process.

6. The Conference is of the opinion that for the implementation of effective and adequate programmes of adult education, under the broader concept of life-long education, the training of adult educators should receive a high priority. All available methods and medias should be utilised for the training of adult education personnel.

7. (a) The Conference believes that self-education of the people is very important under the over-all concept of life-long education. Mass media play an important role in the self-education of the people. Film, television, radio and other audio-visual aids have a great role in the continuing education of the masses.

(b) The production of suitable educational programmes by various mass media by itself will be insufficient for the learning process. For the proper utilization of this material, listening and viewing groups will have to be organised and motivated so that comprehension and expression are promoted through participation in such groups by the learners. The training programmes through the various media will need to be properly coordinated in order to produce the optimum results.

Voluntary Agencies

8. (a) This Conference reiterates its opinion that voluntary agencies have an important role in any scheme of adult education. Adult education activities by their very nature will serve diverse needs and varied interests. No single type of organisation can probably satisfy all such interests. People should be enabled to start projects for their

own education. The advantage of co-operative self-directed endeavour in any kind of educational work is too obvious to need emphasis. Such efforts awaken faith among the people in themselves and help recover a sense of personal and social significance.

(b) Non-governmental agencies are more free to use their resources with a minimum of restrictions and to select suitable personnel with greater freedom. Such agencies, however, cannot flourish without the liberal and generous support of the State. By giving aid to such agencies, Governments will secure much greater results from their funds than would otherwise be the case.

(c) The Conference notes with satisfaction that some State Governments have taken action in associating non-official agencies in their plans for adult education work. It urges upon other states to enlist non-official enthusiasm and experience in an effective manner to build up systematic organisation of adult (continuing) education schemes in their areas.

9. This Conference is of the view that the Indian Adult Education Association should take the initiative in organising meetings and Conferences in each State and Union Territory of the principal office-bearers of the various organisations engaged in social and educational work.

Not only should these organisations know of one another's activities and progress, but they should regularly meet to exchange ideas, experiences and strategy of work. Thus, the comprehensive programme of Adult Education as a powerful means for social and economic development would be greatly strengthened.

University Adult Education

10. This Conference repeats its feelings of concern that so far the universities in India have made so little contribution in promoting adult education. Some universities have initiated action in this direction, but so far for a country of the size of India with its history and heritage in arts and culture, this is a meagre performance.

The University is the most suitable agency for rendering this service to the community in all fields of knowledge (including liberal education) particularly to out-of-school/college youth and also in the areas of highly specialised learning.

The universities should not only organise courses for the adult people who are engaged in their professions, but should also extend the scope of their studies so as to include the subject of adult education as a discipline. This will have the advantage of providing qualified adult educators to work for the universities and elsewhere.

The universities should also conduct research in the methods and techniques of literacy work.

The Conference welcomes the establishment of the Indian University Association for Continuing Education and offers its full support in furthering its programmes.

THE CONCEPT OF LIFE-LONG EDUCATION FOR ADULTS*

J. C. Mathur

IN this paper I have tried to dwell upon those elements in the overall concept of life-long education which have special relevance for adult education. This should not, however, mean that life-long education is something that can be viewed and organised in fragments. On the contrary, it is an integrated process. The concept of life-long education needs to be recognised so as to overcome the shortcomings in our educational system resulting from the existing fragmentary situation. At present school education, college education, vocational education and adult education are entities only nominally integrated with each other. With the acceptance of life-long education and adoption of the practices necessary for implementing it, these entities will not be so mutually exclusive. They will cover the entire span of life and provides strength to each other. They will be part of a learning process that ends only with an individual's death.

However, a more particular consideration of the significance of life-long education for adults is necessary because the mere imparting or receiving of adult education might well be regarded as an adequate step towards life-long education. After all an adult joining a programme of continuing education is resuming the threads of learning that were snapped when he left school or college. Those adults who join literacy classes are seeking a skill that would come handy to them in their vocation. That itself is a step towards life-long education. A young farmer who joins a farmers' training class or a worker who is in the polyvalent centre is also trying to equip himself better during an active phase of life. In other words, adult education by itself is a repudiation of the terminal aspect of education and thus embodies the concept of life-long education.

There is, to my mind, a misunderstanding here. Adult education as practised today covers only one aspect of life-long education and that too partially. It is a move towards the vertical spread. To that extent, it is a departure from what has been mentioned as the 'Green Room' or the Terminal concept of education. But that is all. Our present experiments or programmes of adult education generally fail to carry the vertical progress to its logical culmination, namely, as an abiding influence on the adult's life. We have also not achieved significant results in the horizontal spread of the learning process for adults, inspite of the wave of social

education through which we passed some years ago.

Three key words in adult education aiming at becoming a life-long influence, are 'abiding', 'widening' and 'binding'; 'abiding', that is, a learning experience that co-exists with life itself; 'widening' that is, a spectrum of learning that is able to keep up with the expansion of knowledge necessary for an average man in the modern world; 'binding' that is, skills, knowledge and attitudes through which an adult can try to coalesce his diverse and sometimes contradictory experiences into an integrated personality. These three aspects of the concept life-long education for adults can be formulated into three questions. First, what are the major elements in an adult's life experience which need to be harmonized and how? Secondly, how can adult education develop links with schools, colleges, universities, i.e. institutional education and research so as to enable adults to keep abreast of recent developments in knowledge and technology according to their needs? Thirdly, what should be the devices and what the stimuli to ensure that the adults continue to seek and respond to the growth of knowledge and skills? Let us take these three questions one by one.

Roles of Adults

In the past also the aim of achieving integrated adult personality has been emphasised in discussions on adult education. Generally this has been done with reference to the various roles of an adult in society. Broadly, four roles have been identified. The role of the adult in economic development is manifested in vocational and professional activities. As an individual he earns his income through these activities, as a social unit he contributes to the productivity of the society and the nation to which he belongs. He may be a primary producer or he may be a manager or a technologist. Even as a producer he may have a role as a manager or as a technician adopting new methods in order to improve his productivity. Adult education gives him the skills by which he can strengthen his initial equipment for his performance in the field of economic development. The skills have to be of a professional standard enabling him to be competent and confident to handle modern techniques and complex situations.

The role of the adult in political life calls for a knowledge of his responsibilities and duties as a citizen. This knowledge can be used for a more active and lively purpose by an adult who is keen

*Excerpts from the key-note address of the 25th All India Adult Education Conference.

to be a leader in political institution at any level. It can also be used for discharging simpler responsibilities such as casting one's vote and understanding the various rules and restrictions regarding taxation and new legislation. In either case the State and society make constant demands upon the adult citizen to make choices and take decisions. Adult education should bring to these adult citizens the knowledge of the rules and issues and help him in cultivating the maturity necessary for exercising judgment.

In family life an adult has a more directly participational role than as a citizen. Raising a family, managing the home expenses within limited income, adjusting to the changing behaviour-pattern of young people; initiating children into social habits—all these and several other problems call for wisdom of which the sole source is no longer tradition. Traditional wisdom is increasingly being replaced by knowledge and information furnished by modern psychology, medical sciences, economics etc.

The adults' role in leisure-time activities has become increasingly passive in this age of mass media. Superficially the filling up of leisure by mass media entertainment calls for negligible training. Adult Education has therefore to enable him to play a more active role in the enjoyment of leisure. Songs, dances, dramatic performances—all these, like games and sports, are group activities in which the adult can express himself without being self-conscious. Today some mass media like films tend to deprive the adult of this opportunity for self-expression. He is being forced to become a mere recipient and his responses are being stimulated and regulated often without his being aware of it. Educational use of mass-media is different from the production and availability of audio-visual educational aids. Feature films, general radio and T.V. programmes, paper-backs, gramophone records, music and dance concerts, the theatre, art exhibitions etc., constitute an environment that can be an aesthetic experience giving to the adult the opportunity for both social and private enjoyment.

The four roles of the adult, that is, as the wage-earner, as a citizen, as a family man and as a man with some leisure have been discussed many a time by adult educators. Role based, adult education programmes are in progress such as those for farmers, workers, as family planning and nutrition programmes for parliamentarians and occasional programmes involving entertainment and fine arts. Emphasis has during recent years been rightly placed upon functional adult education adjusted to the needs of people engaged in different occupations in every society. But role-based adult education tends to promote specialised personalities with limited interest in other roles. About twenty years ago, social education emerged as a comprehensive concept. The expectation was that it would give to the adult the kind of cohesive training that would develop an integrated personality. However, social education

tended to be rather a diluted pot-pourri in which the standard of skills imported and the knowledge given was not high enough to be of practical use in a dynamic economic situation. As a reaction and also in the light of experience in more advanced countries emphasis is being placed now on specialised training to adults in the technology or in the vocational techniques with which they are concerned. Personally, I am opposed to any attempt to dilute the standard of professional training in adult education. Today's technology is far too demanding and far too vast for us to take any risks.

To some extent this is also true of training in political matters and citizenship, training in family planning and Home Science and training in the appreciation of the arts and the use of leisure. Each is undoubtedly a specialised field.

And yet any adult would give the first priority to those training programmes which would improve his skills and enable him to step up his income. The challenge to adult educators is how to reconcile this urge with the development of the other aspects of his personality. The solution does not lie in lowering the standards or in drawing up a course which is a medley. Courses have to remain distinct.

Without going into the methods by which the different roles of adult personality can be harmonised into an integrated personality, I would like to submit that perhaps what is more likely to promote integration is some sort of a value system or even a philosophy. It is unfashionable to talk of values these days. In the medieval times dedication to God and the search for spiritual enlightenment were regarded as the ultimate aim for an adult. There are historical reasons for the priority to devotion over action during the middle ages. This attitude obliterated the more vigorous and robust philosophy of *purushartha*. *Purushartha* was a system amalgamating four ideals before an adult. Dharma or duty, Artha or economic activity, Kama or Passion and Moksha or liberation. During the middle ages, the entire *purushartha* was focussed upon the dharma which could be identified with complete devotion to the deity that one chose.

Development of Integrated Adult Personality

Can we go back to the principle of *purushartha* as an animating principle for life-long education? Many of us would be inclined to give a trial to this principle. But the four pillars as described in ancient times, do not take into account the complexities of modern social problems and the phenomenal advance of technology and science, leading to an unprecedented industrial environment. Some adjustment of the *purushartha* principles is therefore necessary. Recently, Acharya Vinoba Bhave adumbrated for education in general three basic elements of human personality with which education should concern itself. He called them *yoga*, *udyoga* and *sahayoga*. Vinobha Bhave has used these terms in the context of

institutional education, particularly school education. But this would appear to be an excellent summing up of an integrated modern adult personality. Under yoga would come the kind of intellectual discipline which promotes the assimilation of knowledge, and yet builds up the maturity and strength of meditation. Meditation of this kind is actually the process of digesting the gains of knowledge and the impact of a learning environment and reconciling them to the warring emotions to which every active adult person is subject. It is interesting to see that whatever role based training an adult receives, it could be provided along with training in yoga. In some advanced societies, big industrial concerns are finding it to their advantage to give to their workers brakes in which such training could be given. In other words, it could well be a direct input for a training programme for economic development. One could say the same of other training programmes which could benefit from the attitude the exercise and the philosophy of *Yoga* in a wider sense.

• Udyoga is something that does not need emphasis. It would cover the entire programme of occupational adult training that is today considered, that most important. Sahayoga is really the fostering of an environment of cooperation through group activities of a kind that would directly or indirectly promote all the four roles of adult discussed earlier.

This new *purshartha* explained by Acharya Vinoba Bhawe could be the informing principle of all adult education programmes because through it the kind of integrated development of human personality that is essential for life-long education could be promoted. This, in my opinion, might be more practical than the kind of diluted social education which we had attempted some years ago. The advantage is that this system can co-exist with the four kinds of specialised training based upon roles. It does not seek to replace them; but only to supplement and strengthen them.

Contact Between Educational Institutions

Apart from the development of integrated adult personality, another issue that arises from the concept of life-long education applied to adult education is that of contact between adult education and schools, colleges, professional educational centres and other kinds of institutional programmes. In the past such contacts were thought of only as a device for reducing expenditure on adult literacy and similar programmes. It is true that in England workers education emanated from the keen interest taken by universities in improving the intellectual level of workers. They took it up because the Industrial Revolution made it incumbent upon the owners of industry to educate their workers who would otherwise not be able competently to handle sophisticated machinery. In India, however, the school teacher has been thought of as the adult educator because that would save the

expenses of appointing separate adult educators and would make the village school as the natural centre. To my kind, these are rather limited considerations for promoting contacts. Today such contacts have become necessary because an adult is required in a fast changing society to learn to adjust himself to the attitudes and ways of the life of the young people. He is to be better knowledgeable of the youth because whether in family or in economic activity and professions two generations have to work together. It is a platitude to talk of generation gap these days. But in more practical terms the position is that both the horizon of knowledge and behaviour pattern of youth have changed very fast under the impact of media of mass communication and the growth of science and technology. Both these factors were negligible in earlier times when changes were gradual and the two generations could adjust themselves naturally and the older generations could guide the young. That is no longer true. It is therefore unfortunate that adults in various professions tend to become so ignorant of the young generation. In families and in society in general, it leads to clashes and conflicts. In these circumstances, if adult education could make the adult learner aware of the new youth attitudes and the reasons for it, if the adult could get an opportunity to have exchanges of ideas with those who look after the education of young people it would be to mutual advantage.

Another need for such links is that adult education centres cannot have all the sources and the repository of new knowledge that universities can command. These may be general universities or professional universities. The new farmer, for example, is known to be very keen on having access to all that goes on in the laboratories of the agricultural research institutes. The campus walls have therefore to come down in this sense.

The coming down of the campus walls may also have a healthy impact upon the young people though this is something which has been questioned on the ground that the less palatable aspect of adult life might dominate the young learners.

For the more thoughtful adults universities and institution and centres of higher learning could have another use also. In Burma till recently it was possible for a grihastha to retire to a monastery, for a short period. In the environment of learning and pieces, an active adult could charge his battery as it were. In a monastery it was not so much the access to new knowledge as the opportunity for meditation that attracted adults. In modern universities summer courses for adults are a device for access to modern knowledge and provide occasions for analysing problems in an atmosphere undisturbed by the demands of day to day work. Opportunities for this kind of exposure have not even been attempted in India on an experimental basis yet. But experience in more advanced countries brings out the tonic effect of such exposure.

Incidentally, it gives a new purpose to the staff of universities and centres of higher learning.

I would not go into the methods whereby this can be achieved. I am here dealing with an aspect of the concept of a life-long education. I think it is practicable and is an improvement upon the old idea of using institutions for organising literacy programmes. It puts the adult learner on a footing of equality with the campus staff and students.

Self-Study

The third element of life-long education is continuity. In the recent past some attention has been given to the problem of follow-up, but resource-wise as well as in implementation progress has been only marginal. Apart from that, the conception of follow-up is different from that of continuity. In my opinion the essence of continuity in life-long education is self-study. I am using the word "study" in a very wide sense and not in just the sense of book reading. What is it that we can provide to the adult learner to enable him to continue the process of learning himself, seeking information, analysing problems and expressing himself?

The problem is made complex by the fact that the modern environment is one in which the adult is being ceaselessly battered with flying bits of motivated information, that is, information provided by sources whose self-interest lies in pressing it on the adults. The environment is also one of exciting and satisfying superficial curiosity whether it be in the kind of films and stage performances that have recently become common or through glimpses into private life of others. The object is to titillate the senses to exciting a superficial curiosity and to keep up the chain interminably of one thrust after another.

This is the environment which is shaping the behaviour pattern of the modern individual. The famous Sociologist, Skinner, has in a recent book, tried to establish the overwhelming impact of environment which sometimes reduce to nullity the will power and the value system of an individual.

Superficially, it would seem to be an atmosphere of learning. Look at the amount of political propaganda, the effort made by the political propagandist to collect, sift and make available various kinds of facts and information in mass circulated newspapers and on the radio and T.V. system and in the news magazines which are a strikingly modern phenomenon. Millions of people are served this dish every morning. What happens? Does it activate the reader? On the contrary, it has a numbing effect upon the capacity to think independently, the capacity to make choices.

Entertainment and amusement on the T.V., the film and in paper-backs also seems to take a form of manipulation. Our actions are manipulated, our unfulfilled wishes and desires are played upon

ruthlessly by commercial entertainment. Here again the individual becomes passive. As for libraries and museums, in advanced countries, millions visit them. In those countries, some beginning has been made of developing them as lively educational centres of life through film shows, discussion groups etc. Nevertheless, by and large massive libraries and museums are a gallery that does not speak to most of the visitors particularly in backward countries. They overwhelm but do not educate.

Another modern environment is the spiritual gathering somewhat different from the religious gatherings of ancient times. The modern spiritual gatherings is based upon frenzy or the suspension of conscious individuality. In a sense it is an escape from learning for most people. Many achieve peace, no doubt, even though momentarily. Some learn to reconcile themselves to the hard knocks of life, which is indeed a great gain. But unlike the saints of Nemisharanya of ancient times, the modern preceptors seem to be more keen to winning followers either through miracles or through subservience. Not many of them would seem to be keen on the learning process.

These then are the principal agencies that constitute the modern environment of information, entertainment and spiritual frenzy or calm. The outstanding feature of this environment is superficial curiosity which is different from jigyasa or quest for learning. In life-long education the object is to stimulate and sustain this quest for knowledge and techniques. Therefore, it is necessary to develop new kinds of institutions in which that process of self-study and self-learning may be possible, and that would strengthen the individual adult against the incessant assaults of the agencies of the numerous exploiting agencies. I am not using the word "exploiting" in the communist sense. As I have stated above, most of the so called agencies of learning and information today are controlled by persons who either wish to make profit out of them or gain control over the amounts of the people for their own purpose.

Promotion of Groups of Adult Learners

Is it possible for the educator to step in as an impartial purveyor of knowledge? Very doubtful, for reasons that are obvious. Therefore, a mechanism has to be placed at the disposal of the adults which they can themselves control not as a massive body of people but as small groups. To my mind, the concept of life-long education carries with it the obligation to promote small groups of adult learners, groups that will function by themselves and not require any outside trainer or guide, except initially, that would be held together by common interest and that would strengthen the will of the individual to seek through the agency of the group more information, more clarification and better opportunities

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Towards a Participating Society

James A. Draper

Faith in a Principle

THERE is no lack of statements and reports which expound on the importance of life-long education and the educational components in areas of development. One can go back to *The Second Five Year Plan* which states that "Development is a means to an end, i.e., man and his welfare."¹ The central objective of "development," as laid down by the Government, is to initiate changes in the economic, political and social system of India, to raise the level of living of the people and open out to the common man new opportunities for a fuller, healthier, richer, better and a more varied life.²

The seven-man International Commission on the Development of Education, set up last year by UNESCO, has recommended "life-long education as the master conception for educational policies in the years to come for both developed and developing countries." "Education," says the Report, "must be carried on at all ages of man, according to each individual's needs and convenience. He must therefore be oriented from the out-set and from phase to phase, keeping the real purpose of all education in mind: personal learning, self-teaching and self-training. Education must cease being confined within school-house walls. All kinds of existing institutions, whether designed for teaching or not and many forms of social and economic activity, must be used for educational purposes."³

In 1965, The Education Commission appointed a Task Force on Adult Education to study the problems of university extension work. A survey questionnaire was sent to universities in India. The resulting report indicated that "Generally speaking all the universities agree in principle that the university should serve the community including the adult population," but some did express reservations of the university's role in this function.

The theme of the Third International Conference on Adult Education was "Adult Education in the context of Life-Long Education." This topic followed quite naturally it seems from the deliberations of the Second World Conference held in Montreal, Canada, in 1960. One of the major contributions of that Conference was to give support and meaning to the concept of life-long education. One significant attribute of the 60's was the momentum gained around the world in understanding the meaning and implications of the term. In fact, it might be said that the real advance was not only the apparent acceptance of the term but the critical analysis of

what it means when it is applied to real-life situations involving adults in a variety of educational settings. For example, in the basic working paper for the Third World Conference reference is made to the reforms in education which are gaining increasing acceptance partly as a result of this critical analysis. The paper states, "it is generally agreed that education must be: accessible to all, acquired and not imposed, with the individual playing an active rather than a passive role; a permanent element in life and no longer a preparatory stage for adult life; an essential factor for the human condition, at the level of both individuals and communities." These ideas speak of the democratization, continuity and functional qualities of education. But what does this all mean? To what extent have the words led to action or, to quote Sartre, "The only way to determine the value of a feeling is to perform an act that confirms and defines it."

Although the analysis and implementation of "life-long education" and other such terms is a continuing process, can we assume that the meanings of these concepts are really accepted in principle?

Prerequisite to Training

When we talk of "democratizing education" and teaching attitudes about "learning to learn", what are the implications in terms of our teaching methodologies, our administrative and educational structures, and our use of resources, to mention only a few? What are the implications for the behaviour pattern of our educators and administrators? Is their exposition of the desirability of continuing to learn consistent with their own behaviour? It seems that an essential prerequisite to training, in the context of life-long education is the belief in the ability of people to learn various things at different times throughout their life-span.

Risking the possibility of a lengthy debate on the subject, can we attempt to make a distinction between "learning" and "education" by thinking that "learning" is a process whereby we absorb and integrate stimuli from our environment, the result of which is a change in one's behaviour. "Education" on the other hand may be thought of as a deliberate attempt to structure the environment in order to achieve pre-determined learning goals. If the learning goals have been achieved, then by definition the result is also a change in behaviour. One difference between the two concepts is the extent to which one consciously sets pre-determined goals. To push the point of the discussion further, it seems that a term which should precede "continuous" or "life-long education" is the term "life-long learning". Learning

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and behaviour adaptation occurs throughout one's life. At times this has characteristics of structure to it and when this occurs we might refer to the process as "education". The process of learning is common to both elements: **Surely then the prime purpose for training persons for work relating to continuing education is to develop within them the attitude, skills and theoretical knowledge which will make them more competent in "creating" environments within which learning will occur.**

Life-long learning, as with the term life-long education, is an attitude of mind; it is a fundamental philosophy which if understood and adhered to can manifest itself in a learning society. As will be realized, life-long education is more than a programme. The basic belief system adheres to the conviction in the ability of the learner to identify his own learning goals; to plan his own learning activities; to evaluate his own learning. Even if the learner is unable to work entirely alone in one or more of these activities, he certainly is capable of being involved, with others, in planning, implementing and evaluating his own learning. Perhaps at times we underestimate the learner's ability to do this. Depending on the ability of the individual, the intentions of his learning, and the resources available to him, on occasion he will pursue learning with little or no outside assistance. On other occasions he will seek and obtain assistance. The educator concerned about and/or specialized in the field of "adult learning" will be concerned about both learning situations.

If one of the prerequisites to action relative to life-long education is further understanding of the term, then it seems that we must examine the implications in light of the changes (many of them will be drastic ones) in our organizational and administrative structures in order to allow and encourage those within and beyond the organizational structure to continue to learn. There should be nothing elitist in this either in the concept nor the availability of opportunities to continue one's education. Are our leaders, including those in the classrooms, exemplars of the concept: living models of continuous learners? Is there a trend toward decentralization, to the extent that learners, at whatever age, will be involved in planning, implementing, and evaluating their own learning, and working with others in helping them achieve theirs? Are some of the attitudes towards work (ex. to manual work) and learning changing, for such attitudes can serve as obstacles to what we will learn or what we do? Thus the importance of knowing the social values of those with whom one works in educational settings.

Many of our attempts in development programmes, including some relating to adult literacy programmes, have been more "social service" than "educational" oriented. Can we strengthen the educational and learning components in our development programmes? Do we understand what this

means? How can government and non-government organizations become more fully involved in the whole learning process, an "individual" and "societal" process, such that these institutions can work more closely together and become more closely related, through learning and education, to their constituent communities? Are we innovative in our approach to bringing about individual and societal changes? Innovation implies a novel re-ordering in resources with a coherent process which leads to an indentifiably different result.⁴ A 90th Congress Senate Report⁵ defined innovation as "The adoption of new or improved educational ideas, practices or techniques". The decision as to whether an application embodies a new or improved approach must be based on the needs of the persons to be served. In this case, the term "new" means "new" in the situation" not "first time ever". This seems an important distinction to make. For instance, in attempting to increase the interaction of our universities and their communities do we create new universities or open the doors to the public of the already existing institutions or both? Which is more innovative to the situation? The challenge seems to be to search for alternatives and to increase the clarity of what we want to achieve. How do we increase citizen participation (an ideal of democracy) and increase the responsibility, rationality and constructiveness of citizen action?

The foregoing are factors relating to questions of "training" for they attempt to relate to the "Why?" and to some extent the "What?" of training relating to life-long education practices. The challenge is now "How?" do we bring this about. Let us take, for example, the possible role of the universities in this regard.

The University as Leader and a Trainer of Leaders

In facing the realities of the present and preparing for the uncertainties of the future, what role does the university have in these matters, *vis-a-vis* individual and societal learning? The teaching, research and generally isolated nature of the universities is generally well known. In becoming part of the action relating to life-long education (an assumption which must be made to continue the discussion), what can the universities do best. It seems that the university can do many things. The first is to understand the terms of reference and the implications of implementing these terms. Next, it might carry out a systematic "introspective" piece of research whereby it looks at its own resources and talents, relevant to life-long education. A natural next step would seem to be to carry on an equally systematic "extra-spection" in which it works, with members of its constituent communities, to identify needs and problems of its continuous society. Having gone through these processes (for they will be continuing activities) then the university should be able to more realistically decide what needs to be done, what

the university can do, and what the university wants to do.

It is generally accepted that one of the roles of the universities (if not the most important one) is to train competent scientists, technologists, administrators, and others to extend and adapt technology, to the economic development of the country. Universities and other institutions of higher education are greatly relied upon to develop persons with expertise to meet the technological challenge of controlling and using what we know, and trying to find answers to those questions which seem relevant to us (the research aspect).

Are there not equally competent skills required in extending the learning components in development of individuals and society, making learning more efficient, more accessible, more relevant, and more closely related to the ideals expounded in the Constitution? The concept of life-long education (or learning) must be consciously built in our learning programmes. There is nothing automatic about the acquisition of positive attitudes towards learning, a prerequisite to a "learning society". Similarly, favourable climates for education seldom just happen. They too need to be planned for and the planner must be competent in achieving these ends. Already many institutions of higher education are engaged in continuing education activities, by which is meant that they are involved in extension or extra-mural or in-service learning/educational activities. Many of these, dedicated to "liberal education" are now becoming increasingly concerned about "liberalization" of those beyond, as well as those within, institutional confines. Already some of these institutions, and those in government and non-government organizations are facing questions relating to such topics as learning motivation, in-service training programmes, educational programmes for the public (including literacy programmes for adults), educational activities relating closely with developmental and social issues. Are those responsible for implementing these and other educational programmes, in need of special and particular competencies?

The concern for increasing the competencies of educational leaders and the role that universities can perform is being shared by many within India, as well as outside of the country. For instance, less than a year ago a conference of representatives of socialist countries was held to deal with the problem of preparation of personnel in the field of adult education (also to be interpreted as continuing education) and cultural work. (The conference was held from 9 to 12 November 1971 in the University of Debrecen in Hungary). Furthermore, the aim of the conference was to consider problems and concepts regarding the preparation of personnel for adult education. Among some of the major topics discussed at the conference were: The social need for specialists in adult education and the process of

their preparation at various levels; the functions of scientific research and education of personnel in the field of adult education; the responsibilities for enhancing the education of adults and raising the standard of the education of graduates. The conference adopted a group of proposals concerning the improvement of conditions for preparation of personnel for adult education. Among these were:

1. Provision for appropriate material and staffing conditions for the preparation of such personnel in institutions for higher education;
2. Qualifying such personnel for self education;
3. Organization of correspondence education for specialists of adult education;
4. Provision for practical preparation of such personnel;
5. Development of scientific research in adult education and setting up commissions in scientific academies which would be held responsible for such research;
6. Consolidation of relations between scientific and educational work in adult education.

Up-till now, this paper has dealt with two major principles. One is that learning is a life-long and continuous process. Second, many institutions (the university for example) have specific roles to perform in helping to facilitate this process. A third principle which now seems necessary to consider is one which accepts that specific skills and theoretical/subject-matter knowledge is required by those primarily and most directly involved in planning and implementing adult learning and educational goals. In this context, the term "continuing education" has a second meaning to that referred previously. The term as used here implies that there is a specific body of knowledge, interdisciplinary in nature, based on scientific enquiry, which deals with the learning processes of adults. The term "andragogy" is now widely accepted as referring to the teaching of adults just as "pedagogy" has been used to refer to the practice of teaching children and youth. Both enterprises, inter-related as they are, have a very specific body of knowledge of their own. It seems that in this area of training to work in educational/learning settings with adults universities, some at least, have a very specific and suitable role to perform, especially when this is encompassed within degree or post-graduate programmes. Such programmes of study would have to be inter-related on the one hand with conducting high quality research in this area of study. On the other hand, such a discipline would need to be of an applied nature, relevant to adult learning and community-oriented. There is ample evidence to disburse the belief, still held by some, that to adapt teaching and research to relevant and field situations somehow lowers academic respectability. This is not true. Many universities

outside of India and some within India are now deeply committed to the function of academically training to work with adults in learning and educational activities.

Can one hope that during the decade of the '70's the concept of life-long education will be more fairly achieved and that the university, as with other institutions, will extend considerably our body of knowledge relating to the learning needs and practice of our adult (indeed all members) of our population? And can we, as educational leaders, work harmoniously with others, abiding by our principles and ideals to the extent that we prove our worth of being called "leaders."

*"Of a good leader
When his task is finished
His goal achieved
They will say
We did this ourselves".⁶*

Surely the dignity of individuals will be greatly enhanced if our knowledge of working with them is expanded and applied. Also, that less distinction is

made between learning and teaching which are really part of one and the same process, i.e. "When learning ceases teaching ends." It seems that to these ends our training programmes must continue to strive.

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Adult Education for Democracy

S. C. Dutta

DEMOCRACY is by definition a government of the people, by the people and for the people. This means that the people must contribute through the electoral process and by intelligent articulate opinion to the task of exercising political options. However, the functioning of the democratic government can neither be confined to an articulate elite or an organised group of politically, socially and financially influential individuals. Democracy, to be successful, must ensure participation of every citizen in the functioning of the government and the society. Democracy is enhanced by participation and thwarted

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by apathy. Adult education bears a major responsibility for overcoming this apathy.

II

Adult education for democracy must aim at securing the fullest participation of the community and all its sections. Such participation means that all those who are eligible must be on the electoral rolls, that all those who are on the electoral rolls must as far as possible exercise their franchise, and those who exercise their franchise should do so after a full understanding and evaluation of the issues and individuals involved. Adult education for democracy should also build public opinion against the abuse of the electoral process.

Adult education for democracy cannot, however, confine itself merely to the education of the voter to enable him to exercise his franchise; it should also extend to the task of creating in him a sustained interest in public affairs at all levels. The existence of such interest on the part of voters and the existence of an active public opinion on different issues would improve the quality of the accountability of elected representatives to the people.

III

Adult education should contribute to mass participation and involvement in developmental tasks. It is true that democracy may at times incite divisive feelings and fissiparous tendencies, but in the long run it could build an enduring foundation for national development, socio-economic reconstruction and emotional integration. There is no inherent incompatibility between democracy and economic development, and a properly organised system of democracy could contribute positively to accelerate economic growth and social change. Adult education for democracy can raise the common denominator. It will also enrich social, cultural and political

life, reflecting the aspirations and needs of the people.

Adult education for democracy would be a sound investment for development and could also help to soften the stresses and strains of the revolution of rising expectations by injecting realism into our democratic politics and by showing the way for organised effort towards moral and material social progress.

The task of adult education for democracy is to transmit a burning faith in the basic values of democracy and to inculcate an unflinching adherence to the requirements of the democratic process; it should bring about a realistic appraisal of democratic politics and its problems and should develop capacity and skill to collect, interpret and evaluate information at different levels.

IV

Democracy is a way of life which seeks to ensure equality of opportunity and dignity of the individual leading to the greatest good of the greatest number. Democratic process requires that all those who participate in it should be willing to follow the rules of the game, to listen to various points of view, to give a fair opportunity to the opponent, to raise issues through constitutional methods, to accept the judgment of the majority even if it is adverse, to have a healthy respect for authority created by democratic institutions and to adhere to the rule of law. These values of democracy pre-suppose a basic faith in the elective and representative institutions and in the process of consent and consultation as the basis of government, in the basic right of the individual and the framework of the rule of law, the independence of the judiciary and the neutrality of the services, equality before the laws as well as equal protection of laws.

It is in the attitudes and minds of men that social revolution has to be brought about and

that adult education for democracy should become an harbinger of a new order where everybody is ensured equality of opportunity, basic minimum necessities and social justice. Adult education must ensure educational style of living democratically. Adult education for democracy, citizenship and social responsibility should keep pace with adult education for transfer of technology and vocational skills to the fields and factories.

V

Adult education for democracy is a specialised education, it means continuing and further education. It implies a basic comprehension of the idea of society, political organisation, institutional concepts such as Parliament, State Assembly, Panchayat Raj institutions and an understanding of how democratic process is supposed to serve the common man and the commonweal. The curriculum of adult education for democracy should include a historical narration of the main events in India's freedom movement and the advent of modern parliamentary democracy in India, the essentials of the Indian Constitution including the machinery of political organisation, the electoral system, duties and obligations of citizenship, the rights of the individual and the judicial system. Such a programme must seek to inculcate a fundamental faith in the values of democracy, tolerance and freedom. This programme should involve every single individual who is able to contribute towards the broad objective of adult education for democracy and a national plan such as this must necessarily acquire the character of a revolutionary movement.

The Indian Adult Education Association has set up a Council for Education for Democracy under the chairmanship of Shri Jayaprakash Narayan to initiate this movement with the help of groups like trade unions, farmers' groups, workers' organisations,

and other specialised groups concerned with the education of adult men or women. The Council itself consists of representatives of trade unions, youth organisations, women organisations and others connected with education of adults in its various aspects. It is our hope that this Council will soon be enabled to perform its task and launch a massive nation-wide movement for education of the Indian masses for democracy, for growth and for social change.

VI

The Council intends to undertake the following programmes:—

- (a) organisation of correspondence course for various groups of citizens interested in education for democracy;
- (b) organisation of study camps or extension lectures on democracy, civic rights and responsibilities and democratic institutions like Parliament, Assembly, municipalities, corporations, panchayat raj institutions, etc.;
- (c) production of reading material simple in language but mature in thought content; and
- (d) organisation of short-term courses for different interest groups with a view to prepare a specialised cadre for undertaking education for democracy.

In addition to the above-mentioned programmes of the Council, the Indian Adult Education Association has drawn up a programme to hold camps in different parts of the country to clarify political issues and to organise discussion groups on matters of current interest. The purpose is to educate the common men and women to understand the issues facing the country and to prepare them to

shoulder the responsibility of political and social development. This would broaden the base of democracy and shift the centre of political power from the handful of professional politicians, businessmen and bureaucrats to the common man in whose name and for whose benefit our government seeks to govern.

VII

The programme of adult education for democracy should be undertaken by voluntary agencies, which are capable of enthusing the people to bring about necessary changes in lives. Voluntary agencies possess flexibility, which renders it easy to adjust policies to local conditions and to effect rapid changes in their work so as to meet the demands of local situations. Moreover, voluntary agencies being the projection of popular initiative and enthusiasm can evoke a sympathetic cord among the people. And because voluntary agencies have to thrive solely on the confidence people place on them, they reflect the popular sentiment and adjust themselves to popular needs.

Adult education to be successful should be based on experimentation and collaboration. New methods of work and new techniques are needed to be discovered. These can be done only by a voluntary agency, for it is untempered by the requirements of red-tape, has greater desire and appropriate perspective to experiment.

To my mind, adult education, by its very nature must be informal. It receives its sustenance and develops only if it is organised informally and on a voluntary basis. *The Committee on Plan Projects, Planning Commission*, has said, "the best agency for carrying on social education is obviously the organisation of the people." The Government should assist financially voluntary agencies to

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JAWAHARLAL NEHRU

Indira Gandhi

IT IS difficult for any daughter to speak about her father. Specially so when the relationship was not merely of father and daughter but one of comradeship, ever since my early childhood. Each one of us is many people, but somehow, in the process of growing, most people suppress parts of their personalities and stress only one or two parts. The difference between my father and most other people I think was that he allowed all his personalities full play and he was simultaneously interested in every aspect of life.

He was a real teacher. Most of what I know came from him. But the people of India, those of you who ever heard him speak, must have noticed that his speeches were not to make points, they were not rhetoric and fine words, but were an effort to teach the people, to teach whichever audience he was addressing, something which would last with them and which would make a difference to them for the rest of their lives. Even when he spoke in tribal areas and to rural people, he spoke about the discoveries of science, about the trends of history, about the forces that were at work in our world.

Many people thought that the speeches were too long and, because to them the subjects were familiar, they thought they were boring. But those of us who visited some of those villages later found the impact that they had made. I think that this was one of the reasons why in the most backward areas of India there is today an acceptance of new ideas and new methods. There is an interest in what is happening in the world. I doubt if there is any country where in remote places people are interested in what is happening in far-off countries, but in India you will find this interest and even to some extent a comprehension of many of these things.

While he was a teacher, he was also a student. He believed that one never ends learning and the day one thinks one knows everything there is to know, that day one closes one's mind, that day one is not really alive. So he was a student, constantly learning, constantly absorbing new knowledge and factors, not merely from those whom one would have thought more learned—because amongst his friends he counted some of the topmost scientists, writers and artists of the world—but he learnt even from the tribal areas, even from our villagers.

To him India's unity was a very real fact. He felt deeply that every individual in India has something to learn and a great deal to contribute to the

country. I am naturally glad that a Centre is being built here in his name, but I do not think it is really necessary. I think the whole of India is his memorial. The direction that India is taking is his memorial. The shine in the eyes of children as one travels around the country is his memorial.

I remember having travelled with him, not merely after Independence, but ever since I was a small child in the 1920's. I have been seeing the faces of the people. Today we have poverty, of course, but I think the picture of poverty today is vastly different from what it was in the 'twenties or the 'thirties, or I would say, even what it was in the 'fifties. There are very few pockets in the country where one will see anybody with the old dull expression. There is an aliveness in our people and it is this which is the real strength of the country.

Here in Bombay you have many tall and beautiful buildings. It is an advanced and modern city. But I think all of you will appreciate that India still lives in its villages. In the villages you will find a great feeling for the country, a desire to maintain our independence, not only the physical independence of having our own Government and not having a foreign power, but independence in the real sense of freedom to make our own policies regardless of any pressure, the freedom to act in the way that we think is right regardless of the interest and the opinions of others howsoever powerful. I think that every Indian has that feeling and it is that which comes to the fore, whenever there is aggression from abroad, whenever there is some internal trouble like a drought or an earthquake or other such natural calamity.

This is the true spirit of India. I think that my father did a great deal to instil this spirit in the people during his numerous and long travels to every part of the country. Yet he was not bound to India alone, because he always saw India and her problems and her future in the context of what was happening in the rest of the world. He knew that our progress, our peace, our prosperity were dependent on what happened elsewhere. And that is why he followed a policy of peace. I think that it is something which is appreciated today by all Indians.

I have seen the various programmes which this Centre wishes to take up. They seem to me, if I may say so, rather ambitious. Not that I am against ambition. I think when one is doing something for the country one has to think big in order to do big. But so, it is more important to be effective in what one undertakes than merely to have a big desire. I trust that in drawing up your work you will undertake what can really be implemented and take up those activities which will reach out to the people

Speech made by the Prime Minister, Shrimati Indira Gandhi, while laying the foundation stone of the Nehru Centre at Worli, Bombay, on November 2, 1972.

who most need help. I do not say that is only the poor who need help. I think it would be a pity if the work of the Centre were to be confined to them. We need excellence, but we also need quantity. So we have to find a balance. We should try to spread excellence to the largest number, and it should be brought within the reach of all our people ultimately. The nature of Jawaharlal Nehru's multi-faceted personality was such that there is almost no limit to what work can be undertaken in his name.

Sometimes people have used the word 'dreamer' for him, as if it were a word of abuse. But we all know that nothing, not even the smallest thing in the world, has happened without somebody dreaming about it first, whether it was the discovery of fire which started the whole process of civilisation, or any of the other discoveries and inventions. It is only through dreams, through vision, that any action can take place. There can be no action if one does not know what one wants to do. So he was a dreamer, and I am personally proud that he was a dreamer. But he did not stop with dreaming. The moment he had a dream he started to see how that dream could be made a reality. Had that not been so, we would not have had today the progress we see; we would not have had the sound foundations for our economy which we have, we would have not had the strength that our people, our industry, our armed forces have, which enabled us to meet the tremendous challenge of last years.

In life there is a place for dreams, there is a place for action, there is a place for teaching and a place for learning. And if we can combine all these, then we shall be able to give a new light and a new direction to our society. Much has been achieved in India, but we know very much more still has to be done. We cannot do it by looking towards the past. Every person is a different identity with a different task, a different outlook. We do not want this country to be a nation of blind followers of anybody, no matter how great. Every great man has deplored blind acceptance of what he said. Every great man has said, "Think for yourselves, test each belief, test each saying before you decide whether it is right for you and for the people." I hope that the Nehru Centre will not blindly say "This is what Nehru was," because I do not think that anybody can cage him in any description, howsoever wide that description may be. He was far too big a personality. So I hope this Centre will concentrate on creating new leadership, helping each personality to develop and blossom in its own way. In that manner we shall be able to have more intelligent and effective involvement of the people in the affairs of the nation and a more efficient functioning in what we do.

Let us combine the vision and the dreaming with solid action. We all know how sorely it is needed everywhere, and even here in this premier city of India.

I should like to thank you very much for asking me to be associated with this function and all of you who have come here. My good wishes and my thanks to all those who have helped and I hope that many more will help. I am afraid I am a very bad collector. There are many in Bombay who can give money, but there are even more who can give time and energy and talent, and I am going to ask you for them. I hope that the Nehru Centre will be efficient and effective in mobilising the talent of the people of Bombay, so that its work is not confined to one point but spreads throughout the city.

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Adult Education for Farmers in a Developing Society

By J.C. Mathur, New Delhi, Indian Adult Education Association, 1972, 233 pages (with photographs, reference list, and maps). Price: Paperback Rs. 12.00 (Abroad \$5.00); Hard bound Rs. 20.00 (Abroad \$7.00).

THE author, Shri J.C. Mathur, needs no introduction as a long-time leader in the adult education movement in India and abroad. He is Vice-President of the Indian Adult Education Association and for over ten years has been a member of Unesco's International Committee for Out-of-School Education. His close association with the Ministries of Education as well as Agriculture, with All India Radio and with FAO, to mention only a few, give him a unique background in dealing with the theme of this book.

Basically, this book discusses a vital and frequently neglected topic, that is, the educational component in development. Regarding the recent agricultural breakthrough, the author states that there are two choices open for such persons as educational policy-makers, organizers and teachers. The one is "to treat the new growth in agriculture only as a technological process leaving it to scientists and agricultural experts to give guidance to farmers as best as they can, depending mainly upon the farmers' own motivation to sustain the dissemination of information and skills. The other is to seize upon this situation as a wonderful opportunity for launching an adult education programme that will bridge the gulf between education and economic development, and that will spread the benefits of new agricultural technology to a wide circle, specially to small farmers and landless labourers". The emphasis in this book is with the second alternative. Primarily the content and ideas expressed in the book is based on the author's own observations, his experience of planning and organization and discussions with officials, farmers and non-official workers.

The first and second chapters of this 12-chapter book deal with the education for farmers within the context of the Green Revolution and the technical and educational implications of life. Sections on training discuss both the methodologies for farmers' training as well as the continuing education and training needs of the trainers themselves. Since functional literacy is seen as an integral part of the development process, particularly agriculture and economic development, it is important, says the author, that one seeks for innovation in introducing relevant literacy programmes for the farmer, linking this to mass media and utilizing all available physical and human resources. Regarding the usage of resources, for instance, the author examines the role of voluntary organizations as well as the role of the universities in accomplishing the goals of literacy and economic development. Numerous other innovative and exciting ideas are fully discussed in the book, not the least of which it is the concept of a world university for farmers. Throughout the book Mr. Mathur continues to emphasize such ideas as work-centred education, the significance of the small learning group in bringing about desired learning goals and encouraging a more wider view of the "educator". In linking education and development a variety of persons have an educational role to play, not the least of which is the planner and administrator of such programmes.

The newness of many of the ideas expressed in the book, its discussions of vital issues, and the ease with which it can be read make this book a highly relevant one for a wide range of readers, both within India and abroad. This book deserves to be given serious attention, particularly by such persons as policy-makers, planners, extension personnel, and of course all "educators".

—James A. Draper

Still Available

Manual for Adult Literacy Teachers

by N.R. Gupta

Rs. 10.00, Abroad \$ 2.75
(Rs. 5.00 for IAEA members)

Available from

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THE CONCEPT OF LIFE-LONG . . .

(Continued from page 10)

for expressing himself. The political structure does not visualise small groups of this kind whether in democracy or in dictatorship. It is true that in communist dictatorship the party cell is a small group of this kind but only superficially so, because every party cell at the factory or farm level is dominated and controlled by a trained party man.

An educational group is different. It may not be a class room. It will be a club. Yet, it will not be a club concerned with playing cards or arranging tennis tournaments. There may be clubs of like-minded professional people concerned with their improvement. Other clubs may be for cultural matters, yet others for nutrition, health, political matters etc. The country should be dotted over with groups of this kind. These could be the firm and widespread foundation of a democratic system in which the will of the people could be expressed thoughtfully and with deliberation.

The great peril of democracy is that the expression of the will of the individual may be clouded to such an extent that the individual may function only passively. Strangely, this is also a danger in education. The educator also often tends to make of the learner a passive recipient only. But expression is as much a learning device as reading and listening. As Churchill once said "the mind should be like a weapon to deliver the ammunition and not a storage for the ammunition."

Today numerous political and commercial interests have begun to besiege the adult with material for reading, for listening and for viewing. But so long as the individual is not able to make his own choices and to express his views in his own small groups, his personality will cease to develop and his education would be incomplete. Life-long education is not a crutch readily offered by interested parties for their own advantage. It is a light kept alive by the learner's own fuel.

ADULT EDUCATION . . .

(Continued from page 16)

undertake programmes of adult education.

VIII

It may not be out of place to mention about the role of adult educator. In my view, an adult educator must assist in the establishment of a pattern of social behaviour and practices of certain social values which will enable people to progress and establish a society based on equality of opportunity and free-

dom of thought and action. He will prepare human mind to absorb technological changes necessary for such a society. The role of moulding the minds of mankind is exacting but nevertheless thrilling. Those of us who are working in the field of adult education should consider ourselves fortunate that we are participating in this exciting adventure of widening the intellectual horizons and broadening moral aspiration of the common people.

IX

In conclusion, I would like to

emphasise that at the present moment, education for democracy must be the main component of adult education programmes in India. The large-scale re-structuring of our society that we are planning, the emphasis that we are placing on growth with social justice envisage that the common man is placed in the centre of our planning. This pre-supposes education of the people in decision-making at all levels. Hence this plea for education for democracy, which must form the core of our Fifth Plan.

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DECEMBER 1972

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More Funds for Continuing Education in Fifth Plan Urged

THE three-day National Seminar on Correspondence Education which ended in Mysore recently has urged for more funds for continuing education including correspondence courses in the Fifth Five Year Plan.

The Seminar envisaged the possibility that correspondence education could become an effective agent of change. It hoped that the material institute for research and coordination in correspondence education to be established by the University Grants Commission would be of great assistance for such a change.

The Seminar felt greatly concerned by the absence of study centres with adequate provision of text-books and other necessary material for students taking up correspondence education. Neither the community nor the educational institutions already functioning even in the universities running

correspondence courses, seem to attach due importance to the institutional provision for such centres. The Seminar recommended that a wide net work of such centres be located in existing educational institutions.

The Seminar jointly organised by the Indian University Association for Continuing Education and the University of Mysore stated that correspondence programmes have made insufficient use so far of the radio, which could be a potent means of relaying course programmes. A closer liaison that exists at present between the University Correspondence Education agencies and All India Radio stations should be developed. Quality programmes broadcast through the radio may be one way of developing non-formal ways of education.

Delegates from eleven universities involved in correspondence courses participated in the Seminar.

NEWS & EVENTS

University and Public Service

To create a more continuous channel or framework for its public service function, Syracuse's University College in United States has developed two interested on-going projects. One the Thursday Morning Roundtable, is a weekly meeting in the Syracuse area who represent or exercise some special public responsibility. The programme offer brief presentation on issues and problems of the community, plus opportunity for exchange of views and perspective among participants. The members represent a broad cross section of the governmental, business, educational and civic association leadership in the Syracuse area.

The other programme is a two-day semi-annual Community Leadership Conference. Civic leaders in the Syracuse area make an intensive examination of one particular community problem. Popular topics have included various aspects of metropolitanization in the Syracuse area, problems of health care, law enforcement, transportation, public education, public finance and housing.

These programmes offer University College a continuing basis for applying the resources of higher education to the improvement of community life.

Further information on these projects can be had from Mr. L.L. Smith, Assistant Dean for Community and Mid-Career Programmes, University College, 110 Roney Lane, Syracuse, New York, 13210.

African Adult Education Conference

The African Adult Education Association will hold its 4th General Conference in Addis Ababa, Ethiopia from September 3-15, 1973. The theme of the Conference is "Adult Education and the Development of Skilled Manpower and Problems of Women Education in the 1970's."

Information from: Prof. E. Akanda Tugbiyele, Centre for Continuing Education, University of Lagos, Lagos, Nigeria.

Adult Education Compulsory in Teacher Training in Tanzania

News from Tanzania is that study in Adult Education will be one of the compulsory subject that all prospective teachers will have to take.

Management and Workers Education

SHRI Satyen Maitra represented the Indian Adult Education Association at a Workshop organised by the Friedrich-Ebert-Stiftung on 'Education of Worker's Representatives and of Managements towards Improved Labour Relations' held in Bangkok from October 17-27, 1972.

This Workshop was the third in the series on 'Selected Problems of Social Development.' The first two were 'Education and Manpower Development in Asia' and 'Manpower Development and Economic Growth.'

Forty-two Experts of Governments, the Social Sciences, Labour Management and International Agencies from twelve Asian countries participated in the Workshop.

Shri Maitra was Chairman of the working group on 'Proposals for Programme and Content of Education and Training Affecting Labour Relations.'

Subscription for

Indian Journal of Adult Education

We advise our readers, other than those who are members of the Association, to renew/send in their subscription for the monthly Journal for Volume 34 which will start from January, 1973. This will ensure regular and timely supply of the journal to them.

The annual subscription is only Rs. 8.00 (within India) or U.S. \$3.50 (overseas). Subscription for one or more years may be paid either in cash or through money order or crossed cheque, postal order in favour of 'Indian Adult Education Association'.

—Editor

Back Issues Available

Bound Volumes of the *Indian Journal of Adult Education* from 1964 onwards are available from the Business Manager, Indian Adult Education Association.

Educational Guidance Conference in Delhi

The All India Educational and Vocational Guidance Association is organising its twelfth Annual Conference in Delhi from January 27 to 30, 1973. The theme of the Conference is "Guidance in the Fifth Five Year Plan."

Information from: Dr. Atmanand Sharma (Conference Secretary), Reader, Department of Psychological Foundation, NCERT, Sri Aurobindo Marg, New Delhi.

Content of Adult Education Programme in the Context of Life-long Education

N.K. Pant

School of Correspondence Courses and Continuing Education, University of Delhi

What is Continuing Education

THE Continuing Education programme include all those activities of a university or educational institution, which are designed to meet the educational needs of the wider community in modern society besides the formal teaching programmes of an educational institution. The idea 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. The life-long education was emphasised by Indian and Greek thinkers and philosophers, although the main stress was on self-study and self improvement. In the modern concept of continuing education, the emphasis is on its social need and social purpose.

Why Continuing Education

(a) *Explosion of knowledge:* During the last three decades, there has been "the explosion of knowledge." The growth of modern science and technology has contributed to the development of more research and new knowledge. Men and women, whose work is based on science or technology must go on learning continuously if they are to remain effective and efficient in their professions. If the engineers or the industrial chemists went through their professional activities with no more than the knowledge, which they had acquired at school and university, the economic consequences to nation would be disastrous. Would any one like to put oneself into the hands of a middle aged doctor, who had learned nothing, except by trial and error, since he left medical school. Computers, new machines, automation, mean that large number of men and women in factories and offices must constantly be learning new skills. In these fields, the economic price of ignorance is too high. The ever-increasing flood of new knowledge brings new concepts and new terminology into use in our daily life. An obvious result of the 'explosion of knowledge, is that whatever one learns at school or college, soon gets out of date. The terminal concept of education seems not only inadequate, but becomes meaningless in the present circumstances.

(b) *Rapid Social and Political changes:* In modern times, social values, political ideas and economic structure are undergoing such rapid

changes that if adults have to live peacefully and purposefully, they have to strive continuously for new knowledge. In this respect, the need for continuing education rests not only upon economic but on social factors. In a country, which struggles hard 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 success of democracy rests on 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.

(c) *Higher expectation of life and more leisure:* A longer expectation of life and more leisure available to an increasingly large number of people these days is yet another compelling factor for life-long education. The abundance of leisure in their jobs and emptiness of retirement provide an excellent field for continuing education programmes. The retired person today seeks work and more opportunities to learn to keep himself going on well.

(d) *Correcting imbalance in educational system:* The entire system of education, particularly higher education, in India is in turmoil. It has been caught in a vicious circle. Every year, the educational authorities bring peace by getting the doors of universities and colleges thrown open to hordes of students. Most of them join colleges not so much to learn and study, but this is to give them some preoccupation in the name of education, as they cannot get jobs. The number of students swells until a college becomes an educational slum. The standard of education is rapidly falling almost universally and the society is helpless to do anything against this corrosion of education in the country. The result is total chaos with virtual mob rule prevailing in large number of universities and colleges. Indeed there is condemnation of educational system by all quarters and there is vigorous demand for bringing about radical changes.

Recently, a National Educational Conference was held at Sevagram which has rightly suggested that education at all levels should be imparted through socially useful and productive activities linked with economic growth and development in both rural and urban areas. Our educational policy needs reorientation as the educational system has complete disregard of social and economic changes in India. Sir Richard Livingstone, a generation ago,

drew attention to the absurdity of a so-called education system from which adult sector was omitted. He wrote, "Youth studies but cannot act, the adult must act has no opportunity of study and we accept the divorce of theory and practice complacently."

The programmes of continuing education will provide facilities to pursue education and learning throughout their life.

The Conference on Continuing Education and Universities of the Asian and Pacific Region held at Madras in 1970, set out the following main objectives of Life-Long Education :—

- (a) to promote the optimum functioning of individuals, so that they realise their full potential and also contribute effectively to society;
- (b) to encourage the development of decision making skills and leadership skills;
- (c) to promote the optimum functioning of social, economic and political institutions so as to maximise their contribution to individual and social development within the context of a democratic society;
- (d) to help the individual to participate effectively in a society characterised by complexity and rapid social change.

Forms of Continuing Education

In view of these objectives, adult education programmes will have to be enlarged in content and in variety to achieve them. In addition to general and functional literacy, programme of continuing education may take a variety of forms and provide for (a) remedial education for those insufficiently educated, (b) refresher courses and up-dating courses in vocational and professional fields, (c) re-conversion courses for those in need of such education or training, (d) opportunities for participation in disciplines, analysis of social and economic problems, (e) opportunities for the cultivation of skills of citizenship for living in plural societies; and (f) opportunities for cultural enrichment and creative use of leisure.

It may be emphasised that life-long education is a basic necessity rather an optional extra for the developing nations of Asia and Africa. The following type of programme may have to be developed by a university or an educational institution to suit its own resources and to fulfil the need of its community.

- 1) Professional courses designed to bring the knowledge up to date of teachers, scientists, doctors, engineers, technologists, etc.
- 2) Courses in human relations in leadership and executive skills, decision making processes.
- 3) Courses in humanities, social sciences and liberal arts.

- 4) Training programmes for leaders in continuing education, community development and voluntary organisations.

Under professional courses we have to develop courses in agriculture in collaboration with agricultural colleges so that the fruit of green revolution could be shared by a large proportion of rural population in India. New agricultural strategy cannot be practiced without scientific knowledge of soil, fertilizers hybrid variety of crops, insecticides, etc. In the field of engineering technical courses to upgrade students trained in polytechnics to qualify for Bachelor degree, special courses in designing engineering for adults in automobiles, electronics, refrigeration and use of household appliances now in use in households.

In the field of medical science, there is need to develop regionwide continuing education for general practitioners, doctors in dispensaries and specialists. Training courses for technicians, medical social workers, nurses and also arranging public lecture courses on health and hygiene.

In education, a variety of courses could be suggested in the field of pre-school, school, adult education, continuing education and training for administration and non-officials.

In Commerce, a variety of useful courses can be developed as follows: Junior Diploma Course, banking, business management, cost accounting, salesmanship, shorthand and typewriting in English and Hindi, master of business administration degree programme, traffic management.

In Economics and public administration courses on public administration, labour welfare, planning and development, man-power and employment, training courses for co-operative officials, labour officers, statisticians for private and public sectors.

In humanities, lecture courses on English language and literature, journalism, creative writing, art of speaking can be undertaken. Programme for teaching Hindi language to adults, Hindi dramatics, creative writing, linguistic literature, journalism and refresher courses for teacher can be started.

In Law, short-term courses on constitution law in practice, criminal law for lawyers can be designed. For businessmen, the role of the legal profession and mercantile law for Insurance agents, Insurance Law, Labour and Industrial Law for labour leaders, educated workers and for the managers and business proprietors will be extremely helpful.

Continuing education has to play a significant role in educating women in the developing countries. The following women's programmes could be considered:—(1) Home Science may include interior decoration, consumer buying, household management, family budget, (2) Health-hygiene and cleanliness, First-aid and Home nursing, pre-natal care, nutrition and diet, food preservation, (3) Family: family-care, child care, values in family

living, parent-school relationship, (4) Part-time jobs: teaching, journalism, social work, stenography, business.

Some of the subjects have been mentioned above for purposes of general guidance. It will be desirable to formulate programmes of continuing education according to the needs of the community to be covered and resources of the institution organising them.

Role of University in Life-long Education

An important agency to provide programme of continuing education in our country will be a university. University is a reservoir of the past knowledge and learning and also the fountain head of new knowledge in the field of Science, Social Sciences, Technology and Literature. A university possesses suitable mechanism to collect, analyse and disseminate knowledge and learning. Traditionally, three functions of a university are teaching, research and the training for leadership in a few selected fields. A modern university has to continue and expand these functions to cover all walks of life and add two other functions, namely, service to community and life-long adult education.

In England, the programme of continuing education began about 95 years ago by James Smart in the Cambridge University and Jowett at the Oxford University. They were convinced that there was a case for extending higher education outside the walls of the university to remedy grave educational deficiencies in the adult community. They also thought the university was hopelessly out of touch with the society in which it exists. The major objective of a university as presently accepted is the advancement of learning without any restriction.

Continuing Education in Australian Universities

It will be desirable to consider programmes of adult education by Australian Universities. At present, six universities in Australia have fulfilled departments of Adult Education with full-time teaching staff, boards and committees appointed by the university authorities. The main aspect of university adult education work, which may broadly be described as vocationally centred programme and liberal studies. In all these programmes, the question of standard is considered as of primary and basic importance. Equally important is the willingness and ability of university staff to match high standards of scholarship and teaching with the special needs of the varied groups for which these courses are devised in a manner that will stimulate further learning. The common elements in every case are the provision of vocational studies; programmes of short-term and long term lecture courses; residential and non-residential classes, seminars and conferences; discussion courses; extension

lectures; and special courses on radio and television in arts, social sciences, physical sciences, medicine and law. In all these Universities in 1962 provided over 800 courses ranging from short-term courses of 5 to 10 weeks to long-term courses of three-year courses, with a total enrolment of over 24,000 persons and about 120 residential and non-residential schools and seminars with enrolment of 9,000 students. The estimated attendance at extension lectures and the listening or viewing audience was about 60,000. There is an ever-increasing demand from professions, business and industries, from the rural areas and the general public for more advanced level of work of this kind, which only universities can accomplish.

How to make a beginning in Life-long Education in Indian Universities

The first step in the direction of continuing education to be taken up by the Indian Universities is to accept it as their moral responsibility and establish a Centre for continuing education with a small whole-time core staff. The centre for continuing education should devote, in the first instance, to the following relevant questions:

- (1) What sort of educational opportunities ought to be made available to elderly people, middle aged and the young?
- (2) How should continuing education be organised and how paid for?
- (3) How could the media of mass communication be used as effective educational instruments?
- (4) Where do public libraries and museums fit into this scheme of education?

In this way, the needs of the community be assessed and on the basis of resources available in the university both internally as well as externally, a phased programme should be prepared well in advance, before launching them. It is obvious that to meet initial expenses on the Centre, the University Grants Commission will make suitable grants.

Apart from attending to the current needs of the community, the Centre has a long-term potential as an agent of the University seeking to modify the exaggerated gap between the vocational and the academic learning. This potential can be taught of as a matter of indirect public relation among the most significant groups in society by the demonstration of the university's involvement in the major needs and problems of the community. In this way the Centre will contribute to the preservation of such disinterested study by demonstrating to socially and politically influenced groups in the society the high and indispensable value of such institutionalised activity will be fully justified even though it involves financial resources of the nation on a rather high level.

AS ONE moves through Punjab villages one is struck by the remarkable progress they have made within the last few years, notably in the field of agriculture and small-scale industry. Just 15 years ago it was a rare sight to see a tractor plowing the fields, yet today it is a common sight to see farmers, both young and old, dashing about on their tractors; humorously enough, some students come to the college on tractors. Tube-wells and harvesting machines have cut down the working time of the farmer by 75 per cent. Beautiful lush green fields and brick houses in place of mud bear witness to the initiative, courage and sustained work both by the farmer and the entrepreneur. Punjab is poised at the verge of modernity and needs but a slight push forward. As one is legitimately impressed by the whole-hearted acceptance of modern scientific technology for the development of material resources in the Punjab, one also discovers a growing awareness for a modern scientific attitude toward the development of human resources. In many ways Punjab has not been able to develop a more balanced and progressive attitude toward man commensurate with the modern, scientific and technological attitude toward material goods. For example, the use of scientific technology has been motivated only by economic considerations, whereas questions dealing with the development of man, especially the growth and development of the finer aspects of human thinking and behaviour, art and culture, discipline and freedom have been left out as irrelevant and un consequential. Such finer aspects of life as found through reading, writing and general knowledge are not available to most people in spite of the fact that they have had few years of regular schooling and a formal degree. In most villages, there are a few educated people up to the college level, but unfortunately

College Serves the Community through Mobile Library

Ram Singh

there is hardly any village having good material to read. Some of these people have nothing more than a few old outdated textbooks bearing testimony to their college days. Or, once in a while, a devout family may have a copy of the holy scriptures, carefully preserved for generations. These books are seldom read due to lack of interest and also due to religious demands for ceremonial piety, devotion and unreflective mood. Good books with progressive attitude are not available to these people, nor do they have the reading habit of sitting down and enjoying a good book.

Need of a Library

For the last few years we at Baring College have been wondering about helping villager develop a balanced attitude toward life which will prepare them for better use of their free time whether with the help of scientific technology or with the old style of life, and without undermining the finer and sophisticated aspects of life. We felt such an attitude could be created by teaching the illiterates to read and write and helping them obtain good literature. It is only through such a process of reading that a balanced and progressive attitude toward life in this age is possible, so that even an ordinary villager will be able to live a richer and more meaningful life in the context of modern living. We have been fully convinced that it is the man we should invest in;

once human resources are developed, it will then be possible to develop material resources as well. Priority should be given to the development of human resources.

It became clear to us that a fully developed project will broaden the base of service for the college by including non-student villagers as members who will surely benefit from the programme as much as our college students would. Our former students living and working in villages will have a good reason to continue their association with the college and draw an academic impetus from this association to improve their qualifications. It will also help the college to organize an Alumni Association to back up the college and its programme. Besides, it will create an additional impact on the college in the fact that next generation of rural students will come to the college with an already formed reading habit. We hope, that with time, this habit of reading of selected books will lead those people to an awareness of the world around them and their role in it.

Mobile Library

The original idea of a Mobile Library grew out of our students' response to our library programme in the college premises based

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on open shelf system. In a period of about 8 years we saw in amazement the number of student-visitors rise from about 50 to over a thousand daily and issuing of books from 34 to over 400 per day. In 1969 we felt convinced that we had been able to cultivate a habit of studying in the library among our students. At present, there seem to be no difference between town and village students in the long hours of library study engaged in. Taking advantage of this approach of open-access to books we decided to give the Mobile Library a trial. It took us over a year to convince village leaders to begin this programme, and almost another year of regular service without a break, to see the idea germinating into a programme of "development of human resources in rural areas" which could become the basis of an "Institute of Rural Development."

We felt these people could benefit from the college programme in the same way as regular students do from the academic programme. Such a relationship between the village people and the college will strengthen the bond of mutual help and inter-dependence and give a chance to the college to establish its bonafides as a leader in the community. It may also help the village students to have greater interest in the welfare of their own villages, as this programme will be eventually conducted by a few students of each village. These students will know their own village better with all its potentialities and problems. It will also have a significant academic impact on the college in bringing in the next generation of students with reading habits already formed. As mentioned previously we further hope this habit of reading of selected books will lead these village people into an awareness of the world around them and their relationship to it.

We are convinced that the exposure of these people to good

books will do much more than just the forming of a reading habit; it will help create greater interest in development, both human and material. A Mobile Library will bring for the first time new knowledge, initiative and enrichment to these villages. There are a large number of boys and girls and men and women in these villages with just enough education to have their reading desire kindled. Many of them have gone up to high school and some even to the college. There are also many elderly people able to read vernacular books in Hindi, Punjabi and Urdu, but because of the scarcity of libraries, they seldom get a chance to read. Panchayat libraries, if they do exist do not have more than a couple of hundred books, neither available at the time of their need nor according to the taste and choice of these readers;

therefore, such books lie unread on the library shelves. Purchase of good and interesting books is beyond the means of most villages who can read and write. Villages have no such tradition of libraries or reading for pleasure and recreation, at least in the Punjab; and we would like to break this old pattern and establish a new one more suited to the new conditions of work and living.

Preparation of the Project

In the autumn of 1970 a few of our staff members were convinced that our village folk needed the habit of reading books for pleasure as an additional recreation in addition to the already existing recreation, out of which drinking was fast becoming popular with their young group. We were all convinced



A car with an open trailer being used as Mobile Library

that this project, once taken up seriously, had all the possibilities of success. We called a meeting of a few of our old and new students, asked for their suggestions and requested them to help in conducting a survey of about 30 villages in this area to determine the feasibility of starting such a project. The information thus collected was revealing as most villages investigated had more than 80 men, women and children who could read and write in more than one language and had studied up to middle school at least. Interestingly enough, most villages had at least two factions in the village dividing the village into two or more groups.

More than once we visited each one of the four villages selected for our Mobile Library project to meet with the village leaders and our own students to assess the need of the villager, examine the sight of the library and the response of the people. No one opposed the idea of a Mobile Library, but most older generation people questioned the purpose as well as the wisdom of such an expensive project. A few of them thought it was aimed at spreading the Christian message in the villages, or in helping the college get more students for joining college. Some of them seriously asked why their village was selected and not other villages in the area. The young people were generally in favour of the project and some were willing to help us in conducting it.

After studying each village carefully we decided to emphasize the educational work more and more and keep the subjects of books limited to non-political in terms of language, and non-communal in terms of subjects. We decided to buy books in Punjabi, Hindi, Urdu and English languages, and charge a membership fee of Re. 1/25 which will help us in maintaining the books in good condition. At each meeting we emphasized our interest in the people and in helping

them develop the habit of reading good books. We felt that such an interest on our part will help them develop more confidence in our project and safeguard the issuing and return of those books. We also felt that once a project of this type is established it will teach them to pay for the running of any worthwhile project, according to their ability.

In July and August 1971 seven of our staff members volunteered to give one day free to the Mobile Library. During those rainy days we began our project. We gave the following reasons to the village people for starting this project:—

- a) In terms of economic progress and material development, Punjab has the highest per capita income in the country, but in terms of literacy, it is lagging far behind other states, numbering 7th or 8th in the country. In order to maintain this lead in the field of agriculture and small-scale industry we must increase our literacy rate as fast as possible.
- (b) The process of development is a continuous phenomenon and in order to move faster than the present rate, we must create a developmental attitude toward life and work. This will require that the individual should be able to read and write and collect information concerning his profession, the latest developments in that field and the way he can use these developments to improve his job.
- (c) To enable people to make better use of their leisure time by developing a reading habit for pleasure and enriching their lives. This will be especially true for women and young girls who

have very limited means of recreation in our culture. It will be a more productive way of using leisure time which at present is often spent on idle talks, drinking and cheap movies.

- (d) While in school, village students seldom develop a reading habit which is likely to continue after they leave school. Most students find it difficult to cope with their studies because of their inability to form a regular reading habit. The best time to inculcate such a habit is among small children while they are still in school, and when they reach college, they will already have a well-developed reading habit.
- (e) Eventually we plan to make this programme into a much more basic and fundamental programme of "Development of Human Resources", aiming finally at the establishment of an "Institute of Rural Development".

Selection of Four Villages and the College Campus

On the basis of the survey of these villages and the number of villages we were capable of serving well, we decided to select only four villages plus the college campus according to the following criteria:—

- 1) The level of prestige enjoyed by the college through its own students or teachers in that village for selfless service and dedication to operate such a programme.
- 2) Eagerness on the part of the people of the village to receive this project and their determination to cooperate with us in its operation.
- 3) Desire to keep village politics out of the project and cooperate with us on a non-partisan basis.

(4) Accessibility of the village from the main road by an ordinary car with a trailer.

(5) Their willingness to help develop it into a "Rural Development Programme."

After a few visits to these villages and exhibition of our books specially brought for the Mobile Library, we finally started with Gaunspura village, about a mile from the college. We decided to visit each village once a week, preferably on Sunday. On the first day, we enrolled only 11 members at Gaunspura, which gradually grew to 50. Next we selected Gokhuwal, about three miles from the college. A week later we added two more villages, Masania and Panjgraian. To date our total membership stands at about 200, at least 1/3rd of which are students, and about 10% women and girls. We issue about 400 books a week, generally 2-3 books on each card. We have found ladies reluctant to get books issued on their names, instead they request the male members of the family to get books for them. Most families get all the three books they want on the same card. Though comparatively, female membership is small, yet most books are read by females.

Working of the Project

After a few weeks' experience we realized the difficulty of covering all the four villages in one day, therefore, we added Saturday as well. Now, every Saturday afternoon at a fixed time the car with trailer goes to Gaunspura first and then to Gokhuwal, accompanied by 2 members of the staff. Often membership card holders in the village wait for the arrival of the car. It takes about forty minutes to receive old books and issue new ones. Most of the young people report that they finish a book in six days, on the seventh day they wait for new books. Generally all the literate members of the family



An adult selecting a book from the open shelf. The organiser is talking to other villagers to know their interest and needs.

read these books, especially the women.

On Sunday, we go to Panjgraian first and then to Masanian. Panjgraian group is the most prompt and orderly and there have been able to receive old books and issue 45 books in less than 30 minutes. At Panjgraian, even older people wait for us ready with the books.

On Thursday afternoons we distribute books to campus children.

We have about 1200 books in all, most of them in Punjabi, followed by Hindi, English and Urdu.

To begin with, most members ask for simple but socially oriented novels, such as written by Nanak Singh. Gradually their demand changes as their taste develops for good literature. After a few months they like to read difficult novels, biography, history, leading to literary criticism. Few like poetry; though Urdu readers ask for Urdu poetry books. The older generation asks for books on religion,

but the younger generation is more keen on light reading.

We are planning to celebrate the first anniversary of this project within a month or so. We would like to study the impact of this programme on the reading habits of these people, especially young students. After that we will have several meetings with the general public from each village, find out their ideas about the way each village should be approached for development. This will involve a well planned programme of movies, meetings, discussion groups and projects sponsored by each village with the help of this programme. There will be regular classwork to eliminate illiteracy as well as to educate the general village public.

So far, we have involved only two students from each village to help us collect and issue books, as our present need can be met with the help of these boys. Additional boys who want to help will be enrolled for the next
(Continued on page 20)

Attitudes Towards Adult Education

K.L. Sharma

Adult literacy is one of the aspects of Adult Education. Broadly, Adult Education can be described as education in its widest sense suited to adult needs. It includes social, cultural, civic, vocational, health and parental education, whether imparted in specially organised classes or by means of mass-communication media like Press, Radio and Cinema.

Adult education has to be considered in two aspects: since adults cannot be forced to seek education, the social environment has to be made more educative so that education is sought voluntarily. Secondly, Adult Education programmes should exert formative influence on society itself, so that the social environment becomes conducive to learning.

We are living in a time of rapid changes. The pace of technological, social, economic and political changes are quick that the Indian adults are facing lots of problems in these areas. The education which they receive in schools and colleges does not adequately equip them for the changing role of adult life in present Indian context. Adult Education programmes are organised to help these adults in making necessary adjustments with changing environments, by imparting instruction, and by giving relevant information and guidance for the better performance in vocational, social and personal areas.

Attitudes of educated, professional or uneducated towards adult education, should be studied before organising any programme for them. In other words whether these professionals and educated persons feel the necessity of continuing education or not, needs investigations. On the basis of their needs, the programmes should be planned, so that this education may be meaningful to them. The evaluation of these programmes should be based on the extent of their appreciation of the need for adult

education. In India such empirical studies have not been conducted. In a study (1972) the author found negative attitudes of participant teachers towards adult literacy programmes.

Purpose of The Study

The present study was aimed to find out the attitudes of participants of regular adult education course, University teachers, University Students and other Literate Citizens towards Adult Education.

Method and Material

The total sample of the present study consisted of 180 unselected individuals—30 participants of regular Adult Education Course (B.A.Ed.); 50 literate citizens of different professions residing in Tilak Nagar, Jaipur, 50 Rajasthan University teachers and 50 post-graduate students of Rajasthan University.

These subjects were administered an attitude scale—'Attitudes Towards Adult Education'—(Adolph, T and Whaley, R.F. 1967) individually. The Thurstone Type scale consists of 24 items. Against each item three categories: (1) Strongly favourable, (2) Neutral and (3) Strongly against were written. Subjects were asked to express their opinion by marking one of these categories. Each favourably marked item of the scale was scored according to weightage assigned in original scale. The total scores of each subject were computed. The scores may vary from 0 to 170. Mean scores and S.D's were computed for each group. To find out the differences in their attitudes "t" values were computed.

Before giving the scale to find out the attitudes of these individuals each individual was first asked to write his own views about Adult Education. The content of their expressed views about Adult Education were also analyzed to find out their notion of Adult Education.

Introduction:

IN INDIA, generally, Adult Education is narrowly conceived and thought to mean Adult Literacy. This is a rather wrong and unhelpful notion which has become a sort of barrier and has blocked the development of adult education.

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Results and Discussion

Table No. 1

Table showing the attitudes scores of all the groups

<i>Groups</i>	<i>Mean</i>	<i>S.D.</i>	<i>Range</i>
1. Participants of Adult Education Course N=30	65.40	6.5	29.3
2. Literate Citizens N=50	51.50	3.7	13.3
3. University Teachers N=50	60.00	7.6	29.6
4. University Students N=50	60.00	6.2	28.0

Table No. 2

Table showing the significance of difference in the attitudes of these groups.

<i>Groups</i>	<i>Level of Significance</i>		
1. University teachers Vs University students	—	—	—
2. University teachers V/s Participants of Adult Education Course	3.37	P	.01
3. University teachers V/s Literate Citizens	7.72	P	.01
4. University students V/s Participants of the A.E. Course	3.70	P	.01
5. University students V/s Literate Citizens	8.50	P	.01
6. Participants of A.E. Course V/s Literate Citizens.	9.20	P	.0

On the basis of the present findings it may be observed that attitudes of these groups towards Adult Education varies. Students of Adult Education Course expressed most positive views

about Adult Education, next comes university teachers and post-graduate university students. The literate citizens have negative attitudes towards Adult Education. It is interesting to note

the deviation in scores is least in literate citizens while in other groups the deviation is very high. (See Table No. 1) The possible reason may be due to the differences in awareness of the positive views about Adult Education.

There is no significant difference in the attitudes of University teachers and University students. The reasons, perhaps may be that these students and teachers are attending the extension lectures organized by the University Adult Education Department or they are both equally aware of the activities of this Department. In comparison to University teachers, participating students of adult education course have more positive attitudes ($t=3.37$; $P .01$). The participants of adult education course have more positive attitudes towards Adult Education in comparison to students ($t=3.70$ $P .01$) and citizens ($t=9.20$ $P .0$). University teachers and citizens ($t=7.72$ $P .01$) and University students and Citizens ($t=8.50$ $P .01$).

Attitudes, 'the organization of psychological processes with respect to aspects of the individual's world' (Kretch and Crutchfield 1948) are greatly influenced by the individuals awareness of the problem or object of study. The attitudes expressed by these persons should be analyzed in terms of their awareness of Adult Education. On the basis of the views expressed about Adult Education, before administering the scale, it may be said that all the participants of A.E. course except a few, gave bookish definition of Adult Education. These students have emphasized that Adult Education is a continuing education. It includes vocational and professional education. According to these students "Adult Literacy would not do." Adult Education, which covers the later part of life, helps the individual by providing necessary information to adjust in the changing society.

The views expressed by

University teachers are very interesting. They do not have a clear cut idea about Adult Education. They have emphasized all types of education except formal education. According to these Subjects the Adult Education is very important, but some teachers have expressed negative views such as "less money should be spent on Adult Education," "more money should not be spent on organizational set up. Foreign aid should not be taken for it." On the basis of these statements it may be said that though these teachers have a vague idea about the aims and activities of Adult Education, but some of them have confused Adult Education with Adult Education Department of the Rajasthan University. Some teachers have emphasized the aims of Adult Education very clearly—"Adult Education programmes should be aimed at (i) Continuing Education for those already employed, (ii) Educating adults in current affairs and thinking in social, economic, physical and natural sciences and providing education for the specific needs of the community after a field survey."

The University students have expressed the views that education is very essential for better life. According to these students illiterate rural adults should be given information about the world around them so that they may know the worth of their life. Negative attitudes towards adults have also been expressed by some students. According to these students adults are very conservative and they cannot be changed. According to these students "money should not be spent on the education of these rigid and obstinate adults". It is interesting to note that such attitudes towards older persons are very prevalent all over the world (Sharma 1971).

The literate citizens expressed their negative attitudes towards Adult Education. It is interesting that these persons have expressed different views about

Adult Education. According to these persons Adult Education is only necessary for rural population. It should be "made available to illiterate or semi-literate persons, labourers, farmers, low middle class persons of these classes." On the basis of the personal experiences some of these persons have expressed that "like other departments Adult Education Department is also insincere." These people think that Adult Education programmes could not attract the attention of individuals. "So far as unemployed persons are concerned, Adult Education hardly solves their problems in the present prevalent conditions as it only provides preliminary knowledge of different languages, which is not sufficient for getting a job." ...it is also worth considering that so far we are not able to give primary education to every child of our country what is the use in spending money just to teach a bit

of the different languages to the adults".

On the basis of these expressed views it may be said that even educated persons in the country are not well aware of the role of adult education. These are, however, the result of a brief and quick study and it can legitimately be expected from ripe studies, more intensive in character and involving greater investment of time and services yield very relevant and usable guidelines to programming.

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Still Available

Manual for Adult Literacy Teachers

by N.R. Gupta

Rs. 10.00, Abroad \$ 2.75
(Rs. 5.00 for IAEA members)

Available from

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

THEY WON'T DROP OUT IF

It is so easy for an adult student to drop out of school! He doesn't have to be there. No law forces him to attend. He's probably not working for a certificate. Chances are he didn't pay anything or, may be, a very small fee. Why shouldn't he leave if the class is boring or doesn't meet his needs or expectations? Wouldn't you?

If you've had a high rate of dropout in previous classes, now's the time—at the very beginning of the new term—to get going on dropout prevention measures. Steps to prevent student dropout can be taken during your very first class session. (Some adults attend that first meeting and never come back).

How to Bring 'Em Back for More

A friend of mine recently enrolled in a Spanish class in a local community college. She came back from the first session bubbling with enthusiasm. "The teacher was just great!" She raved. "Me llamo Marian! See, I'm speaking Spanish already." Her teacher was obviously using Dropout Prevention Prescription 1: sending students home from the very first class meeting with a skill (no matter how small or simple) which they can use right away.

Here are some other devices for grabbing and holding student interest:

1. Give them cliff-hangers. Pique their interest in future classes by telling them briefly about some provocative activities you've planned for future session...experiences that they won't want to miss.
2. Give them action. Too many teachers devote all or most of the first class meeting to a long oration on what the course is about...a general introduction to the subject matter amounting to a one-man talk show. The students will like it better—and you'll get valuable information about them—if you start by asking each student why he is there and what he needs or hopes to get from your course. It may be necessary to divide into small groups to get instant action and reaction, and to encourage shy individuals to speak up.
3. Have pre-show, warm-up sessions for live audiences as at TV shows. Many savvy adult education teachers do this same thing using "ice-breaking" techniques: they have the students themselves rearrange the chairs into a circle (the moving about in itself creates an informal atmosphere). They have students write information about themselves on index cards and exchange them and, then, read them aloud (it's sometimes

easier to talk about another person than about yourself.)

Your Secret Weapon: Motivation

Student won't drop out if they're highly motivated. Even the most disinterested person in your group was sufficiently motivated to enroll. So there must be a way to find and use that motivation. What will rouse one student's enthusiasm won't necessarily work with another. So you'll have to try many different approaches:

1. Some teachers recommend coffee breaks during G.E.D. classes as a way of motivating adults who feel somewhat ashamed of their educational deficiencies. "Much encouragement can be gained by each person simply by finding out that he is not alone but in a rather close group. By chatting informally with the teacher and other students he finds that others are having exactly the same problems he is having, and all go back to their studies with renewed enthusiasm and hope," says the *Kansas Adult Educator*.
2. Personal involvement appeals to the most lethargic student. Everybody enjoys the quick quizzes and self-tests they see in newspapers and magazines, and few can resist finding out how well they can do on short self-tests. Class opinion pools can also pique lagging interest.
3. Success is a heady brew. It's easy to become addicted to it. Every time a student in your class performs a skill successfully, or learns a fact he can use, he is less likely to drop out, whereas continued failure is a killer of incentive. Concentrate on giving your most withdrawn, bored, or dissatisfied students opportunities to succeed in something, however small, in every class session. For example, ask them a question to which you are reasonably sure they know the answer. Find out what jobs they hold, and ask for information or advice on something related to their work. Give them their moment in the limelight (they may never have enjoyed such an experience.)
4. No subject has to be dull. A good teacher even put life into English grammar by turning his students into "bad-grammar detectives." Their assignments: to track down grammatical errors in written material or in conversations they heard, and bring them to class for discussion and analysis. Motivated? They loved it, and learned more good grammar in the process than through chapters of textbook rules and explanations.
5. Have each student compete with himself. A

business education teacher prepared a chart on which each typing student could record his best gross speed, his errors, the number of minutes he types, his next speed goal, and the date. He distributed dittoed copies of the chart. Students were motivated to achieve by beating their own records.

6. "What does history have to do with me?" Many people have that feeling about history and so are poorly motivated to learn about it. Here are some ways to show students what history means in their lives: have them write down significant dates in their personal lives: birthdays, anniversaries, etc., and ask them to write down what major events in history happened on those days. Assign a speech or discussion topic, "One Way in Which the Bill of Rights Has Affected My Personal Life." Other students could be asked to work up family trees, then, write down or discuss historical events which may have affected their ancestors. Keep 'em guessing... with a variety of activities. When the student knows that something different and interesting will happen in every class, he'll hesitate to drop out. Use tape recorders (students can use them to test themselves, for practice, etc.), films (but only those that are real adjuncts to student learning), guest speakers, field trips. Aviod, like the plague, session after session of "teacher talk, class listen."

Time to Get Personal?

Does your teaching tend to be rather impersonal? One of the major reasons for student dropout in literacy classes is a tendency for teachers to dehumanize instead of to become a friend to their students, said the UNESCO 1971 Report on World Literacy. When teachers are told to "create a warm classroom climate, be friendly, informal and non-authoritarian," it is not idle advice. It is based on sound research into the needs of adult students (of all students, actually). The new Dropout Centres and Continuation on Schools cropping up all over the country concentrate on smaller groups and closer, more friendly relationships between students and teachers... and their holding powers are great.

So consider taking these steps:

1. Have a personal chat with each student who shows signs of disinterest in class activities. Don't make it a formal, behind-the-desk interview." If possible, go out for coffee to a nearby restaurant. Maybe take two "problem students" at a time... they might feel more relaxed that way. Don't start discussing the class immediately. Let them talk... and as they feel more and more comfortable with you, you can lead them to discuss the course and find out what they don't like about it... in what way you are failing to meet their needs.

2. Offer private help. Even a few minutes during class time (while the other students are occupied or during the coffee break), may be all the private attention or tutoring some students need to solve the learning difficulties which may be worrying them. They may simply need to know that you care.
3. Take the class into your confidence. Tell them that you realize you may not be meeting all their needs... that what you are doing may not be interesting to everyone. Explain that you need and want their criticism, and that if they would rather not gripe publicly you will distribute a gripe sheet on which they may write down their feelings. On that sheet should be spaces for "What I wanted to get from this class but am not getting" ... "What I like best about this class" and "What I like least about this class."

It's not hard to diagnose a potential dropout. Keep an eye out for the following symptoms and take steps to find out their causes so you can correct them:

1. Irregular attendance. When a student misses class sessions for no clearcut reason, such as illness or family problems, chances are he is a potential dropout.
2. Poor preparation. If you give between-class assignments and a student ignores them or does them haphazardly, it probably means he is not really interested in what the class is working on.
3. Inattention in class. Daydreaming, remaining silent in class discussions, returning late repeatedly from class breaks, all these are obvious signs of low interest and potential dropout.

We're all Sensitive Souls

How do you criticize student work? Sometimes we have to tell students that they have made a mistake, but no one likes criticism and adult students are often supersensitive about their ability to learn. It doesn't take much criticism, honesty needed but wrongly given, to make a student leave your class forever.

Here are some ways to criticize without hurting your students' feelings:

1. Never criticize anyone in the presence of other students. Do it quietly and privately, in an individual appointment.
2. Remember to do it with a smile. Resentment will not arise if your criticism is applied pleasantly and non-judgmentally.
3. Find something to praise first. This will soften your comments and take the sharp edge of your criticism. It will be much less ego-deflating for the student.

—*Techniques for Teachers of Adults (USA)*

WHY DO YOU WANT TO READ?

J.D.N. Versluys

WILL any of the 800 million illiterate adults be aware of the fact that the year 1972 has been proclaimed International Book-Year? The question, asked this way, seems hardly fair, but it may be useful to start with the unpleasant fact that, although the percentage of illiterate adults is decreasing, their numbers are still growing. It is thus urgent to define as precisely as possible which groups of adults should have priority in the struggle against illiteracy.

The humanitarian ideal of universal literacy is being gradually abandoned. As the population increases, drop-out at the primary level, lack of retention of what has been learnt at the adult literacy courses become more widely known, thus dampening optimistic hopes for the 'eradication of illiteracy within twenty years' which had seemed quite possible, if proper action were taken both by governments concerned and by those who could provide material assistance. Population increases, high drop-out at primary level, and low retention of literacy training are forcing educators and politicians to re-examine the problem.

The solution would seem to be to apply a rigorous selection in order to provide literacy to those adults who really need it and who can and will use their newly acquired knowledge. 'Literacy' in the new sense, should go beyond the strict—and limited—ability of reading, writing and arithmetic and it should impart a 'new way of life' leading to social and economic development. This new type of literacy should integrate several elements besides the three R's, such as technical abilities needed by illiterates for their jobs, whether they are industrial, agricultural or are concerned with health, nutrition and hygiene. Such programmes should obviously differ according to the job, and should, therefore, be selective and intensive, combining people in one group who have similar interests, and are willing to make a strenuous effort to master these new techniques, abilities and this new knowledge so that their literacy fulfils a real function in their life. This concept of 'functional literacy' requires a certain level allowing the new literate to go ahead on his own. As long as reading remains a difficult exercise, one cannot expect that the newly acquired knowledge will be used very much, nor that it will be retained for a very long time, even if reading material is locally available.

It is clear that the level required will, to a large

extent, depend on the level of sophistication of production of the culture concerned.

However, it is likely that the reading level acquired after four years of primary school is about the minimum to assure sufficient experience and retention of what has been learnt. This is probably the reason why in many cases the final results of adult literacy courses are disappointing.

The need for a relatively high level of achievement in order to insure a measure of retention makes 'functional literacy teaching' a complicated and, therefore, relatively expensive type of education, which calls for selection of those most likely to benefit.

The illiterate adult lives in a certain seclusion which separates him from those who are aware of the 'outside world.' In certain isolated areas where small groups of people live largely on subsistence agriculture, this isolation may not be felt by most people and literacy would probably not change their way of life very much.

In the majority of cases, however, there already exists a more or less close contact with the 'outsiders': merchants come to rural areas and buy the products available, the transistor radio has penetrated deeply into the countryside, while in urban areas life without literacy has become nearly impossible. Those who are illiterate often pretend they are not, as it is felt to be a social stigma to be unable to read. In this context it is of interest to note that in a recent survey covering more than 100 adult literacy projects all over the world social prestige was given in 30 per cent of the cases as the answer why people wanted to join literacy classes. Less than a quarter of the answers indicated economic reasons while 4 per cent of the respondents said that they were interested in reading the scriptures.

However, several studies indicate that the motivation for literacy as such is not extremely strong among illiterates, particularly if considered as a means to economic improvement. This is probably because the possibilities of functional literacy are not sufficiently clear to them.

Here we touch upon the crux of the problem; first, is increased knowledge really necessary for economic development, and second, is literacy indispensable to acquire that knowledge? If so, are the illiterates themselves aware of this requirement and, therefore, willing to make the necessary efforts?

When studying the literature on this subject, one finds that among farmers, the adoption of innovations is closely connected with their level of education, although this is certainly not the only variable. Farm size and contact with persons outside

J.D.N. Versluys (Netherlands), was formerly director of the International Institute for Adult Literacy Methods (Teheran).

he community are also important, and related actors, since farmers who have more land have probably had some education and are more likely to have connexions with town people. Again, breaking the mental isolation would seem to be crucial. Socio-economic and communication variables are generally regarded to be more important than personal characteristics for the adoption of innovations, although some authors question the value of education, since it often refers to matters completely foreign to the actual problems the farmers have to deal with. This point should obviously be stressed: the type of education provided at schools and in adult literacy classes is often of no genuine interest. However, if the education is practical, based on learning details to increase agricultural yield, the people themselves will feel the need of having all these details stored somewhere, so that they can check later on.

The level of literacy—including arithmetic, simple farm science and management—should be such that it brings about the change which is needed, and does not leave the farmer at a level where he is not really helped by what he has learned.

In order to appreciate the real results of 'functional literacy' (or, as it is utilitarian, 'work-oriented' literacy, but which we may also give the wider connotation of 'development education' since literacy as such only plays a role of secondary interest as a means to the purpose of further education to achieve development), it will be necessary to wait and see the results of the projects where this altogether new type of teaching, demonstration and discussion is undertaken. The real purpose of these integrated programmes, started at the initiative of Unesco, is to change the way of thinking, to substitute traditional production methods by rational ones based on scientific findings, and particularly to make the people aware of the reasons why such methods and techniques are needed. Once a man understands why he is doing his work in a certain way, he will be able to change it when the circumstances require. This is a tremendous change in the total mental process and it is essential that the persons understand the importance of accuracy and precision vital in the modern production process, be it agricultural or industrial. The very exercise of reading already helps to achieve that sense of precision and comprehension. The mass media are precious auxiliaries for the dissemination of knowledge, but they cannot provide the stored information given in a booklet which can be consulted again and again.

Can we prove that in all cases, including factory production, literacy leads to higher productivity? Certainly not. Literacy as such will not, in most cases, help very much, unless it is accompanied by other factors of development. It would be unduly optimistic to expect that anybody who becomes literate automatically becomes a better producer.

There are certainly some examples which show an immediate improvement in micro-economic situations, but in general experience shows that literacy will make a difference in productivity only if the type of work is favourable. On the other hand, sophisticated production methods require literate and skilled workers.

If literacy projects are to contribute to higher productivity, they must be selective. Research is needed to determine in what production sectors literacy is likely to make an indispensable contribution. It could also provide information about short-term results of work-oriented literacy programmes, in order to avoid over-optimistic expectations and inconclusive results. Equally important are the long-term effects, in conjunction with other development factors, but this obviously complicates the research techniques.

On the other hand, selectivity must be applied to groups or to certain development areas, not to individuals. For instance, in a producers' cooperative it is not enough if the secretary is literate and has sufficient knowledge of accounting to carry on the business, because such a situation distorts the purpose of the co-operative as a social and economic group. On the contrary, all the members of such a co-operative should be literate and able to understand the financial implications of decisions in order for it to function properly.

Even if a direct proof of increased productivity of literate workers in industry may be difficult to provide, one may expect that positive factors are more generally to be found among them than among illiterates, as a Unesco-sponsored study recently carried out in Bombay pointed out, where such lapses as lack of safety consciousness, absenteeism, or waste of raw materials, were found to be more marked among illiterate workers than literate workers.

The supervisors also found that the illiterate fears change, that, although he may be intelligent, he cannot express himself well enough to make himself understood, and various similar disadvantages were mentioned. Of course, this is not a proof, since it is quite possible that the more industrious workers were also those who somehow have become literate, but it is undeniable that in the modern production process of factory work, illiteracy is a real handicap.

Similarly, a number of advantages of literacy to productivity in factory work are mentioned by Phillips in his book "Literacy and Development." However, to achieve real motivation to become literate, the factory worker should be motivated to become literate by a direct advantage either in the form of better chances of promotion or of higher wage, since his increased productivity would mainly benefit the enterprise. Literacy classes should be provided in factory time, since only in that case can

(Continued on page 20)

pupil and teacher are concerned?
And what does teaching mean?

This is the radical renewal
which must be undertaken.

It implies the decision to
make immediate massive invest-
ment, guided by costly research
and pilot experiments. But there
is no reason to believe that such
investments would provide fewer
initial results than those obtain-
ed from comparable investments
in industrialization. Education
has to move out of the "school-
for artisans" stage—and this
expression does not exclude the
universities—and into that of
industrialization.

Considerable funds set aside
now—a sacrifice on the part of
our present generations—will
certainly prove to be an economi-
cally advantageous proposition
for the future. Unit costs will
decrease to the extent that edu-
cational productivity increases.
This being the law of "indus-
trial" development, it is likely to
prove still more true of the 'post-
industrial' period.

3. All this is equally valid
for developing countries. Their
technical bases are admittedly
weaker, and strengthening them
must consequently be a primor-
dial aim of technical cooperation
in education.

Developing countries are,
however, clearly superior to the
older civilizations in Europe and
to all highly-industrialized
nations in one respect: their edu-
cational structures, being more
recent or in the process of being
set up, and the men who operate
them being less committed to tra-
ditional educational procedures,
less resistance to innovation, in
the form of inertia, conservatism
and school traditions, than do
those countries which may be,
historically, the creators of
modern education but which are
now out of date. The terrain is
incontestably more open to
action in the developing coun-
tries.

New Trends in Adult Education

Henri Janne

UNESCO recently established an International Commission on the Development of Education. Three documents on Situation, Opinions and Innovations were prepared for this Commission. The document on innovations entitled "New Trends in Adult Education: Concept and Recent Empirical Achievements" was prepared by Henri Janne, Professor at the Brussels Free University (Belgium) in collaboration with Marie-Laure Roggemans, Research Worker at the Brussels University Sociology Institute. The paper outlines the impact of the principles of life-long education on the adult education system. The conclusions of the paper are reproduced below in the hope that it will lead to clarification of ideas on life-long education—Ed.

1. In our view, only a life-long educational system can save democracy by steering it away from its course towards the reefs of man's conditioning to, and alienation from an over-organized society. Furthermore, only this kind of educational system can bring about optimum development in scientific research and technology, which are the necessary conditions for economic growth and for the costly transition from a civilization of quantity to one of quality, as well as being related to the advanced qualifications required at all levels.

sional career-training, including the development of personality beyond the immediate needs of businesses and other organiza-

2. This is the philosophy involved in making educational growth a priority programme. But one unknown element remains, and it could well have a favourable influence on present forecasts of education costs; it is the application of educational technology. As in the case of the transition from workshop businesses to industry in the early days of the industrial revolution, new educational technologies imply profound structural changes and a reappraisal of values: in this even, and with these prospects in mind, which programmes will need to be learned? Which pedagogical methods must be chosen? What does learning mean, so far as the respective responsibilities of

For the cost of economic democracy as compared to that of the pure efficiency in a technocracy cannot be ignored, nor can that of leisure based on the democratization in culture, as compared to the mere distribution of a passively-absorbed culture, or the cost of profes-

Adult Education for Human Development

The International Confederation of Free Trade Unions organised an International Workshop on 'Ways and Means in Workers Education' in Sweden in May this year. The report of the workshop was presented to the 10th World Congress of the ICFTU in London in July, 1972 and to the Third International Conference on Adult Education in Tokyo. Extracts from the main conclusions of the workshop are given below.

1. At first sight it would appear quite logical for the national trade union organisations to state that the education of adults is important from an economic point of view and to stress how many untapped resources there still are in the adult population at present.

2. But this is a narrow outlook, and would be to distort the idea of "human resources development and planning". The fundamental principle of developing the potential resources existing in man himself implies that there must be an all-round development of his personality. Indeed, without this the very idea of the process of development, and the Second Development Decade itself, would lose all meaning.

3. The need for every individual, without exception or discrimination to be provided with a broad education must be brought home to each and every member of the community, to make them fully aware of the variety of ways in which they may be able to assist in enriching their community. Their active participation for the benefit of society as a whole can be a positive asset, and as such this must be the aim.

4. In this order of ideas, it is significant that the trade unions underline the interdependence of education and development at a time when a new

approach to education reveals a new way of thinking about education as a life-long process bringing quality and meaning to life.

5. As youngsters see it, education is "to acquire means of learning and training" as the foundation for a process as yet unknown to them. For adults, education implies a change of attitudes in many respects, throughout a learning and training process designed to equip them with the knowledge, ability and capacity to cope with the problems which they face in their personal life or within their community and to stimulate them to self-reliance through the experience and maturity they have gained through life itself.

6. However, in the fast changing environment in which individuals and communities have to move nowadays, the need for great mobility cannot be dissociated from a feeling of insecurity. The individual has to adjust from a cultural, social and occupational point of view. To do so, each adult must be able to understand the particular effort required and be willing to make it. The people themselves must have the will to do this; it cannot be imposed or made compulsory from outside. This is how we look at the education of adults in the seventies.

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Reports From The Field

ADULT EDUCATION IN TRIPURA

R. Bhattacharjee,

District Inspector of Social Education, Tripura

THE programme of Adult Education was introduced in Tripura in the name of social education during the first part of the fifties. It then formed a branch in the Education Department and concentrated mainly on literacy education. Staffs were recruited by the Education Department and were placed under the disposal of the C.D. Blocks. Besides implementing the scheme of social education, the personnel of social education were assigned many other unrelated jobs.

Recently the field staff of Social Education have been withdrawn from the Blocks and are given the following programmes which they do mostly under the direct supervision of the departmental officers.

1. Holding of pre-Primary Schools.
2. Organising Literacy classes among men and women.
3. Organising Youth-club-cum-recreational centres.
4. Organising Mahila Samities, along with subsidiary-income-programme.
5. Organising 'Sishu Rang' among the adolescents.
6. Nutrition programme through the pre-primary schools (Balwadies).
7. Mobile Library Service.
8. Audio-visual Service.

Adult Education is carried out through the above mentioned programmes. It is our hope that no education either formal or informal can be possible unless adults/learners are involved and interested. To catch up their interest the project of holding pre-primary schools was taken in hand and it has proved to be quite useful in involving people into our programme. Five community houses have been constructed with the contribution of the people in which all our aforesaid programmes are carried out.

The activities which are undertaken in our Balwadies are as follows:—

- 1) Health and sanitation
- 2) Nutrition
- 3) Personal cleaning
- 4) Gardening

SWISS HELP TEACH NIGER RICE FARMERS TO READ AND WRITE

W. Austin Simmonds

DEEP in the valley of the River Niger, near the point where it flows into Niger from Mali, lies the town of Tillaberi. Here, a Unesco specialist and young Swiss volunteers, working in close collaboration with government services, and in particular with the National Service for Literacy and Adult Education, are beginning courses for 15,000 river-rice farmers.

The experiment does not stop merely at traditional uses of reading and writing, however, for the foundations have already been laid for a five-year programme of intensive functional literacy.

The national development plan of Niger calls for a substantial increase in the production of rice and it is expected this riverine region will soon be able to supply the needs of the entire country. As traditional methods of cultivation as well as indigenous strains of rice are inadequate, greater productivity requires that modern methods be introduced and farmers be taught to use them. Hence the term "functional literacy".

The government has also imported the so-called "miracle strains" of the "Green Revolution" to supplement native low-yield rice. Dykes have been built and substantial irrigation work carried out. And, in order to accelerate the successful development of the entire project, external help was sought. So FOPOTEC came into the picture. FOPOTEC stands for Switzerland's Foundation for the Accelerated Technical Promotion of Modern Man. This is the first time that Unesco is collaborating with a private foundation on a project of this nature.

Unesco itself has provided, through its specialists, the know-how and some of the equipment needed and continues to stimulate the work of the broadcasting stations. FOPOTEC works with Swiss Radio and Television services which are actively supporting the experiment.

A "Radio Club" broadcasts a series of programmes in Jerma, one of Niger's national languages. These programmes are the results of a deliberately cultivated dialogue between government officials and local inhabitants.

(Unesco Features)

- 5) Education—learning of language and arithmetic
- 6) Simple games and amusements.

However, we experience difficulty in the field of literacy where people appear to be less interested. Our endeavour had been sporadic so far, but as a sporadic approach always makes us uncertain about our coverage, we intend to proceed from certain end of a village and cover it with sufficient strength of staff. In our opinion, life-long education will become a reality when masses have attained the knowledge of 3R's. We now intend to go ahead vigorously with our literacy programme.

Why Do You Want to Read?

(Continued from page 16)

one be sure that the necessary knowledge, including technical understanding, will be provided to all the workers.

Finally, it is clear that there should be something more for new literates to read than occupational pamphlets: the pleasure of reading should be encouraged, simple newspapers and books with good illustrations should be provided or made available to widen the horizon of the new literate, so that reading becomes a habit and a pleasure, as well as a means to economic development. This may help illiterates themselves to feel their deficiency deeply enough to be willing to make the effort to learn to read. However, it would be over-optimistic to expect

too much: it is precisely their mental isolation which in the majority of cases is typical for the illiterate and, without any special incentives such as higher income or spectacular changes in the environment caused by the establishment of a factory, irrigation works, settlement projects or other types of migration which provide new opportunities, one cannot hope for the enduring effort a functional literacy programme requires from its participants.

Moreover, only excellent programmes will be able to retain people in courses and overcome the many reasons for drop-out which often make the final results disappointing. The better the programme, the lower the drop-out and the more reasons for reading will be found. Then the stage will be reached of that newly acquired 'curiosity,' that interest in what is happening outside the community, which is the basis for a genuine demand for permanent education.

COLLEGE SERVES THE . . .

(Continued from page 9)

programme. We have an Ambassador car with an open trailer in which we pile up books in wooden book-shelves, and we take them out every Saturday and Sunday. Two of us take turns on driving; one day Mr. McCulloch goes and the next day I go. We would like to have a better conveyance, meant only for the Mobile Library, fitted with book-shelves to hold up to 2,000 volumes and the trailer fully equipped with a projector and

equipment to show films, hold lectures and discussions; then we will be able to expand this service by taking on a few more villages. At the moment we are limited by the facilities available. We cannot add more villages nor spend more time in each village.

Further Development of the Programme

We are convinced that the first step towards the success of this project is the creation of the full confidence of the people in our devotion and seriousness of purpose in serving them. After

this confidence is fully established the people will be willing to talk to us about their problems, the real issues involved in such a project, and their desire to help build these villages anew. We are also convinced that we must not side with any faction in the village or take help from any political party, which might make this programme suspect. We must move gradually with the help of the people, under their guidance and direction and on lines suited to their own conditions of living, especially economic, social, cultural and religious.

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